LCFF Budget Overview for Parents

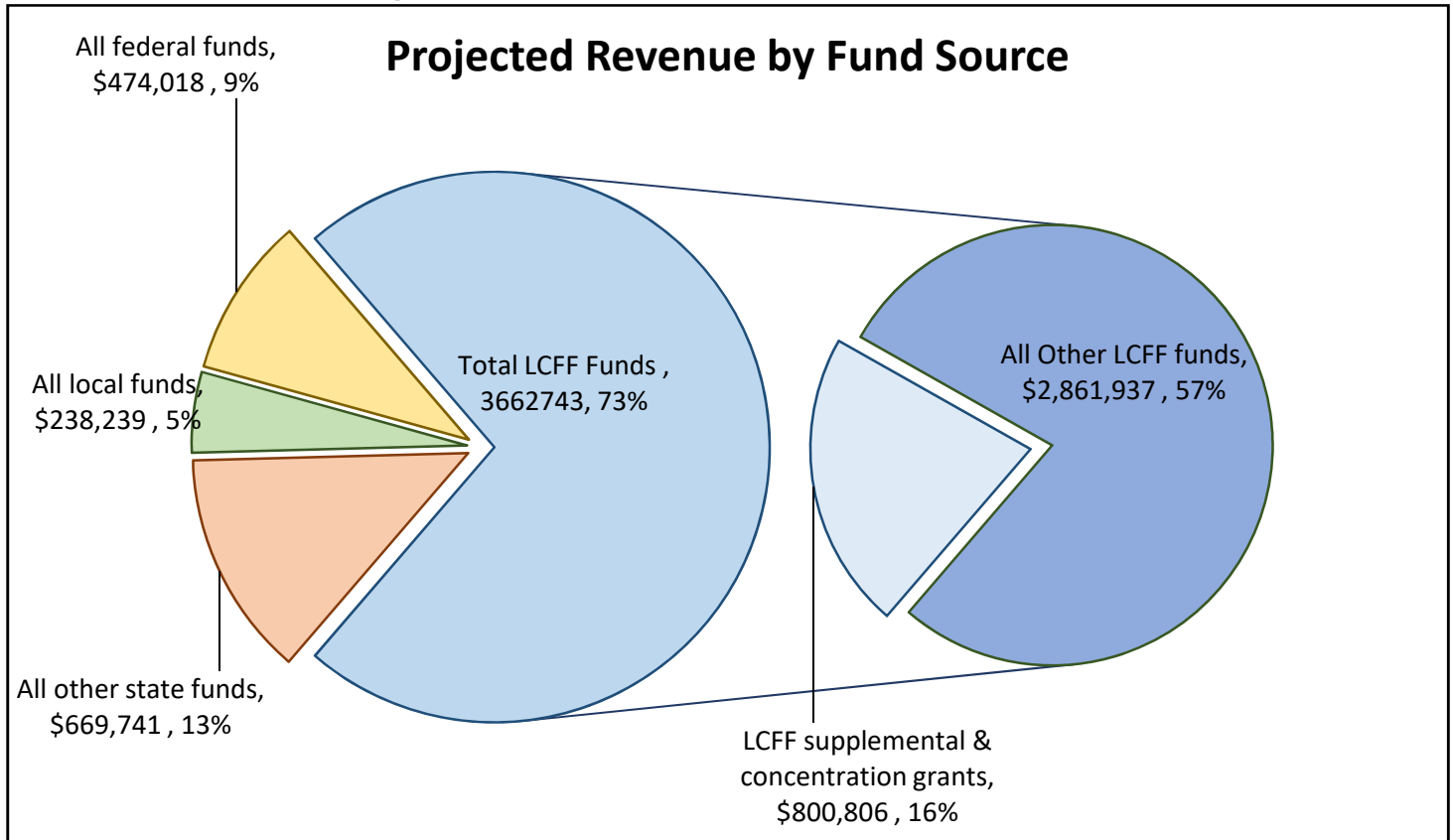Local Educational Agency (LEA) Name: Puente Charter

CDS Code: 19 64733 6120471

School Year: 2022 – 23

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 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $474,018 , 9%

All local funds, $238,239 , 5%

All other state funds, $669,741 , 13%

Total LCFF Funds , 3662743, 73%

All Other LCFF funds, $2,861,937 , 57%

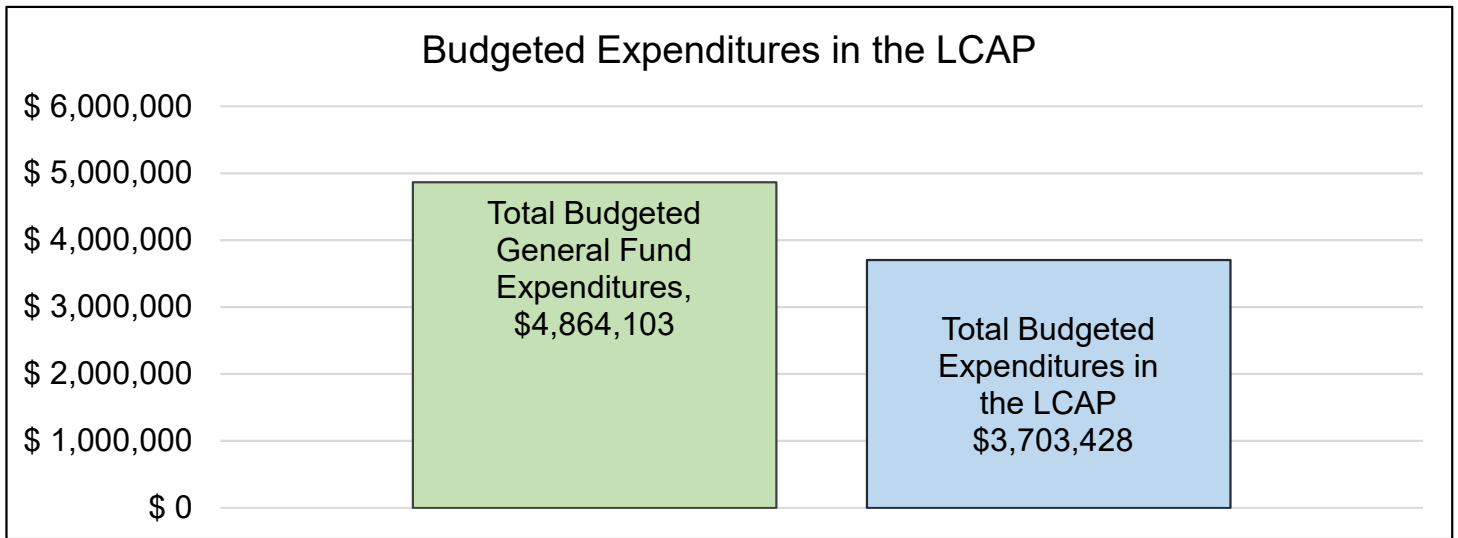LCFF supplemental & concentration grants, $800,806 , 16%

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

The text description for the above chart is as follows: The total revenue projected for Puente Charter is $5,044,741.00, of which $3,662,743.00 is Local Control Funding Formula (LCFF), $669,741.00 is other state funds, $238,239.00 is local funds, and $474,018.00 is federal funds. Of the $3,662,743.00 in LCFF Funds, $800,806.00 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.

