

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter School

CDS Code: 19-64733-6120471

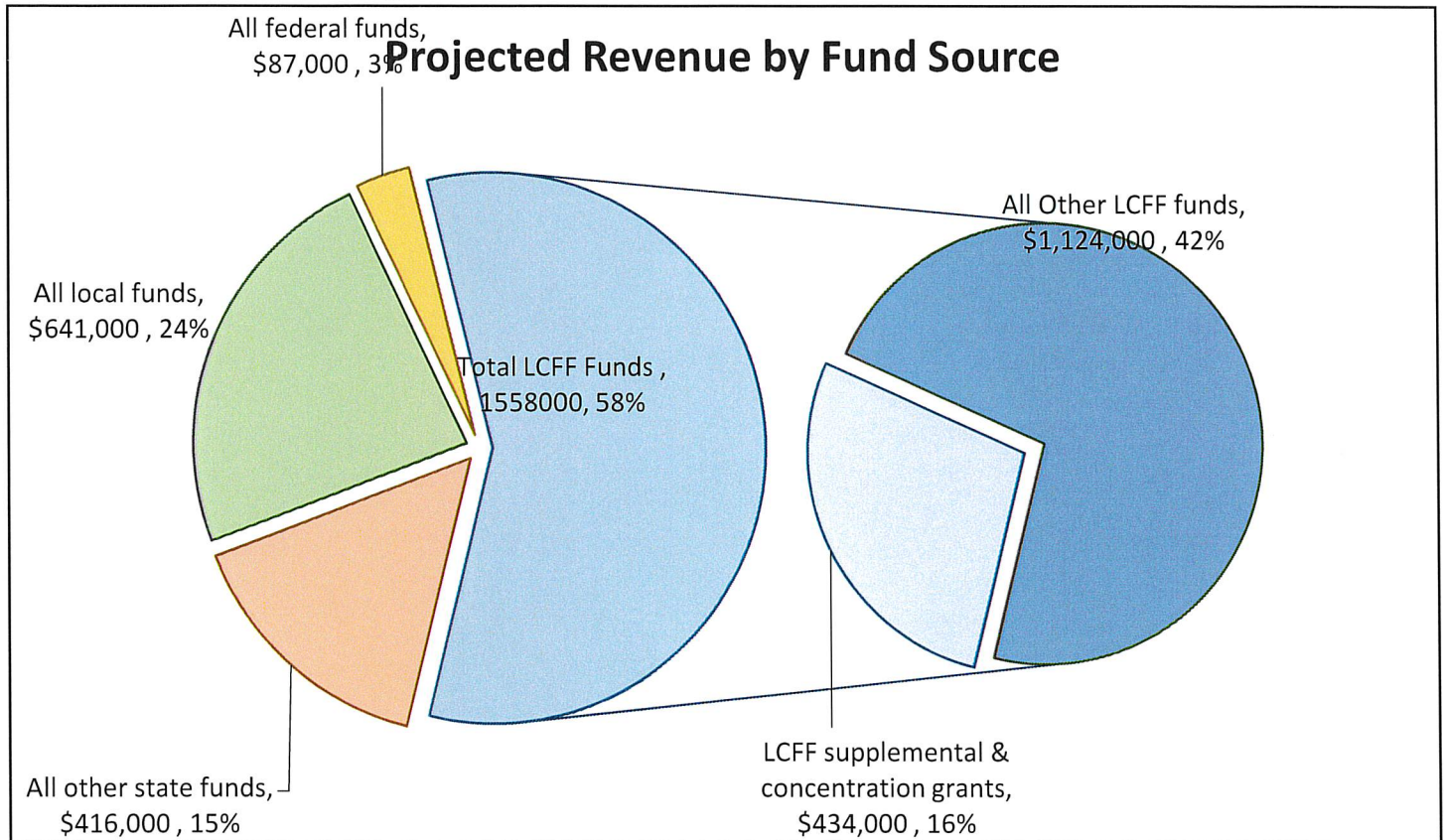
School Year: 2021 – 22

LEA contact information: Jerome Greening; 323.780.0076; jerome@puente.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

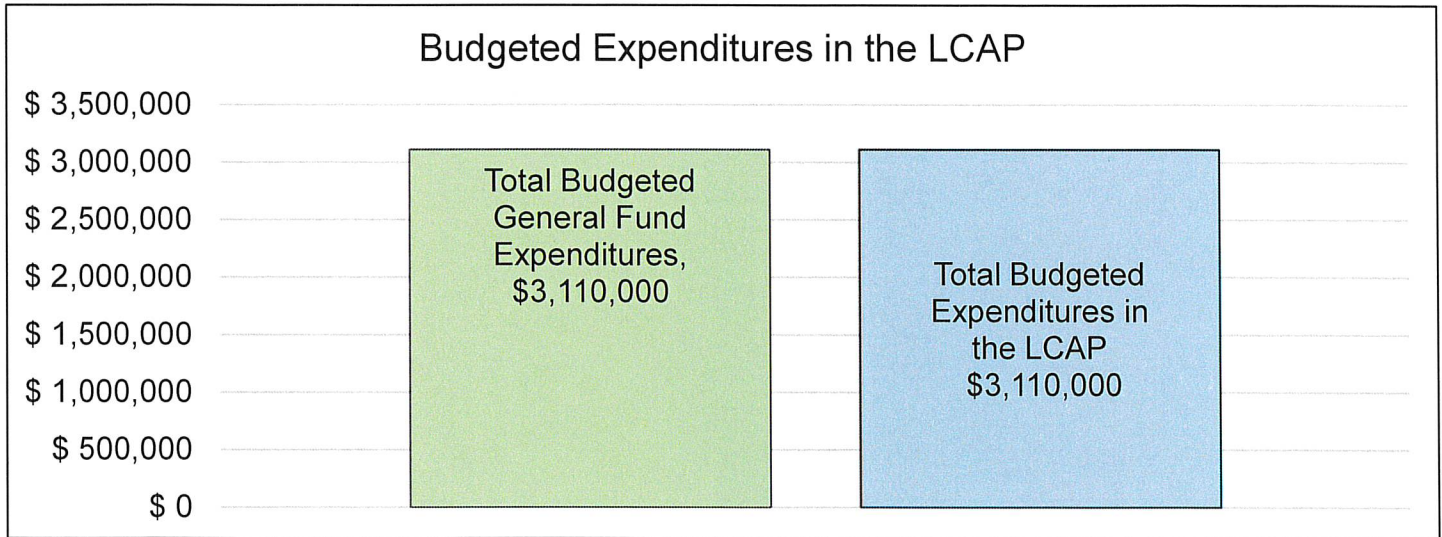


This chart shows the total general purpose revenue PUENTE Charter School expects to receive in the coming year from all sources.