Budgeted Expenditures in the LCAP

$ 6,000,000	
$ 5,000,000	
$ 4,000,000	Total Budgeted General Fund Expenditures, $4,864,103
$ 3,000,000	
$ 2,000,000	Total Budgeted Expenditures in the LCAP $3,703,428
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Puente Charter plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Puente Charter plans to spend $4,864,103.00 for the 2022 – 23 school year. Of that amount, $3,703,428.00 is tied to actions/services in the LCAP and $1,160,675.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
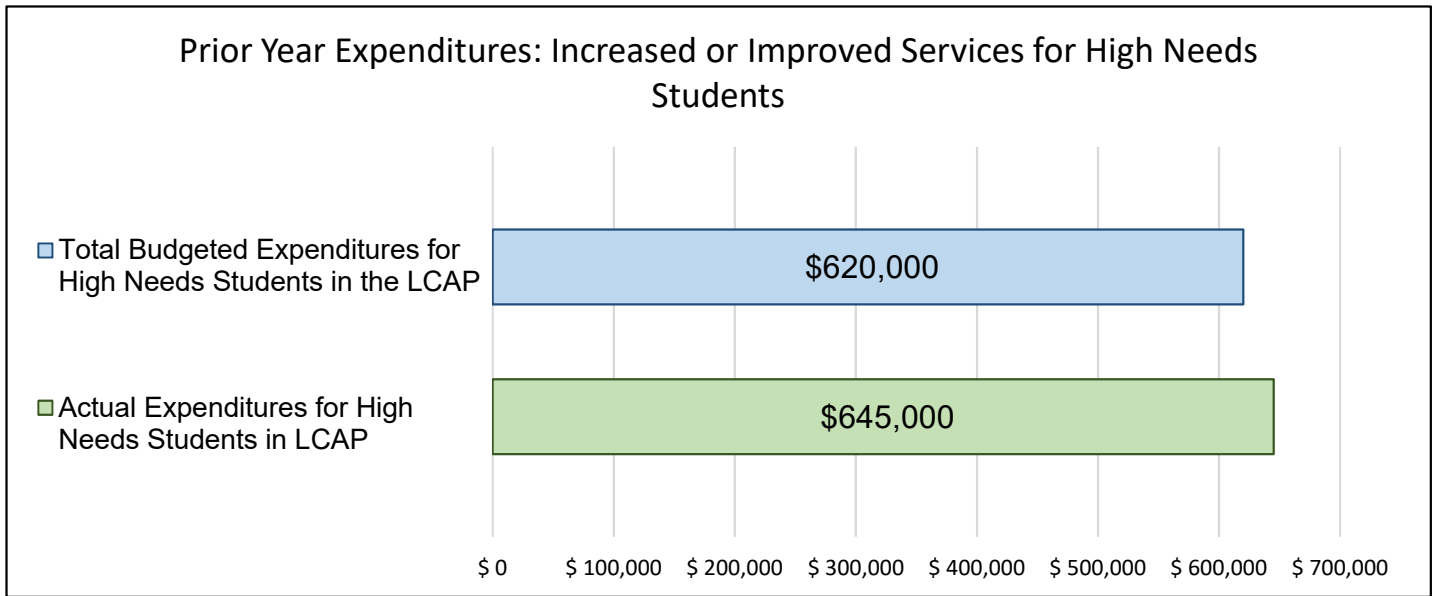
Staffing expenses related to finance and administration and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Puente Charter is projecting it will receive $800,806.00 based on the enrollment of foster youth, English learner, and low-income students. Puente Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Puente Charter plans to spend $875,478.00 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 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $620,000

Actual Expenditures for High Needs Students in LCAP — $645,000

| $ 0 | $ 100,000 | $ 200,000 | $ 300,000 | $ 400,000 | $ 500,000 | $ 600,000 | $ 700,000 |

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

The text description of the above chart is as follows: In 2021 – 22, Puente Charter's LCAP budgeted $620,000.00 for planned actions to increase or improve services for high needs students. Puente Charter actually spent $645,000.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the

2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Meaningful consultation with educational partners has been an ongoing process for PUENTE Charter School and integral to the decisions made in response to COVID-19, and with the annual update and development of the multiple school plans including but not limited to the 2021-22 Local Control & Accountability Plan (LCAP), and funds provided through the Budget Act of 2021 (Expanded Learning Opportunities Grant (ELO-G) Plan, Educator Effectiveness Plan (EEF), Mega-COLA, and the additional 15% LCFF Concentration Grant add-on funds. The principal has also engaged with educational partners during the mid-year update of the 2021-22 LCAP and this process will continue with the development of the 2022-23 LCAP.

Engagement with parents/families and the public has taken place through Committee meetings that include School Site Council (SSC) (9/15/21, 12/3/21, 2/18/22), ELAC/DELAC (9/21/21, 10/12/21, 11/9/21, 1/25/22), Coffee with the Principal/LCAP meetings (9/8/21, 10/4/21, 11/1/21, 11/29/21, 1/31/22), Parent workshops, and online surveys. PUENTE Charter School communicates with families on a regular basis using ParentSquare, and announcements on the school's website. Engagement with students took place during assemblies, morning meetings, and surveys. Engagement with our classified and certificated staff took place during weekly staff development meetings and surveys. Engagement with administrators took place during weekly Leadership Team meetings. The CEO & CFO engage PUENTE's governing board during board meetings.

PUENTE Charter School included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

The principal will continue to engage educational partners to solicit input during the months of February – May in the development of the following plans as part of the LCAP development process:

- Expanded Learning Opportunities – Plan (ELO-P)
- Universal Prekindergarten Planning & Implementation Grant Program

PUENTE Charter School serves grades TK-4, therefore is not eligible to receive the A-G Completion Grant.

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds

- ELO-G Plan: https://www.puente.org/wp-content/uploads/2021/10/puente-charter-expanded-learning-opportunity-grant-plan.pdf (pages 1-5)
- Educator Effectiveness Plan: https://www.puente.org/wp-content/uploads/2022/02/educator-effectiveness-202126-puente-board-resolutiondec21.pdf (page 1)
- 2021-22 LCAP: https://www.puente.org/wp-content/uploads/2021/11/puente-revised-lcap-2021-22.pdf (pages 29-46)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

PUENTE Charter School is a direct-funded charter school serving grades TK-4. PUENTE Charter School will use the additional 15% Concentration grant add-on funds to hire an additional credentialed teacher to provide small group instruction and tiered targeted academic intervention to Unduplicated Students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

PUENTE Charter School has a long-established foundational principle of meaningful engagement with its educational partners in the LCAP development process and has continued with the use of one-time federal funds (GEER I/II, CARES-LLMF, CARES/ESSER I, CRRSA/ESSER II, ARP/ESSER III, ELO-G) received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on our students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds PUENTE Charter School has received.

Engagement with members of the public including parents/families has taken place through virtual meetings including - School Site Council (SSC) Meetings (9/15/21, 12/3/21, 2/18/22); ELAC/DELAC Meetings (9/21/21, 10/12/21, 11/9/21, 1/25/22); Coffee with the Principal/LCAP meetings (9/8/21, 10/4/21, 11/1/21, 11/29/21, 1/31/22); Parent workshops, and online surveys. PUENTE Charter School communicates with families on a regular basis using ParentSquare, and announcements on the school's website. Engagement with students took place during assemblies, morning meetings, and surveys. Engagement with our classified and certificated staff took place during weekly staff development meetings and surveys. Engagement with administrators took place during weekly Leadership Team meetings. The CEO & CFO engage PUENTE's governing board during board meetings.

The following plans provide a description of the engagement of our educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students:

- ELO-G Plan: https://www.puente.org/wp-content/uploads/2021/10/puente-charter-expanded-learning-opportunity-grant-plan.pdf (pages 1-5)
- Learning Continuity & Attendance Plan: https://www.puente.org/wp-content/uploads/2022/02/1-puente-learning-and-attendance-plan-2020-2021-1.pdf (pages 1-16)
- 2021-22 LCAP: https://www.puente.org/wp-content/uploads/2021/11/puente-revised-lcap-2021-22.pdf (pages 29-46)
- ESSER III Expenditure Plan: https://www.puente.org/wp-content/uploads/2021/10/puente-charter-2621-esser-iii-expenditure-plan-1.pdf (pages 1-9)
-

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Health & Safety: PUENTE Charter School prioritizes the health and safety of its students and entire staff, to ensure continuity of services as required by the American Rescue Plan (ARP) Act of 2021. PUENTE Charter School adheres to its COVID-19 Health & Safety Plan, policies, and protocols to further mitigate the spread of COVID-19. ESSER III funds were allocated for janitorial services, HVAC filters,

COVID-19 testing in adherence to the Los Angeles County Department of Public Health (LACDPH), and the installation of outdoor hand-washing stations for our students.

The Safe Return to In-person Instruction & Continuity of Services Plan, is updated every six months.

Continuity of Services: To maintain continuity of services and address the impact of lost instructional time, PUENTE Charter School has implemented the following additional services using ESSER III Funds:

- Credentialed teacher to provide academic intervention (MTSS Model)
- Additional paraprofessionals to provide evidence-based high dosage tutoring and maintain continuity of services, and avoid disruptions in learning, With the return to in-person instruction, there is an increased need to address the academic, social-emotional, and mental health needs of our students.
- Counseling services to address the SEL and mental health needs are also being provided to our students and funded with ESSER III funds.
- Purchase of additional technology devices for student use.
- Provide Art instructional for all students in TK-4.

Challenges: Despite numerous academic, social-emotional, and mental health supports that have been added this school year, chronic absenteeism rates remain high due to our COVID-19 protocols and has impacted the school's budget.

Implementation of the ESSER III Expenditure Plan: PUENTE has implemented many of the actions identified in the ESSER III Expenditure Plan effectively. The ESSER III Expenditure Plan is a multi-year plan.

Challenges: there are currently no identified challenges.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

- ESSER III Expenditure Plan: https://www.puente.org/wp-content/uploads/2021/10/puente-charter-2621-esser-iii-expenditure-plan-1.pdf (pages 1-9)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

PUENTE Charter School considers the LCAP to be the comprehensive planning document that includes the 8 State Priorities, goals and actions focused on improving student outcomes. As a result, all additional funds that PUENTE Charter School has received are viewed through the lens of the LCAP and the school's MTSS model to identify and determine student needs, and how to effectively address them.

Fiscal resources are allocated in manner that is consistent with the Safe Return to In-Person Instruction, and Continuity of Services Plan, ESSER III Expenditure Plan, and the 2021-22 LCAP.

PUENTE Charter School used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity Plan. The implementation of these additional funds received in the 2021-22 school year are aligned to the LCAP.

Alignment of these funds can be found in the following plans:

- 2021-22 LCAP: https://www.puente.org/wp-content/uploads/2021/11/puente-revised-lcap-2021-22.pdf (pages 29-46)
- ESSER III Expenditure Plan: https://www.puente.org/wp-content/uploads/2021/10/puente-charter-2621-esser-iii-expenditure-plan-1.pdf (pages 1-9)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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) 7880-0076

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

PUENTE Charter School was established in situated within the community of Boyle Heights and East Los Angeles. Currently, serving 239 students in grades TK-5 and expanding by one grade level annually. Our current student demographics reflect 97% Hispanic, 2% African American, 1% White, 8% Students with Disabilities (SWD), 36% English Learners (EL), 0.4% Foster Youth, and 79% Socioeconomically Disadvantaged.

PUENTE provides all students with academically challenging curriculum that supports the intellectual, social, and emotional growth of each child. Our school is committed to achieving academic excellence by combining the Common Core state standards with project-based learning that promotes creative exploration, digital literacy, and problem-solving skills to help students develop a life-long love of learning.

PUENTE Charter Elementary was founded in 2002 by dedicated educators and parents wishing for a high achieving school in the community. PUENTE Charter Elementary has the distinction of being the first charter school located in Boyle Heights. Combined with PUENTE Learning Center, founded in 1985, purposeful partnerships have been established with community stakeholders and leaders to connect children and families to learning opportunities and resources, building bridges to education for students to lead and succeed.