The total revenue projected for PUENTE Charter School is \$2,702,000.00, of which \$1,558,000.00 is Local Control Funding Formula (LCFF), \$416,000.00 is other state funds, \$641,000.00 is local funds, and \$87,000.00 is federal funds. Of the \$1,558,000.00 in LCFF Funds, \$434,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much PUENTE Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

PUENTE Charter School plans to spend \$3,110,000.00 for the 2021 – 22 school year. Of that amount, \$3,110,000.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

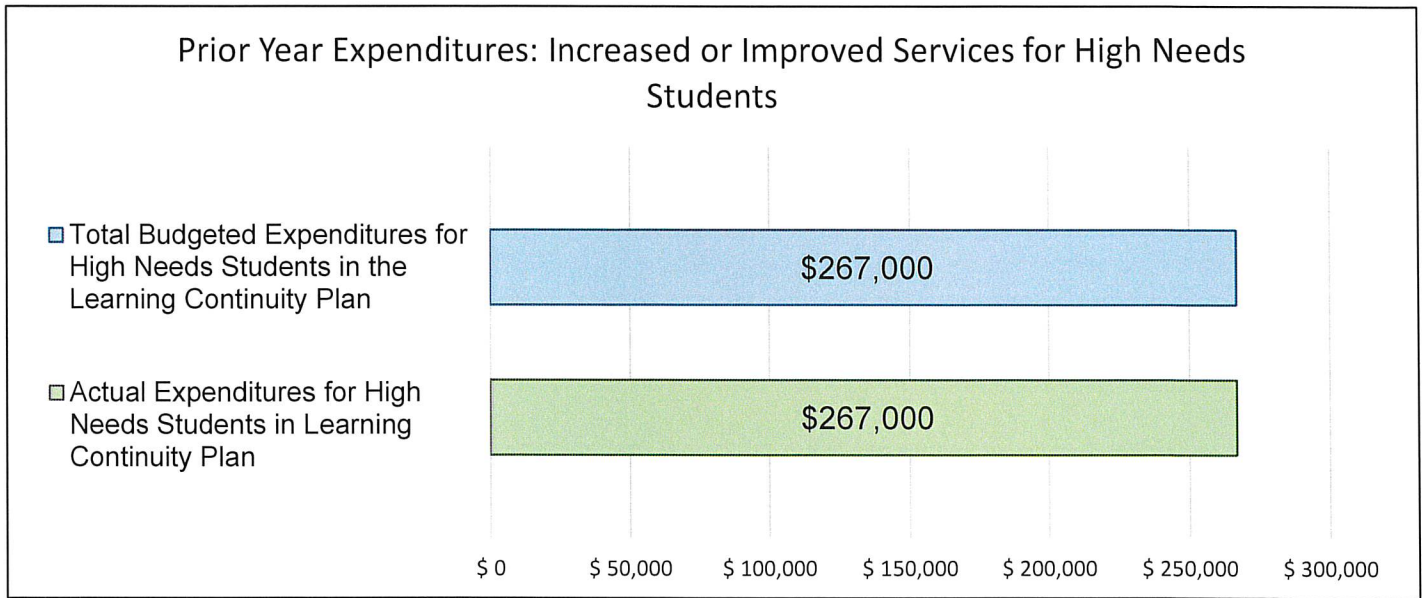
[Respond to prompt here.]

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, PUENTE Charter School is projecting it will receive \$434,000.00 based on the enrollment of foster youth, English learner, and low-income students. PUENTE Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. PUENTE Charter School plans to spend \$434,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what PUENTE Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what PUENTE Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, PUENTE Charter School's Learning Continuity Plan budgeted \$267,000.00 for planned actions to increase or improve services for high needs students. PUENTE Charter School actually spent \$267,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PUENTE Charter School	Jerome Greening, CEO	jerome@puente.org ; 323.780.0076

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

The percentage of students who demonstrate grade-level and above proficiency in ELA will increase by 3%

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA Assessment Testing Outcomes + 3% in Proficient and Above from Baseline	NWEA Map assessment and Running Records assessments indicate meeting the +3% above baseline goal. 58% school-wide met or exceeded standards. Our SBAC scores will be available in July 2021 which will give additional evidence for our students performance levels

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>School will offer a robust Common Core aligned curriculum with credentialed instructors as classroom leads. Students identified as EL will be ELPAC tested and results were used to inform instruction. Special education services are identified and delivered based on assessments and parent and instructor feedback. To support a best practices school culture, staff engage in professional development opportunities. For retention of the school routine and to offer additional support, a summer program is offered by the credentialed instructional team. In ELA, all students school-wide, inclusive of subgroups) are assessed multiple times per year (NWEA Map, Running Records; benchmark and performance tasks; work portfolios); (in Math, all students took a publisher provided benchmark assessments four times per year). Following administration of these assessments, our PUENTE team work together to analyze student mastery of standards-based content on an individual, subgroup and school-wide basis. Examination of data is utilized as a way to target supports and strategies to address any gaps. The PUENTE instructional and administrative team engage in intentional professional development on using the data to differentiate instruction in our classrooms, including re-teaching and utilizing best-practices strategies. The MTSS approach for supports and strategies utilized by the PUENTE instructional team is a systematic approach to provide intentional interventions of intensity as a response to students' individual needs. It is based on the frequent monitoring of student progress and the use of assessment data, and is implemented in collaboration with our school team. Decisions about the course of action is always on the basis of evidence derived from monitoring student achievement in support of the LCAP goals.</p>	<p>\$350,000 - LCFF - 1000-1999 Certificated Salaries - Credentialed Instructors (repeated expenditure) \$80,000 - LCFF - 4000-4999 Books and Supplies - Classroom Resources \$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Special Education \$173,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Lease \$75,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals</p>	<p>\$350,000 - LCFF - 1000-1999 Certificated Salaries - Credentialed Instructors (repeated expenditure) \$80,000 - LCFF - 4000-4999 Books and Supplies - Classroom Resources \$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Special Education \$173,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Lease \$75,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals</p>
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Strengthening professional development, under the leadership of our Principal, underscored the performance outcomes from our students during the transition from site-based to distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenges with instructional design due to the impact of COVID required a scaling up of support for our teachers as they navigated the use of the virtual platforms. We are eager to have the SBAC scores (available in July 2021) as a validation of student performance. Our early data during distance learning was deemed not as reliable as subsequent data gathering, as we worked with families to provide the best assessment conditions, including having their child come to the school site for periodic assessments.