Reflections: Successes

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

The following chart reflects PUENTE Charter School's Fall 2019 CA School Dashboard. When the dashboard was released, PUENTE did not serve grade 3, therefore the performance levels (colors) for the Academic Indicators (ELA & Math) are not reflective of PUENTE's

student academic performance on CAASPP. Rather the CDE issued the performance levels for the academic indicator as part of the "Pair and Share" criteria. Schools that serve Grades TK-2 received a performance level on the Fall 2019 Dashboard based on the grade 3 distance from standard (DFS) results of the school(s) where the grade 2 students matriculated to (for up to three schools). As a "Pair and Share School" – student group performance levels (colors) are not reported, only "all students." Once a school adds a grade thee, they will no longer be held to the Pair and Share arrangement; and will receive a performance level once the school has 2 years of Smarter Balanced Summative Assessments in ELA & math results. For the fall 2022 Dashboard PUENTE will receive a "status" for the academic indicators, based on Spring 2022 grades 3 & 4 performance on the Smarter Balanced Summative Assessments ELA and Math assessment.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Blue	None	None	Orange	Green
English Learners	Yellow	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The 2021-22 school year reflects the return of all students to in-person instruction at PUENTE Charter School, striving to provide a sense of normalcy for every student.

PUENTE Charter School has identified the following successes for the 2021-22 school year:

- 100% staff retention rates, which is a tremendous achievement in any school year but more so during a pandemic. PUENTE has a highly dedicated staff that feel supported and heard.

- COVID-19 Health & Safety Policies & Procedures: our community and the entire LA County was detrimentally impacted by the COVID-19 pandemic and surges in infection rates throughout the school year. Our school communicated with families, students and staffs on a regular basis regarding COVID-19 Protocols, since multiple changes took place throughout the year – in adherence to county and CA State Public Health Department guidelines.

- Suspensions: There were no suspensions this year. We attribute this to the positive learning environment we provide all students and staff with. On the school connectedness and safety survey, 91% of students responded that they feel safe at school all/most of the time. 98% agreed that the staff is always available to help if someone is being bullied; and 100% agreed that bullying is not allowed at PUENTE Charter School. This school year, PUENTE added Social Skills group where teachers identified students that were having difficulty with peers during playtime and were referred to the counselor for counseling group services that met twice per month. Groups ranged between 5-8 students that would meet for 30 minutes. The counselor also hosted parent workshops on how to help their child transition back into the classroom with activities they could implement at home to prepare for school. The Counselor led three professional development sessions for teacher on strategies to support students facing behavioral issues, separation anxiety, implementation of Second Step curriculum and implementing Calm Classroom in support of SEL.

Community Partners – PUENTE has established partnership with the following community-based organizations that support the school.
  - Hollenbeck Police Department provides a soccer clinic for our students
  - Theater of Hearts – Youth First: provides a dance program for our students.
  - Think Together – our after-school academic and social enrichment program provider (Funded by ASES)
  - Girls on the Run – is a student running team that participated in the LA 5K Run

Parent Engagement & Participation: Communication with families has been crucial during the pandemic since the community we serve has been severely impacted by the pandemic. PUENTE hosted numerous virtual workshops that addressed family/caregiver needs including financial literacy, immigration rights, college readiness, COVID-19 policies, and COVID-19 vaccination. Teachers develop an individualized student profile (portfolio) for each student which is used to communicate with families on their child's academic progress using ParentSquare.

- Increased support for Students with Disabilities (SWD). Due to the increase in the number of Students with Disabilities, PUENTE identified the need to hire an additional SPED paraprofessional to academically support SWD that were performing significantly below grade level. Approximately, 95% of our Students with Disabilities are also Unduplicated Pupils (UP).

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.

The COVID-19 pandemic has had numerous repercussions on education, schools, communities, and families including devastating impacts on learning, while highlighting the growing number of students reading below grade level. In addition to surging COVID-19 cases throughout the past two years, schools have faced severe staffing shortages, high rates of absenteeism and quarantines, and rolling school closures, combined with a struggle with mental health challenges, high rates of misbehavior and concerns of the impact of lost instructional time.

This year we experienced a significant rise in chronic absenteeism rates to 23.5% (preliminary). While a significant percentage of student absences were identified as due to the school's strict Covid protocols and procedures, resulting in students placed in quarantine status, due to low vaccination rates of students and families, and high transmission rates in the community that we serve. The Operations Coordinator and Vice-Principal established chronic absenteeism procedures and addressed absences via phone calls and virtual meetings with families to identify causes and provide families with resources to support them in ensuring their child attends school regularly.

The following chart reflects the winter to spring student performance on the NWEA Measures of Academic Progress (MAP) assessments in reading and mathematics for grades K-4 including the English learner (EL) and Student with Disabilities (SWD) student groups.

2021-22 NWEA MAP RESULTS: READING									MAP GROWTH NORM Winter to Spring	
GRADE LEVEL	WINTER 2022			SPRING 2022			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	144.4	137.6	132.1	149.2	142.95	138.16	4.8	5.35	6.06	6.81	1.07
GRADE 1	159.5	152.1	143	165.5	159.77	162	6	7.67	19	5.55	1.10
GRADE 2	172.2	169	159.7	176.9	172.81	168.75	4.7	3.81	9.05	4.37	1.08
GRADE 3	185.1	177.1	173	193	186.88	187	7.9	9.78	14	3.22	0.92
GRADE 4	193.8	182.94	175.5	192.9	183	170.4	-0.9	0.06	-5.1	2.33	0.91

2021-22 NWEA MAP RESULTS: MATH									MAP GROWTH NORM Winter to Spring	
GRADE LEVEL	WINTER 2022			SPRING 2022			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	149.2	144.9	141.8	155.2	150.05	143.83	6	5.15	2.03	6.97	1.02
GRADE 1	162	155.2	152	170.6	162.38	162	8.6	7.18	10	6.22	1.08
GRADE 2	177.5	175.1	172.7	185.9	183.56	179.5	8.4	8.46	6.8	5.35	0.97
GRADE 3	190.5	187.3	181.5	195.8	193.44	190.86	5.3	6.14	9.36	4.85	0.91
GRADE 4	193.7	186.3	181	199.4	191.27	179	5.7	4.97	-2	4.46	0.87

An analysis of NWEA MAP Assessments has concluded:

For Reading:

- 58% of students lack foundational skills (winter assessment)

- Deficiency: Vocabulary Development as measured using Fountas & Pinnell reading assessments and Running Records administered every 6-8 weeks.

- Teachers have implemented Spelling Inventory and Running Records

- An Intervention Coach position will be added for the 2022-23 school year to support Unduplicated pupils/at-risk

NWEA MAP Math Assessment findings:

- Students struggle with word problems due to the large percentage of EL's and students reading below grade level.

- 3rd and 4th grade students struggle with fractions, as evidenced via Chapter Test Results

- CGI Math has been incorporated this academic year for TK - 4th grade. We will continue with this approach next year with additional professional development opportunities for the instructional team.

Due to the growing achievement gap among English Learner (EL) and English Only (EO) in large part due to remote learning which is not a conducive learning environment for English Learners, we identified the need to add a paraprofessional for each class starting in the 2022-23 school year. 15 out of 86 ELs are at-risk of becoming long-term EL. Additional paraprofessional will be hired to support ELs with language acquisition, tutoring and small group instruction.

LCAP Highlights

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

PUENTE Charter School continues to expand and strengthen its Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes

focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

PUENTE Charter School's LCAP Goals were revised to reflect a whole child approach with the integration of MTSS:

1. *Continue to implement a "whole child approach" through MTSS, addressing the academic, social-emotional, behavioral, and/or mental health needs of our students through standards-aligned culturally relevant learning.*
2. *Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.*
3. *Engage educational partners to design and implement strategies to engage parents/families in our school community and solicit input in decision-making that will impact student outcomes.*

PUENTE Charter School has developed its 2022-23 LCAP that will also serve as its SPSA, and meets the educational partner consultation requirements outlined in CA EC 64001(j) and has met the following requirements per CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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 for Comprehensive Support and Improvement (CSI).

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 School has not been identified for Comprehensive Support and Improvement (CSI).

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 for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of PUENTE's engagement process used to involve our statutorily required educational partners in the development of the 2022-23 LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the 2021-22 academic school year with the development of multiple plans as referenced in the LCAP supplement.

- *Teachers* met with Administration on a weekly basis during professional development or staff development, including quarterly data reviews on the LCAP (goal setting); LCAP development, COVID-19 policies and procedures, NWEA assessments, professional development needs, home-to-school connection, use of one-time funds (AB 130 & ESSER III), student behavioral issues.

- *Principal/Administrators* met weekly via zoom and in-person to discuss COVID-19 policies and procedures, LCAP goals, mid-year report, use of one-time funds (AB 130, ESSER III), budget, staffing, professional development needs, attendance/absenteeism, behavior/SEL needs, communicating with families, and planning 2022-23 LCAP.

- *Other School Personnel* met with the principal on a weekly basis in-person to discuss data management support, surveys, mid-year LCAP report, data management, COVID-19 policies and procedures, and use of one-time funds (AB 130 & ESSER III) plans.

- *Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)*: met with the Leadership (Admin) on a monthly basis virtually via Zoom – Coffee with the principal – discussions took place on LCAP update, mid-year report, use of one-time funds (AB 130 & ESSER III), COVID-19 policies & procedures, parent needs/supports, surveys, and input with the development of the 2022-23 LCAP.

- *Students including Unduplicated Pupils and Students with Disabilities (SWD)* were consulted in person and via online survey. Discussions took place on school safety (COVID-19 – mitigation measures), and strategies to support student connectedness (a sense of normalcy).

- *SELPA -*SPED Coordinator communicated with LAUSD SELPA Option 2 virtually on a quarterly basis, to discuss high impact SPED delivery of services and related LCAP goals. Additionally, the principal met virtually via Zoom, on a monthly basis with the SPED contracted service provider, Comprehensive Therapy Associates to ensure IEP compliance and determine specific actions to support our students with disabilities (SWD).

- *ELAC/DELAC and EL-PAC*: meetings took place virtually via zoom every other month. Topics discussed include all ELAC requirements which are also included in the LCAP: ELPAC results, reclassification criteria, reclassification rates, ELD Program, EL Master Plan, EL academic supports and needs, strategies to support ELs at home, LCAP Mid-year report, development of the 2022-23 LCAP, and use of one-time funds (ESSER III, EEF, UTK, etc.)

- *Parent Advisory Committee (PAC) including parents of Unduplicated Pupils (English learners, low income and foster youth) and Students with Disabilities*: meetings took place with the Principal via zoom on a quarterly basis where we discussed the contents of the LCAP, mid-year reporting, development of the 2022-23 LCAP, purpose of metrics, use of AB130 use of one time funds, ESSER

III, COVID-19 policies/procedures and updates, attendance, parent workshops, NWEA MAP results, and state mandated assessments (SBAC, ELPAC).

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of PUENTE's 2022-23 LCAP.

- *Teachers* requested additional SEL/counseling and mental health services for students; and professional development on addressing student SEL/behavioral issues; and strategies to support language acquisition for ELs.

- *Principals & Administrators:* identified the need for an intervention coach to support the academic and language needs of English learners; increase SEL supports through counseling services and social skills/behavior development for students, and paraprofessionals to provide tiered evidence-based intervention for struggling learners especially ELs.

- *Other School Personnel* requested professional development to improve support for English Learners/low-income.

- *Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):*

- *Students including Unduplicated Pupils and Students with Disabilities (SWD):* were concerned with the trauma, anxiety and lack of social skills exacerbated by the pandemic and remote learning and would like a continuation on counseling services to address the mental health needs of their children. In addition, families were concerned about COVID-19 protocols for the upcoming school year and would like the school to utilize ParentSquare to communicate with families because of its timeliness.

- *SELPA* recommended professional development for general education teacher on supporting Students with Disabilities – accommodations and modifications to ensure equitable services.

- *ELAC/DELAC and EL-PAC:* requested targeted assistance (intervention) for ELs; increased paraprofessionals to reduce student to adult ratio for individualized intervention, and summer school programming to address learning gaps. Parents also stated they would like workshops offered on strategies parents can implement at home to support their EL student to improve academically and reclassify.

- *Parent Advisory Committee (PAC) including parents of UP and SWD:* expressed their concern with learning loss/learning gaps and requested additional academic support (Paraprofessionals) to accelerate learning.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 2: Paraprofessionals to provide tiered academic intervention

- Goal 1, Action 2: Summer School program; and use of supplemental intervention (Raz Kids & iXL Math)

- Goal 1, Action 3: School Counselor, SEL Support/Coaching (VP), Family & Marriage Counselor

- Goal 1, Action 5: Intervention Coach to support English learners with ELD and English language acquisition.

- Goal 2, Action 2: Robust professional learning program

- Goal 3, Action 3: Use of ParentSquare; and Community School Coordinator to facilitate parent workshops

Goals and Actions

Goal

Goal #	Description
1	**Continue to implement a "whole child approach" through MTSS, addressing the academic, social-emotional, behavioral, and/or mental health needs of our students through standards-aligned culturally relevant learning.**

An explanation of why the LEA has developed this goal.