Goal 2

Improved parent participation in school-based activities to strengthen the home-to-school connection

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Parent Attendance at School	2018-19	
Scheduled Events	Increase yearly attendance by 3 %	3% Increase Realized (growing school grade by grade)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Publish and distribute weekly bi-lingual parent newsletter; Conduct monthly family meetings; conduct quarterly Coffee with the Principal; Document student progress for 3 reporting period annually and conduct parent/teacher conferences; Conduct IEP meetings in support of students special education needs; Track homework completion; Conduct family survey annually on school climate and basis. Conduct Charter School Advisory Committee meetings for enhanced stakeholder engagement; Conduct quarterly governing board meetings</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Parent orientation sessions Monthly Family Engagement Nights facilitated by the PUENTE administrative and instructional team and include grade-level interactive literacy-based activities for the entire family. All parent meetings in August to begin the school year Distribution of a Parent Handbook Weekly grade-level bi-lingual newsletters Parent-teacher conferences offered at minimum two times in the academic year Student Success Team meetings with parents of diverse learners Update and guidance regarding student EL status and the necessary steps towards reclassification</p>	<p>\$100,000 - Other Local Revenues - 2000-2999 Classified Salaries - Dean of Engagement; Principal \$40,000 - Other Local Revenues - 2000-2999 Classified Salaries - Charter Office Assistant \$10,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Infinite Campus System</p>	<p>\$100,000 - Other Local Revenues - 2000-2999 Classified Salaries - Dean of Engagement; Principal (repeated expenditure) \$40,000 - Other Local Revenues - 2000-2999 Classified Salaries - Charter Office Assistant \$10,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Infinite Campus System</p>
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Integration. With our slow growth enrollment, the PUENTE administrative and instructional team is strengthening our relationships with parents by integrating our families into the fabric of the school as we journey with them through our elementary school services. Our full embrace of our families cultural-wealth, strengthened by integrating family experiences into our school instruction, is in direct support of deepening the dialogue to include learning from their perspectives, histories, and values to inform our teachers pedagogical practices. Parent knowledge will help create and complete school projects thus merging the socio-cognitive learning world of the student. Examples of this include:

Parent mentor and volunteer program to welcome new families and co-host school events

Charter School advisory committee
Parent participation in the governing board
Quarterly meetings regarding LCAP development
Parent participation in PUENTE center classes including ESL and workforce development

Investment. Our goal is that students leave PUENTE more than prepared for the rigorous academic work in middle school. For parents, our goal is that they continue their journey as central stakeholders in their child's educational journey. In addition, they are invested in ensuring that our work with parents during their tenure at PUENTE also leads to their civic participation in other schooling and community events. Our broader goal is that as parents transition from PUENTE, they are rightfully recognized for their valuable asset, skill and resiliency to enrich school and community. Examples of this include: Full participation in their next school of choice
Community ambassadors for the PUENTE mission and available resources
Community asset mapping with parents and school staff
PUENTE alumni events, including our annual Family Festival

Goal 3

Continued opportunities for professional development for instructional staff and support staff through identified areas of interest and relevancy in support of high achievement student outcomes

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 6. School climate

Local Priorities:

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement		For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$150,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals; Principal, Dean of Curriculum & Instruction; Dean of Engagement	\$150,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals; Principal, Dean of Curriculum & Instruction; Dean of Engagement
<p>Students to be Served: All</p> <p>Location: All Schools</p>	Common Core Implementation ELD (English Language Development) Framework	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School activity calendar review</p> <p>Student IEP review</p> <p>Using assessments to inform instruction and SBAC preparation (<i>please see separate description at end of section</i>)</p> <p>Common Core State Standards-based Instruction</p> <p>English Language Proficiency Assessments for California (ELPAC)</p> <p>Meeting the need of English learners/ELD portfolios and trackers</p> <p>Thematic teaching and teaching integrated curriculum, including</p>		
	Special Education SST & IEP Meetings including PLOPs			
	Special Education In-Service (Total Education Solutions)SPED 101			
	Special Education In-Service (Total Education Solutions)Student Success Team			
	Staff Development Meetings/Teacher In-Services			
	Weekly Debrief; Student Progress (assessment review);			
	School Culture Climate; including parent participation/feedback			
<p>Recalibration of Student Groupings; including Response to Intervention Lesson Planning</p> <p>Assessments for Learning</p> <p>English Language Learner Tracker</p> <p>Student Subgroup Tracker</p> <p>Local Control Accountability Plan Tracking</p> <p>Sharing Best Practices</p>	Behavior Management			

PUNTES strength in data analysis is underscored by the intentional creation and ongoing fostering of a collaborative school environment and that the purpose of the *analysis* is to transform data and information into insights. A guiding principle for the PUENTE operations is that student achievement is the greatest where teachers and administrators work collaboratively together, school-wide, to identify

sources of student success and then engage in the collective work to implement school improvement. The team goal of our data analysis dialogue is to answer questions by interpreting the data at a deeper insightful level and then implement actionable responses. We have discovered that through this process of performing analysis we raise additional questions, but stay on goal by identifying answers that can be implemented.

The reporting helps us monitor our ongoing work and be aware of the effectiveness of our practices, all in support of ensuring sound student, family and operational achievement.

PUENTES data analysis has served to: strengthen school-wide professional development (especially in the areas of English Language Learners and Special Education); identify and implement more effective teaching strategies; create new interventions for individual students; improve classroom instruction; build our curriculum resources; outreach to parents more meaningfully; create enhanced assessments; use more powerful tools to analyze data.

The PUENTE Charter School instructional, administrative and governing team members are committed to data-informed operational practices. As reflective practitioners, assessment data is analyzed for all students, including subgroups, and used to inform instruction with the intentional support of our Dean of Curriculum and Instructional and Principal. Students who are not meeting grade level standards are targeted for instructional modifications including additional review, intervention during and/or after school, a Student Success Team meeting (SST), strategic instructional grouping, and follow up monitoring to ensure that satisfactory progress is made.

The PUENTE administrative team, including the Chief Executive Officer, are accountable to the governing board of directors for student achievement. Data is reviewed and discussed by the instructional and administrative team weekly during our professional development sessions, with parents during conferences scheduled for twice a year, with the parent community at the bi-monthly Coffee with the Principal meetings, and the monthly Charter School Advisory Committee & quarterly Board of Directors meetings.

Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

Our data-informed practice and assessment plan identifies: Skills/objectives

to be retaught to the **entire class**

Skills/objectives to be retaught to **small groups** during class

Skills/objectives to be retaught to **individual students** with one-on-one teacher instruction

Students in need of intense remediation and/or tutoring

Adjustments to existing small groupsAnnual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Principal & Teachers to provide instruction for all students: in-person/distance learning platform. PUENTE's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; and 230 minutes for Gr. 1-3. PUENTE will also offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive "Beginning of Academic Year" professional development (prior to the start of the 2020-21 school year); weekly professional development during the academic year on Friday afternoon to ensure all teachers focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.	\$800,000	\$800,00	N
Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$85,000	\$85,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

PUENTE Charter School is located in the County of Los Angeles, which currently is on the State's County Monitoring List due to COVID-19 case rate that exceeds 100 per 100,000 residents. PUENTE followed the Los Angeles County Public Health Department and Los Angeles Unified School District's guidelines on providing in-person instruction. Therefore, PUENTE started the 2020-21 school year on August 18th with a 100% Distance Learning (Virtual) Model. PUENTE designed a 3-phase approach for transitioning from a Distance Learning Model (Phase 1) to a hybrid Model (Phase 2) to a fully 100% in-person Model (full return to site-based operations). During Phase 2 students will attend in-person instruction 2 days a week in cohorts; and 3 days in distance learning. Instruction will be provided in small cohorts that will also include intervention during in-person instruction for students identified as Tier 2. Options for Higher Risk Individuals:

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing Social distancing is an effective way to prevent potential infection. PUENTE employees, students, parents, and visitors practiced staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE were used in these areas to minimize exposure risks on site. Procedures in place that helped eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) were conducted by site staff
- Twice weekly COVID testing, conducted by PMH Laboratory for students and staff
- Routes were labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers. - Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) were posted in appropriate areas

Facilities Cleaning: The safety of employees and students is PUENTE's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning is maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff were trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff were encouraged to use social distancing while in restrooms and other public areas. Classroom arrangements: Educators and staff maintained a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings were worn during classroom activities. Student supplies were not shared among the class. Instead, each student was responsible for his/her own supplies to be kept with him/her during the day.

Lunch Area Protocols: Students received a "grab and go" breakfast and lunch in a central location daily. Breakfast and lunch were eaten in classrooms due to social distance guidelines.

Restrooms: Restrooms were cleaned and disinfected periodically throughout the day. In order to maintain social distancing, certain sinks, urinals, and bathroom stalls were masked off and unavailable for use. Each restroom had signage indicating the maximum persons allowed at any one time.

School Hallways: Social distancing was maintained, including while using the hallways, which were designated as one-way. Floor signage indicated the path of travel. Playgrounds: Students were not able to use the playground equipment until notice was given by the state, county and city health departments (May 2021).

Identifying Small Groups & Keeping them Together (Cohorts): Ensured that student and staff groupings were as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limited mixing between groups, to the greatest extent possible. The return to in-person instruction began with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, enabled teachers, paraprofessionals, counselors and support staff to provide more targeted and individualized academic, social-emotional and mental health support.

PUENTE Charter School established a systemic Cycle of Assessments that will be administered in-person which includes:

- NWEA MAP Assessments: Math & Reading – 3 times/year
- Raz Kids Running Records for grades K-3 (guided reading levels) – 3 times/year
- Formative - Assignments continued to develop English learner language skills, teachers provided daily integrated and designated English Language Development. Designated English Language Development “first teaching” was provided through synchronous instruction via small groups differentiated by proficiency level. PUENTE Charter School addressed the social-emotional well-being of students and ensure student learning and competency develops. Our school established an engagement outreach system to ensure students participate in daily synchronous and asynchronous instruction and assignments are completed on time to maximize student learning and connectedness. For those students who are disengaged and/or absent, we worked with the family to understand the challenges and work holistically to reconnect the student to their class. PUENTE continues to implement Positive Behavioral Interventions and Supports (PBIS), specifically utilizing Behavior Flip and Calm Classroom.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology devices, wi-fi hotspots, internet connectivity, headsets, IT support	\$100,000	\$100,000	N
Schoolwide Services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3. PUENTE will offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive Beginning of Academic Year professional development (prior to the start of the 2020-21 school year); and weekly professional development for all teachers to focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year. * 10% of SPED teacher salaries will be funded with LCFF Supplemental & Concentration funds and the remaining 90% with LCFF Base Funds.	\$800,000	\$800,000	N
Online core curriculum (subscription): SeeSaw Learning; RazzKids;	\$35,000	\$35,000	N
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, utilized both in-person and during distance learning that provide additional scaffolds and progress monitoring for students.	\$20,000	\$20,000	N
Principal, Dean and Specialists provide instructional coaching for teachers; lead our schoolwide PBIS Initiative; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide.	\$100,000	\$100,000	N
Professional Development Costs for Teachers & staff on topics addressed throughout this plan.	\$100,000	\$100,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

[Add text here]

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher. PUENTE Charter School's Distance Learning instructional modes included interaction, instruction and check-ins between students and educators via technology. Synchronous instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students engaged in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments. Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This was in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's customized Google Classroom. Students engaged in daily synchronous instruction and asynchronous learning, Monday through Thursday, 8:05 am – 2:30 pm and Friday, 8:05 am – 12:45 pm. In addition our After School enrichment program operated Monday through Friday from 3 pm – 4:30 pm. PUENTE embedded small group instruction that took place every day with subgroups for targeted instruction and all teachers held office hours to provide additional small group or one-on-one academic support. PUENTE paraprofessionals provided push-in academic support during the instructional day and after-school. SPED services continued as per the students' IEPs with 100% service minutes completed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paraprofessionals provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support	\$150,000	\$150,000	Y
Implementation of a Systemic Cycle of Assessments: NWEA MAP; Raz Kids, Running Records, and ongoing standards-aligned assessment to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.	\$100,000	\$100,000	N
Summer School 2020 (4 weeks); and After School academic and social-enrichment program	\$50,000	\$50,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

[Add text here]