At the core of PUENTE is the focus on the "whole child" approach to education, preparing each student to reach their full potential. A whole child approach, ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement, and provides for long-term student success. Multiple types of data will be collected, disaggregated, analyzed, and used to inform 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
CAASPP ELA	2020-21: 42.86% met/exceeded	2021-22: results pending			45%
CAASPP Math	2020-21: 28.57% met/exceeded	2021-22: results pending			40%
CA Science Test: Gr 5	* Not applicable Puente served TK-3	Not applicable Puente served TK-4			2022-23 results will serve as a baseline
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 2.94% Proficient	2021-22: results pending			15%
Reclassification Rate	2019-20: 33.8%	2020-21: 6.3%			15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: Dataquest	Source: Dataquest			
% EL with access to CCSS & ELD Standards	2020-21: 100% Source: SARC	2021-22: 100% Source: Textbook inventory			100%
Attendance Rate	2019-20: 97.2% Source: CALPADS	2020-21: 96% Source: CALPADS			%
Chronic absenteeism Rate	2018-19: 16.8% Source: Dataquest	2020-21: 11.7% Source: Dataquest			10%
Suspension Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest			<1%
Expulsion Rate	2019-20: 0% Source: Dataquest	2020-21: 0% Source: Dataquest			0%

*Note: PUENTE Charter School served grades TK-2 in 2019-20; TK-3 in 2020-21; and TK-4 in 2021-22

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments of Learning	To measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support via the MTSS: • NWEA MAP Reading & Math: TK-5 (3 times/year) • Running Records (TK-5): every 6-8 weeks • Fountas & Pinnell: Sound/Letter & Number recognition: TK/K • Interim Comprehensive Assessments • State-mandated assessments: CAASPP/SBAC, ELPAC, & CAST	$5,000	N

Action #	Title	Description	Total Funds	Contributing
		PUENTE will implement the 5-step data analysis protocol for reviewing, analyzing, and discussing NWEA MAP results to identify student strengths, needs, grouping, and inform instruction.		
2	MTSS: Academic Interventions	PUENTE will utilize universal screeners (NWEA MAP, F&P) to identify learning and achievement gaps, identify struggling students for academic intervention and support. As identified from an analysis of disaggregated NWEA MAP assessments, ELPAC results, and low reclassification rates, the achievement gap of our English learners and low-income students is widening. Paraprofessionals will participate in professional learning (Goal 2, Action 2) to provide Tier 1 and Tier 2 support in reading and mathematics for Unduplicated Pupils and struggling learners through small group instruction. To further accelerate learning, students will have access to: • iXL Math • Raz Kids • Epic • After school academic & social enrichment (ASES/ELO-P) • Summer School To academically challenge our high performing students, PUENTE will establish a GATE Program and provide teachers with GATE Training.	$729,378	Y
3	MTSS: SEL, Behavioral, & Mental Health Needs	An area of concern is chronic absenteeism rates as evidenced on the CA Schools Dashboard. Our school is committed to providing and strengthening social-emotional supports through schoolwide implementation of Second Step and Calm Classroom SEL curriculum in combination with counseling services. All students will participate in social skills group, twice per month; and SEL practices daily in their classrooms. The counselor will lead SEL sessions in all classrooms on a monthly basis.	$249,613	Y

Action #	Title	Description	Total Funds	Contributing
		The Vice-principal will support educators with SEL implementation, behavior (classroom) management, train staff on classroom structures to ensure consistency, facilitate professional learning on SEL, behavior, and school climate. The Integrated Services Coordinator will coordinate services for foster youth/homeless students, connect families with resources, lead workshops with the Family & Marriage Counselor (for families) to support the SEL and mental health needs of our students.		
4	Special Education Services	In order for all students to achieve proficiency in state content standards, PUENTE Charter School staff will continue to deliver high quality supports and services for students with disabilities as designated in their IEPs. This staffing includes teachers, school site administrators, related service providers (including all direct behavior support providers), support administrator/teachers and classified staff. Collectively, staff ensures that students with disabilities are meeting their individualized targeted goals and that PUENTE is systemically striving to improve special education student achievement indicators.	$350,007	N
5	EL/ELD Support Services	PUENTE Charter School will continue to strengthen the delivery of integrated and designated ELD to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language. The Intervention Coach will provide targeted tiered academic support for ELs, including small group instruction to improve English language acquisition, improve performance on ELPAC Summative assessment, SBAC and increase reclassification rates. The Intervention Coach will also train Paraprofessionals (Goal 1, Action 2) on evidence-based strategies to support English learners to improve academic outcomes. An analysis of our EL identified that 95% of Students with Disabilities (SWD) are also English Learners. The EL Master Plan will be reviewed and revised with the input and feedback from educational partners and ELAC/DELAC.	$87,800	N

Goal Analysis for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in supporting academic needs of our students with the implementation of MTSS.

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.

With the shift to a multi-tiered system of supports and as a recipient of the Community Schools grant, we identified the need to change the LCAP Goals to align to PUENTE's whole child approach and integration of MTSS. Additionally, metrics were revised to include CDE required metrics using data as advised by CDE's LASSO/LCAP staff during the multiple LCAP workshops and Charter school office hours that were hosted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	**Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, support teacher retention, to address the diverse learning needs of our students.**

An explanation of why the LEA has developed this goal.

Professional development is at the core for improving student outcomes, teacher retention, building capacity among our educator and school leaders, and essential in the ongoing schoolwide improvement cycle. The sudden shift to remote learning due to the pandemic and with the return to in-person instruction revealed areas for growth among our educators, and continued need to provide high quality rigorous instruction, while differentiating instruction to address the learning needs of each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100% Source: CalSAAS	2021-22: 100% Source: CalSAAS			100%
% Of students with access to Standards-aligned materials:	2020-21: 100% Source: SARC	2021-22: 100% Source: SARC			100%
Implementation of the Academic content & performance Standards – measured using (Source) CDE's Local Indicator Priority 2	2020-21: Implementation Academic Standards ELA 4 ELD 4 Math 4 NGSS 4 History 4 Health 3 PE 4 VAPA 4	2021-22: Implementation Academic Standards ELA 5 ELD 4 Math 5 NGSS 4 History 4 Health 3 PE 4 VAPA 4			2023-24: Implementation Academic Standards ELA 5 ELD 5 Math 5 NGSS 4 History 4 Health 4 PE 4 VAPA 4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100% Source: Master Schedule	2021-22: 100% (See Action 5) Source: Master Schedule			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core Educational Program: Educators	PUENTE Charter School will employ a principal and 13 credentialed teachers that will teach all core subject areas: ELA, Math, Science & Social Studies, and Physical Education serving grades TK-5, as part of the school's base program. The academic school year includes 180 days of instruction that exceeds the CA State requirement of 175 instructional days. The principal and all teachers will participate in 10 days of intensive summer professional learning: 8 non-instructional days during the academic school year, and weekly professional development during the academic school year.	$1,281,000	N
2	Professional Learning	To strengthen and build teacher capacity, PUENTE will provide 2 weeks of summer professional learning, weekly during the academic school year and 8 non-instructional days for data review, analysis and application. An analysis of multiple types of data including feedback from educational partners has identified the following key areas of focus for professional learning: • Differentiated Instruction: Reading and writing • Cognitively Guided Instruction (CGI) Math • Strategies to improve designated/integrated ELD (new ELD curriculum adoption) • Social-emotional learning	$59,500	N