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Since the transition to distance learning in March 2020, PUENTE has been implementing actions to mitigate learning loss. In May 2020, prior to the conclusion of the academic year, all students were formally assessed using Running Records and results were reviewed, analyzed and used by our teachers to identify students for Summer School 2020 and 21, that focuses on ELA and mathematics. These students will also receive additional academic support by the teacher and paraprofessionals for the 2021-22 school year. PUENTE Charter School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes: - NWEA Map; Raz Kids Running Records for grades K-3 (guided reading levels); Formative & Summative Assessments - Student work

(assignments) PUENTE has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-3. Embedded within our distance learning model are the following supports:

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-school program
- Parent-teacher conferences: Fall 2020 & Spring 2021
- Paraprofessionals provide small group instruction during the instructional day
- Dean oversees the school's Multi-tiered System of Supports (MTSS)
- Progress Reports: Trimester 1, 2 and 3 for all students

PUENTE has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. PUENTE offers technology support for students/families from a designated IT Manager. At the start of the 2020-21 school year, our school hosted individual Class Orientations where our teachers met virtually with every parent to orient them on the Online Platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications.

The PUENTE administrative and instructional team uses Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at PUENTE Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle. Data collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under "Pupil Learning Loss" allows our team to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

To address the mental health, social and emotional well-being of students PUENTE implements Calm Classroom and Behavior Flip, a school based behavior initiative that is designed for a healthy school community. Within our distance learning program, we have ensured that the support of student and staff mental wellness are priorities. Calm Classroom and Behavior Flip program components during in-person and distance learning include the following student supports:

- Daily Community Meetings sessions designed to support the emotional well-being of each student.
- Access to our mental and emotional support referral system
- Weekly Wellness Wednesday were implemented as a way of supporting the mental wellbeing of our staff. –
- Calm Classroom and Behavior Flip were supports for students well-being.
- Access to wellness supports were extended to families (through collaborations)

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

At the start of the 2020-21 school year, our school hosted Class Orientations where our teachers met virtually with every parent to orient them on the virtual platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications.

Tiered outreach and communication plans were developed with consistent communication schedules and multimodal delivery options. For English learner students, learning goals were established for language development as well as content. Our Dean of Engagement facilitated parent meeting dates, communicate with families on policies, students and parent expectations, and ensured all communications are provided in the preferred language of the parent. Student participation in distance learning was tracked daily on our distance learning tracking. When students did not attend instructional blocks during the day, it was documented in the distance learning tracker. Our school designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504) Students were expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments by 8:05 am the following day.

PUENTE Charter School developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier 1: Schoolwide Outreach - Establish culture of attendance and connection to academic outcomes

- Verify current contact information
 - Create pathways for parents to maintain ongoing communication
 - Daily notice to parent regarding absences
 - Outreach plan to determine students' needs including technology, support, health, mental health, social services, etc.
 - Communicate clearly with parents about academic progress
 - Plan for tracking chronic absentee data
- Tier 2: Early Intervention – Personalized Outreach Students missing 60% of the instructional sessions in a given week.
- Address access issues - Contact parent/guardian (call, email, text, etc.)
 - Parent Support Meeting –
- Student Success Progress Team Meeting (admin, parent, teacher, counselor)
- Develop Attendance Improvement Action Plan
 - Track data and meet every 6 weeks to review progress
 - Weekly/daily check-in/check-out
 - Before/after school meetings
 - Positive contact from teachers
 - Connect with needed resources
 - Welfare Check/Home Visit
- Tier 3: Intensive Intervention – Coordinated School Response:
- Student consistently demonstrates attendance challenges by missing 60% of instructional sessions over several weeks.
 - Minimal parent contact despite outreach and offering of needed support/intervention.
 - Student Attendance Review Team Meeting
 - Revise Attendance Improvement Action Plan
 - Welfare Check/Home Visit
 - Transition to in-person instruction when feasible.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

PUENTE Charter School collected school lunch applications to all families to determine students' eligibility for free or reduced-priced meals to ensure all qualifying students are served. PUENTE operated the meal program under the Seamless Summer Operations provided the State of California to support all students being able to have school meals free of charge regardless of eligibility. This was met with gratitude by our families. PUENTE Charter School provided the nutritionally adequate meals for all pupils. For students attending in-person instruction, meals were provided in the classroom for both breakfast and lunch. During Distance Learning: Grab & Go meals were made available twice per week (5 days of meals) at our school site that will include breakfast and lunch, for families to pick up in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, cars drove through our parking lot and retrieve bagged meals maintaining six-feet apart daily meals. Walk-up service was also available maintaining six-foot social distancing and mask. PUENTE Charter School also partnered with White Memorial Hospital to provide weekly on-site bulk fruit and vegetable distribution during the 2020-21 year, as a supplement to our school meal program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil & Family Engagement and Outreach	Attendance & Student Engagement Tracking/Family outreach: Our PUENTE Charter School Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, providing translation services, and translate all materials; and oversees support staff in charge of monitoring and communicating with students and families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, implementing tiered reengagement strategies; and/or conducting home visits, if needed.	\$40,000	\$40,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

[Add text here]

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Implementing distance learning, and our in-person instruction beginning on April 12, 2021, enabled the PUENTE team to gain insight into delivering remote instruction; in-person instruction with the safety measures being followed; meeting the needs of our students' access to devices and wifi and tracking student academic outcomes and partnering with families in an amplified manner given the unique conditions of the school year. We were able to continue the important arts instruction (a partnership with Theater of Hearts/Youth First); SPED services; After School services; GATE extensions and school-wide community events and the students were so grateful that these components continued while they endured the COVID restrictions in their life.

We were encouraged by the collective capacity of our students, families and staff to adapt and move forward with intention for high student achievement goals. There are practices from this past year that we will continue implementing due to the value-add for the school operations. One of these is the use of the virtual platform to connect with the parent community. Parents were very available for the virtual events and made note that they would like these to continue.

We did experience the limitations of distance learning, evidenced by the student tracking data yielding decreases in performance. Our English-learner reclassification rates were below the baseline we had established in 2018-19. The recovery from the interruption in the students' school experience due to COVID is factored into our future budgets and key actions.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess our students with NWEA Map; Running Records; SBAC; performance tasks; and student portfolios to understand the depth of learning loss during this COVID period, while also providing the most engaging learning experience to motivate and inspire students to re-gain momentum with their learning goals. We feel that student connection to the school culture (including teachers; peer-to-peer experience; family engagement; learning extensions) is critical to students reaching favorable academic and developmental achievement goals using a variety of assessments and tools.

Our EL students will continue to be assessed yearly with the ELPAC, and we will diligently calibrate our on-going instruction to meet the needs of our EL students.

Our integrated services supports with health and wellness and family resources will continue to be amplified during the recovery period and are reflected in our LCAP

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and/or budgeted expenditures vs. expended funds for the actions to meet the increased or improved services requirement..

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The goals of our 19-20 LCAP remained as our operational priorities: a) high quality school team members delivering rigorous academic instruction, b) well-rounded academic programming to motivate and inspire, c) a welcoming, supportive and inclusive school community, and d) intentional family engagement that strengthened the home-to-school. Adjustments in our programs, actions, systems, and staffing related to these operational priorities continue to be refined and improve to meet the needs of students and families. As a school team, we learned so much from the pandemic period and we grew as practitioners. We saw our capacity to meet the adjustments grow and we overcame challenges to ensure our community had access to high-quality educational resources. We are preparing for the recovery period from the pandemic and we are eager to best serve our students and families, and this is reflected in our LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PUENTE Charter School	Jerome Greening, CEO	jerome@puente.org : 323-780-0076

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

PUENTE Charter School serves inner city elementary school students in grades TK-5 in our vibrant Boyle Heights / East Los Angeles community, located east of downtown Los Angeles. Our target area includes zip code 90033, 90023 and 90063. 98% the PUENTE Charter School students are Latino and over 30% are English Language Learners. 89% of our families qualify for Free or Reduced Price Lunch, and we have averaged 8% of students in need of support with Special Education services (based on internal data). With the standards-based, Common Core-aligned curriculum focusing on the core skills and content area knowledge, and the building of critical-thinking skills that students need to excel in their transition to the next grade and beyond. PUENTE Charter School personalizes the learning for each student and family in recognition of their existing strengths, and is the full expression of our belief that every child can succeed regardless of perceived obstacles.

PUENTE Charter School is part of our larger nonprofit organization, PUENTE Learning Center (PLC). An established nonprofit presence in the Los Angeles community for over 35 years, PUENTE is recognized for its commitment to its mission: People United to Enrich the Neighborhood Through Education. Beginning in Boyle Heights as a tutoring program for elementary school students who needed remedial support to succeed at grade level, PUENTE’s rapid expansion occurred when parents requested English as a Second Language classes to better empower themselves as their child’s first teacher. This dialogue with the community continued and has resulted in the offering of comprehensive educational support services for children, youth and adults, all offered in our wholly-owned and intentionally-designed 42,000 square foot facility. The state-of-the art design incorporates the research-based evidence of the components of effective, dignified learning spaces for a highly-engaged student experience and desired academic outcomes, and is intended to respectfully welcome and inspire our vibrant, culturally-rich community in a manner in which educational pursuit deserves. To date, over 100,000 individuals have made use of the tuition-free adult and youth educational resources at PUENTE on the path to self-sufficiency for themselves and their families, as captured on the PUENTE enrollment and attendance database.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

PUENTE stakeholders have reviewed our CA Dashboard and local data making changes that will build will support students toward achieving at higher levels in academic achievement and strong skills in social and emotional learning and wellness. However, due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

* Our inaugural Reclassification Rate was 35% for our expanding elementary school. We have set goals to increase this +5% to reach 40% reclassification as measured by the summative ELPAC; the COVID issue suspended the 2020 summative ELPAC. We know our EL students will need more intentional support.

* Our NWEA MAP data indicates achievement gains during the pandemic instructional year:

Academic Gains during the 2020-21 school year

NWEA MAP in ELA : Grades TK-3

School-wide 56% met or exceeded grade level standards

NWEA MAP Data in Mathematics: Grades TK-3

School-wide 57% met or exceeded grade level standards

Technology:

PUENTE ensured families had access to all school services by providing a laptop to each student and wifi access for those in need.

Parent Engagement: At PUENTE, we ensure the schooling environment is welcoming to all parents in an effort of building and investing in authentic relationships with them. All towards the success of their children in school. We continued with our engagement opportunities during COVID including: Parent orientation sessions; Monthly Family Engagement Nights facilitated by the PUENTE administrative and instructional team and include grade-level interactive literacy-based activities for the entire family; All parent meetings in August to begin the school year Distribution of a Parent Handbook; Weekly grade-level bi-lingual newsletters; Parent-teacher conferences offered at minimum two times in the academic year Student Success Team meetings with parents of diverse learners; Update and guidance regarding student EL status and the necessary steps towards reclassification (ELAC Committee); Coffee with the Principal every other month for school operation updates and LCAP development; Parent workshops on topics including parenting, child safety, immigration, financial literacy and health matters; Quarterly parent meetings on LCAP-specific development; School community family art projects

Data-Informed Professional Development:

All teachers continued to receive training from the school Principal and additional stakeholders in support of implementing a rigorous, standards-based core subject curriculum. Our teachers focused on the development of Writing Workshop; Readers Workshop and NGSS themes. Running Records assessments was also utilized to support EL development for our EL students.

Teacher Professional Development:

*Additional professional development was in support of our distance learning and ensuring sound practices for remote learning. Grade-level lesson planning among teachers was critical to keep pacing plans consistent and to share strategies and approaches

Teacher & Administrator Retention:

***PUENTE** has retained our instructional team members year over year, as well as our lead administrative team.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student Groups Support:

The duration of distance learning due to the pandemic impacted student outcomes, especially our subgroup students, including our English Learners and Special Education students. Internal school formative assessment data indicated a decrease in the NWEA Map scores from the previous academic year. Our English Learners experienced the 20% decrease in performance. For reference, the California School Dashboard data for 2019-2020 is not available for analysis due to school closures as a result of COVID-19. PUENTE Charter teachers planned and implemented synchronous lessons and worked collaboratively to provide small group support and designated ELD. Our assigned grade-level paraprofessionals continued to provide intentional support with small groups and individual students, alongside our credentialed instructors. Students are provided opportunities to engage in Designated and Integrated ELD daily. Our certificated and classified staff worked intentionally to meet the needs of English learners and SPED and low-income students.