Action #	Title	Description	Total Funds	Contributing
		- Science curriculum adoption - Positive Behavioral Intervention & Supports (PBIS) - Health & Safety including CPR, active shooter, COVID-19 Policies & Procedures The principal will provide instructional coaching for all teachers, conduct classroom observations, lead instructional labs, model lessons, feedback cycle, encourage peer observations, and facilitate professional development. To support teacher effectiveness and credential clearance, PUENTE Charter school will reimburse for teacher induction expenses (Title II funded). To support the teacher pipeline, PUENTE will partner with LACOE's Intern Program for teacher candidates to obtain a preliminary credential.		
3	Core Curricular Needs	The following standards aligned curriculum and consumables will be purchased: - Science curriculum - ELD Curriculum	$40,000	N
4	Closing the Digital Divide	PUENTE Charter will implement a 1:1 student to device ratio to ensure all students have equitable access to curricular and instructional program, supplemental, and intervention web-based programs. IT Support will ensure devices are distributed and updated regularly.	$55,330	N
5	Broad Course of Study	PUENTE will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and PE) that include the following: - Art Program (TK-5) - Music (Gr 3-5)	$27,000	N

Goal Analysis for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Currently, SBAC results are pending so it is unclear if the actions were effective in achieving the goal.

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.

With the shift to a multi-tiered system of supports and as a recipient of the Community Schools grant, we identified the need to change the LCAP Goals to align to PUENTE's whole child approach and integration of MTSS. Additionally, metrics were revised to include CDE required metrics using data as advised by CDE's LASSO/LCAP staff during the multiple LCAP workshops and Charter school office hours that were hosted

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	**Engage educational partners to design and implement strategies to engage parents/families in our school community and solicit input in decision-making that will impact student outcomes.**

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) places an emphasis on families and educators collaborating as partners. With the expansion of our school to serve 5th grade, PUENTE will rely on Soo Hong's (2011) model of parent engagement known as the ecology of parent engagement. This framework allows for the different layers of participation specifically defined in three tiers, which include Induction (introducing parents to the complex world of schools), Integration (development of parent presence in school communities), and Investment (parents as emerging leaders in their continuous journey in the schooling of their children). To ensure the desired goals of our comprehensive parent engagement plan, the vice-principal will deepen the depth and breadth of our outreach, our components and our continued development. The framework is rooted in the principles addressing capacity building, leadership, resource allocation, progress monitoring, access, and equity, all key to the mission of PUENTE.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey: Student Perception of School Safety & Connectedness	2020-21: Not reported - Sense of safety Not reported - School connectedness	2021-22: 97.7% Sense of safety 100% School connectedness Source: Internal Survey			>85%
Parent Survey: Sense of safety & school connectedness	2020-21: 95% Sense of safety 80% School connectedness Source: Internal Survey	2021-22: 94.5% Sense of safety 83.4% School connectedness Source: Internal Survey			>85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 100% Sense of safety 95% School connectedness Source: Internal Survey	2021-22: 100% Sense of safety 96% School connectedness Source: Internal Survey			>85%
Parent Input in Decision-making including UP & SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 5 6. 5 7. 5 8. 5			Overall Ranking 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by (Source) CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 4			Overall Ranking 4+
Facilities in "good" repair as measured by FIT	2020-21: Exemplary Source: SARC	2021-22: Exemplary Source: FIT Report			Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promoting a Positive School Climate/Health & Safety	Promoting a positive school climate is essential to providing a conducive learning environment that is welcoming for students and families. PUENTE will design and implement a Bullying Prevention Plan that will be incorporated in the comprehensive school safety plan. The School Safety Plan will	$317,000	N

Action #	Title	Description	Total Funds	Contributing
		be reviewed and revised with input from our educational partners. Security guards and campus aides will be employed to provide students and staff with a safe learning environment, as requested from feedback from educational partners. To promote student engagement and a positive school climate, we will host • Anti-bullying assemblies • Monthly student recognition ceremonies • Health screenings: UCLA Eye Institute & Comprehensive Therapy Associates • Student-led conferences • Universal meals program • Uniforms will be provided • School climate surveys will be administered		
2	Parent Input in Decision-making	At PUENTE Charter School's parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Advisory Council	$0	N
3	Parent Engagement & Participation	Prior to the start of the school year, teachers will meet with each parent individually virtually via zoom, as the introductory meeting to welcome families to the school, communicate expectations, build positive relationships, inform families of school resources, and identify family/student needs. PUENTE Charter School will continue to provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their	$74,800	N

Action #	Title	Description	Total Funds	Contributing
		child's education and engage in schoolwide activities and events. • Monthly Coffee with the Principal • Integrated Services Workshops: College/career readiness, counseling services • Schoolwide events: Family Nights, Literacy Night, Meet & Greet, Monthly recognition ceremonies The Operations Coordinator will communicate and conduct parent outreach, provide interpreter services, issue the monthly newsletter, monitor ParentSquare, and calendar of events. Parents will have access to Infinite Campus Parent Portal where they can view their child's academic progress, attendance and communicate with staff.		
4	Maintaining a Safe & Clean Facility	PUENTE Charter School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, Annually, our school completes the Facility Inspection Tool (FIT) report, which is reported on the SARC, and LCAP and will address any issues/findings.	$427,000	N

Goal Analysis for 2021-22

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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions were effective in addressing the SEL needs of our students, however due to the pandemic there was a significant increase in chronic absenteeism rates.

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.