PUENTE continues to strengthen the supports for our English Learners, with Designated ELD and Integrated ELD instruction, for the goals of high reclassification rates. We've demonstrated a 35% reclassification rate and with over 30% of our student population identifying as English Learners, our MTSS (Multi-Tier System of Support) continues to be a priority for our growing school. Our Principal will provide the leadership and coordination needed in creating a strong system of instructional support and programming for students at the different tiers of RTI. The Principal will provide professional development and training for teachers and paraprofessionals to implement a stronger intervention system, based on intervention cycles, data including benchmark data and progress monitoring. Our instructional team will conduct dives to determine areas of need and will work with grade levels to target instructional strategies to support students school-wide, including subgroups ELs and students receiving SPED services. Our ELAC committee, facilitated by our Vice Principal, is contributing to the school culture for English Learner achievement with authentic stakeholder engagement.

We are implementing CGI math this coming year in support of developing our students critical thinking and problem-solving skills, while promoting a growth mindset.

Continue expanding our instructional extensions for our GATE students to customize their learning experience and keep them engaged and motivated through curriculum resources, professional development and data analysis.

*Health and wellness support is amplified during this period of post-COVID. Our initial data reflects the need for strong recovery for the students, both learning loss and emotional well-being. Our integrated services for student and family success will be a priority to address the important pillars that keep students connected to their learning - food security; housing security; family immigration support; and emotional and mental health. Scaling up our partnerships with support organizations will keep resources accessible and available to our community, along with our positive school culture and on-going professional development as school practitioners.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

- Increase MTSS for targeted intervention in literacy and mathematics development through professional development
- Implement CGI math in support of a rigorous, standards-based mathematics program, along with professional development a grade-level lesson planning
- Drive higher academic achievement by engaging in data reviews, including formative and summative (including NWEA MAP; Running Records, benchmarks and performance tasks); SBAC interim & summative, reviewing sub-group data, especially English Learners and SPED English Learners; engage parents in their child’s academic development
- Grow resources for the GATE students and define the extensions of support
- Integrate parent involvement more fully for the growing school
- Learn from best practices at other schools in support of effective school operations and instructional successes
- Expand partnerships and collaborations in support of student and family well-being and access to key resources

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

PUENTE Charter School has not been identified as eligible for comprehensive support and improvement according to the state's two categories of schools to be eligible.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[PUENTE Charter has not been identified as eligible for comprehensive support and improvement.]

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[PUENTE Charter School has not been identified as eligible for comprehensive support and improvement..

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

PUENTE Charter School seeks and provides access for stakeholder feedback in many ways.

ELAC - English Learner Advisory Committee: The ELAC met on a monthly basis throughout the school year. The agendas for the meetings include items issues related to academic achievement for our EL students, opportunities for parental involvement, monitoring of services provided based on parental recommendations and compliance matters. The desired outcomes of strong reclassification rates and ongoing support for ELs, underscore the collective work of the Committee.

Advisory & Wellness Committee: The quarterly meetings focus on issues related to student academic achievement and progress towards the goals of the school. Specifically feedback was provided around the implementation of programs and the impact these programs were having on student progress.

In addition, goals were presented to staff members in order to make sure that goals were reflecting the feedback received. The SSC and ELAC were well positioned to inform our LCAP and approve goals for the 2021-24 school years. All of these sources of parent feedback and data have helped to inform our LCAP for the 2021-2024.

Additionally, throughout the 2020-21 school year, PUENTE Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in March 2020 as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition back to a return to school and ensure high levels of student participation and engagement. PUENTE Charter School was highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, was ongoing and impactful. Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls, emails and surveys. As highlighted above, our engagement with our community of students, families, internal and external stakeholders was an essential component in the design and development of the school's LCAP. In addition to our scheduled English Learner Advisory Committee meetings and Advisory & Wellness Committee meetings, Coffee with the Principal & Deans, and Governing Board meetings all continued to provide input for our LCAP. Our weekly family newsletters and other communication modes continue, including text messages, emails, phone calls and website notices are all a priority for our Dean of Engagement, our Principal and CEO to ensures our stakeholder engagement remains high.

Through data dives and through formative assessment protocols, teachers also identified areas needing improvement. Teachers brought their perspective and approval of the LCAP goals.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder meetings were made available through virtual platforms and messaged via our communication channels. Parent meetings were scheduled for 5:30 pm in support of parent's availability. PUENTE Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the LCAP. - Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public. Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone.

[A summary of the feedback provided by specific stakeholder groups.]

The summary of stakeholder feedback centered around a few key points that teachers and parents emphasized in order to build the capacity of our students. Stakeholders requested additional learning opportunities to help students grow academically. There was also feedback on the need for an increase in social-emotional support for students, which would help support students as they transition back from distance learning to in-person instruction. Lastly there was feedback to continue strengthening the family engagement to reflect the growing school status.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The feedback that we received for the LCAP played a significant role in the redesigning our priorities for the next three years. This influenced our focus on broadening our intervention support for students in the upcoming years as well as further integrating our SEL supports for students and bringing in resources to help students. In addition this feedback helped to ensure that we focus on integration of stakeholders and how to support them within the overall LCAP.

Goals and Actions

Goal

Goal #	Description
Goal #1	Increase academic achievement through the use of data analysis for decision-making, including summative assessment, benchmark data, formative assessment, and SBAC interim and summative data, sub-group data, demographic information, with parent involvement. Currently State Dashboard CAASPP data does not exist. (LCAP Priorities #s 1, 4, 5, 7, and 8)

An explanation of why the LEA has developed this goal.

PUENTE will collect, monitor, disaggregate and analyze data (formative, summative, interim and demographic) to better inform all instructional decisions and calibrate instruction to meet each student's needs. Through systemic protocols in the analysis of data school-wide, by grade level, and by student, we will create stronger intervention programs as part of our MTSS to address the needs of all subgroups; measure program efficacy; ensure allocation of staffing and financial resources to support the school’s mission and organizational goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Customized profiles of student performance for MTSS with performance measured on the NWEA Map & CASSPP Assessments	56% Met/Exceeded ELA NWEA MAP & 57% Met/Exceeded Math NWEA/ MAP summative performance schoolwide CAASPP = not reported				Establish and monitor customized profiles with desired outcome of minimum 3% annual increase schoolwide summative NWEA/ MAP & SBAC with goal of 70% Met/Exceeded by 2023-24
Parent engagement as measured by Parent Engagement Surveys and increase in student NWEA & CASSPP assessments	Currently 75% of parents respond "highly satisfied" with their home capabilities for student support				100% of parents "highly satisfied" with their home capabilities for student support
The number of meetings annually for data analysis	3 meetings per year for "deep dives."				Calendar and create an on-going system of data collections and analysis,

					including progress monitoring with multiple points across the year
The number of calendared professional development sessions on formative assessments including alignment with Family Engagement	2020-21 3 PDs aligned with Family Engagement in preparation for student progress reports				Goal of adding 3 additional PDs annually to align specifically with Family Engagement to strengthen assessment outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Staffing	<p>Principal - will lead in the creation of a robust MTSS program in reading; provide professional development to stakeholders on the practices; ensure that targeted groups of students are working on skills to reach grade-level proficiency in both English Language Arts and provide coaching for teachers on best practices to improve student performance.</p> <p>Paraprofessional- provide full-time paraprofessionals per grade level to provide small group intensive support for students whose performance falls below grade level in reading.</p> <p>Credentialed Teachers - PUENTE will ensure all lead instructors are fully credentialed and appropriately assigned. PUENTE will remain in compliance with CalSAAS monitoring</p>	\$100,000	
Action #	Data Analysis	Calendar and conduct regular data informed professional development for teachers with a focus on error analysis, next steps: precursor skills to ensure foundational skills are strengthened, differentiated teaching, within an accelerated learning approach. The detailed, data analysis will focus on root causes and how to support on our subgroups, especially EL and SPED and strengthen home-to-school connections and family engagement for student performance	[\$ 0.00]	[Y/N]

Action #2	Implement school-wide MTSS in Reading/Math	Strengthen MTSS and ensure benchmark data analysis and progress monitoring. Instructional materials for the targeted support in foundational skills development. Schedule reviews to monitor subgroups.	[\$ 0.00]	[Y/N]
Action #3	Customized Student Profiles with Parent Support	Create the customized student profiles and include parent Involvement and data sharing for a strong home-to-school connection for student achievement.	[\$ 0.00]	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goal

Goal #2	Description
Goal #2	Increase the number of students who are meeting and exceeding grade-level standards in multiple key content areas and ensure the implementation of academic content and performance standards adopted by the state board for all students including English learners

An explanation of why the LEA has developed this goal.

This goal was in response to data which showed that students needed to improve in several academic outcome areas. This included NWEA Map scores, CAASPP practice scores, ELPAC progress and scores, and internal assessments. In addition, this goal was in response to stakeholder engagement for continued improved student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Met/Exceeded proficiency percentage rate as measured by the ELA CAASPP & NWEA MAP	56% Met/Exceeded ELA NWEA MAP				70% meeting/exceeding standards as measured by the ELA CAASPP & NWEA
Student Met/Exceeded proficiency percentage rate as measured by the Math CAASPP & NWEA MAP	57% Met/Exceeded Math NWEA/MAP				70% meeting/exceeding standards as measured by the Math CAASPP & NWEA
EL Reclassification rate as measured by the ELPAC	CAASPP = not reported				40% reclassification rate as measured by the summative ELPAC
	35% for 18-19 school year as measured by ELPAC				

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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Develop an academic intervention program,Specific staff member that will oversee intervention.	This action is in response to a greater desire for opportunities to have students close persistent gaps in their education. By providing broader academic and intervention opportunities throughout the year, staff can work with students on closing these academic gaps.	\$100,000	[Y/N]
Action #2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	In order to ensure we broaden access for students we are additionally budgeting for additional staffing to help support both in-class and out of class intervention opportunities. These additional staff assigned to this action will help in a broader sense, to help reach our overall goal of students meeting grade-level standards.	\$100,000	[Y/N]
Action #3	Provide PD on data analysis and targeted strategies to improve student outcomes	This action seeks to improve all teacher capacity through specific strategies aligned to distinct content areas of teachers as well as supporting teachers in their abilities to teach all students	\$50,000	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table

Goal

Goal #	Description
Goal #3	Create a safe, positive school culture through Social Emotional Wellness as a component of SEL curriculum, integrated services, and parent engagement (LCAP Priorities #s 3, 5, 6 and 8)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students do not just receive academic support, but also receive social emotional support to help them succeed. In addition to those supports being directly provided by staff on campus, parents would be brought in as equal stakeholders through which we could additionally build capacity so they can learn best practices to support their child at home as well. Through these wrap-around supports we can help to develop the whole child and help them progress more than just academically. PUENTE is strategically positioning ourselves to respond to the social and emotional needs of our students by prioritizing social and emotional learning in pursuit of wellness for all students, families, and staff through a relationship and evidenced based, personalized approach.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension/expulsion rates as reported and submitted on S/E monthly reports	0% for 2020-21				0% S/E Rate 0% Chronic Ab.
State Dashboard Chronic Absenteeism Rate	5% for 202-21				
Tardies on class registers	15 per/day schoolwide				3 per day schoolwide
Parent School Climate Surveys	100% "highly satisfied"				100% "highly satisfied" with school services

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Social Emotional Professional Development	Professional development for designated SEL lessons and strategies for integrating Social Emotional Wellness during core day and promoting continuation into extended day learning	[\$50,00	[Y/N]
Action #2	Expanded services for Social Emotional and Wellness	<p>Integrated Services Coordinator -overseeing coordination of services for identified supports. In addition, the action of having access to a counselor will help to ensure that students that need additional support can receive them immediately</p> <p>Bringing together additional support in the form of parents will not only help to make sure that parents are better informed of the events of the school, but also that parents are having the necessary skills developed in order to be able to support their child in relationship with the school.</p>	<p>\$100,00</p> <p>\$45,000</p>	[Y/N]
Action #3	Create a systemic MTSS	Implementation of school-wide MTSS to positively impact strengthening students needed support. Continuing with our MTSS program will ensure that students receive targeted support for their needs.	[\$75,000	[Y/N]

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
50%	\$75,000

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For 2019-20 and 2020-21, our data indicates that our English Learners, inclusive of our SPED English Learners are not meeting our reclassification goals. The learning loss due the adjustment in instructional design (distance learning) demonstrates significant gaps in the basic skills building blocks for our English Learners in decoding and encoding skills, as well as gaps for our SPED students, and SPED/ ELs. Our formative assessments administered throughout the 2020-21 school year yielded the awareness of the literacy gaps in student learning and the needs for instructional intensity for the coming years.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A focus on professional development in English Language Development will support our English Learners, and our students with special needs or students identified in both categories. A specific model and curriculum change is needed for the Designated ELD period. Further professional development and training is required for teachers and instructional assistants in Integrated ELD. Our data analysis will include formative assessment to identify the challenges that student demonstrate and determining the teacher’s next steps in responding to the identified needs including developing comprehension, vocabulary skills, expressive & receptive language skills in English.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.