With the shift to a multi-tiered system of supports and as a recipient of the Community Schools grant, we identified the need to change the LCAP Goals to align to PUENTE's whole child approach and integration of MTSS. Additionally, metrics were revised to include CDE required metrics using data from as advised by CDE's LASSO/LCAP staff during the multiple LCAP workshops and Charter school office hours that were hosted this past year. Additionally, we utilized CDE's self-reflection local indicator report data as recommended and advised by CDE and the LACOE LCAP workshops.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$800,806	$71,815

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.98%	0%	$0	27.98%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

PUENTE Charter School conducted its annual comprehensive needs assessment using multiple forms of data (internal and external), in addition to input and feedback provided from educational partners, to make an informed decision on the needs of Unduplicated Pupils.

Consistent with the requirements of 5 CCR Section 15496(b), PUENTE Charter School has identified increased services that are contributing for Unduplicated Pupils; and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils that will be provided on a schoolwide basis include:

- Goal 1, Action 2: PUENTE will utilize universal screeners (NWEA MAP, F&P) to identify learning and achievement gaps, identify struggling students for academic intervention and support. As identified from an analysis of disaggregated NWEA MAP assessments, ELPAC results, and low reclassification rates, the achievement gap of our English learners and low-income students is widening. Paraprofessionals will participate in professional learning (Goal 2, Action 2) to provide Tier 1 and Tier 2 support in reading and mathematics for Unduplicated Pupils and struggling learners through small group instruction

- Goal 1, Action 3: An area of concern is chronic absenteeism rates as evidenced on the CA Schools Dashboard. Our school is committed to providing and strengthening social-emotional supports through schoolwide implementation of Second Step and Calm Classroom SEL curriculum in combination with counseling services. All students will participate in social skills group, twice per month; and SEL practices daily in their classrooms. The counselor will lead SEL sessions in all classrooms on a monthly basis. The Vice-principal will support educators with SEL implementation, behavior (classroom) management, train staff on classroom structures to

ensure consistency, facilitate professional learning on SEL, behavior, and school climate. The Integrated Services Coordinator will coordinate services for foster youth/homeless students, connect families with resources, lead workshops with the Family & Marriage Counselor (for families) to support the SEL and mental health needs of our students.

We anticipate that these increased academic and social-emotional support services will positively impact student academic outcomes especially among English learners and low-income students as measured through growth in NWEA MAP, SBAC/CAASPP, ELPAC and EL reclassification rates.

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

There are no actions provided on a "limited basis" to unduplicated pupils.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

PUENTE Charter School will use the additional 15% Concentration grant add-on funds to hire additional paraprofessionals to provide small group instruction and tiered targeted academic intervention to Unduplicated Students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 620,000.00	$ 645,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Staffing	Yes	$ 100,000	$ 125,000
1	2	Data Analysis	No	$ -	
1	3	Implement school-wide MTSS in Reading/Math	No	$ -	$ -
1	4	Customized Student Profiles with Parent Support	No	$ -	$ -
2	1	Develop an academic intervention program, Specific staff member who will oversee intevention.	Yes	$ 100,000	$ 100,000
2	2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	Yes	$ 100,000	$ 100,000
2	3	Provide PD on data analysis and targeted strategies to improve student outcomes	Yes	$ 50,000	$ 50,000
3	1	Social-Emotional Professional Development	Yes	$ 50,000	$ 50,000
3	2	Expanded services for Social-Emotional and Wellness	Yes	$ 145,000	$ 145,000
3	3	Create a systemic MTSS	Yes	$ 75,000	$ 75,000

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 644,000	$ 620,000	$ 645,000	$ (25,000)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Staffing	Yes	$ 100,000	$ 125,000.00	0.00%	0.00%
2	1	Develop an academic intervention program, Specific staff member who will oversee	Yes	$ 100,000	$ 100,000.00	0.00%	0.00%
2	2	Staff additional Instructional Assistant positions in order to provide small-group in-class and pull-out supports for students.	Yes	$ 100,000	$ 100,000.00	0.00%	0.00%
2	3	Provide PD on data analysis and targeted strategies to improve student outcomes	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
3	1	Social-Emotional Professional Development	Yes	$ 50,000	$ 50,000.00	0.00%	0.00%
3	2	Expanded services for Social-Emotional and Wellness	Yes	$ 145,000	$ 145,000.00	0.00%	0.00%
3	3	Create a systemic MTSS	Yes	$ 75,000	$ 75,000.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,996,849	$ 644,000	0.00%	32.25%	$ 645,000	0.00%	32.30%	$0.00 - No Carryover	0.00% - No Carryover

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,201,815	$ 379,813	$ -	$ 121,800	3,703,428	$ 2,675,348	$ 1,028,080

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Assessments of Learning	All	$ 5,000	$ -	$ -	$ -	$ 5,000
1	2	MTSS: Academic Interventions	All	$ 638,378	$ 91,000	$ -	$ -	$ 729,378
1	3	MTSS: SEL, Behavioral, & Mental Health Needs	All	$ 237,100	$ 12,513	$ -	$ -	$ 249,613
1	4	Special Education Services	SPED	$ 170,007	$ 180,000	$ -	$ -	$ 350,007
1	5	EL/ELD Support Services	EL	$ -	$ -	$ -	$ 87,800	$ 87,800
2	1	Core Educatioal Program: Educators	All	$ 1,281,000	$ -	$ -	$ -	$ 1,281,000
2	2	Professional Learning	All	$ 25,500	$ 25,000	$ -	$ 9,000	$ 59,500
2	3	Core Curricular Needs	All	$ 40,000	$ -	$ -	$ -	$ 40,000
2	4	Closing the Digital Divide	All	$ 55,330	$ -	$ -	$ -	$ 55,330
2	5	Broad Course of Study	All	$ 27,000	$ -	$ -	$ -	$ 27,000
3	1	Promoting a Positive School Cliamte/Health & Safety	All	$ 292,000	$ -	$ -	$ 25,000	$ 317,000
3	2	Parent Input In decision-making	All	$ -	$ -	$ -	$ -	$ -
3	3	Parent Engagement & Participation	All	$ 3,500	$ 71,300	$ -	$ -	$ 74,800
3	4	Maintaining a Safe & Clean Facility	All	$ 427,000	$ -	$ -	$ -	$ 427,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type		Total LCFF Funds
$ 2,861,937	$ 800,806	27.98%	0.00%	27.98%	$ 875,478	0.00%	30.59%	Total:	$	875,478
								LEA-wide Total:	$	-
								Limited Total:	$	-
								Schoolwide Total:	$	875,478

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	MTSS: Academic Interventions	Yes	Schoolwide	All	PUENTE	$ 638,378	0.00%
1	3	MTSS: SEL, Behavioral, & Mental Health Ne	Yes	Schoolwide	All	PUENTE	$ 237,100	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table
As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table
In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table
In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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