

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Puente Charter

CDS Code: 19 64733 6120471

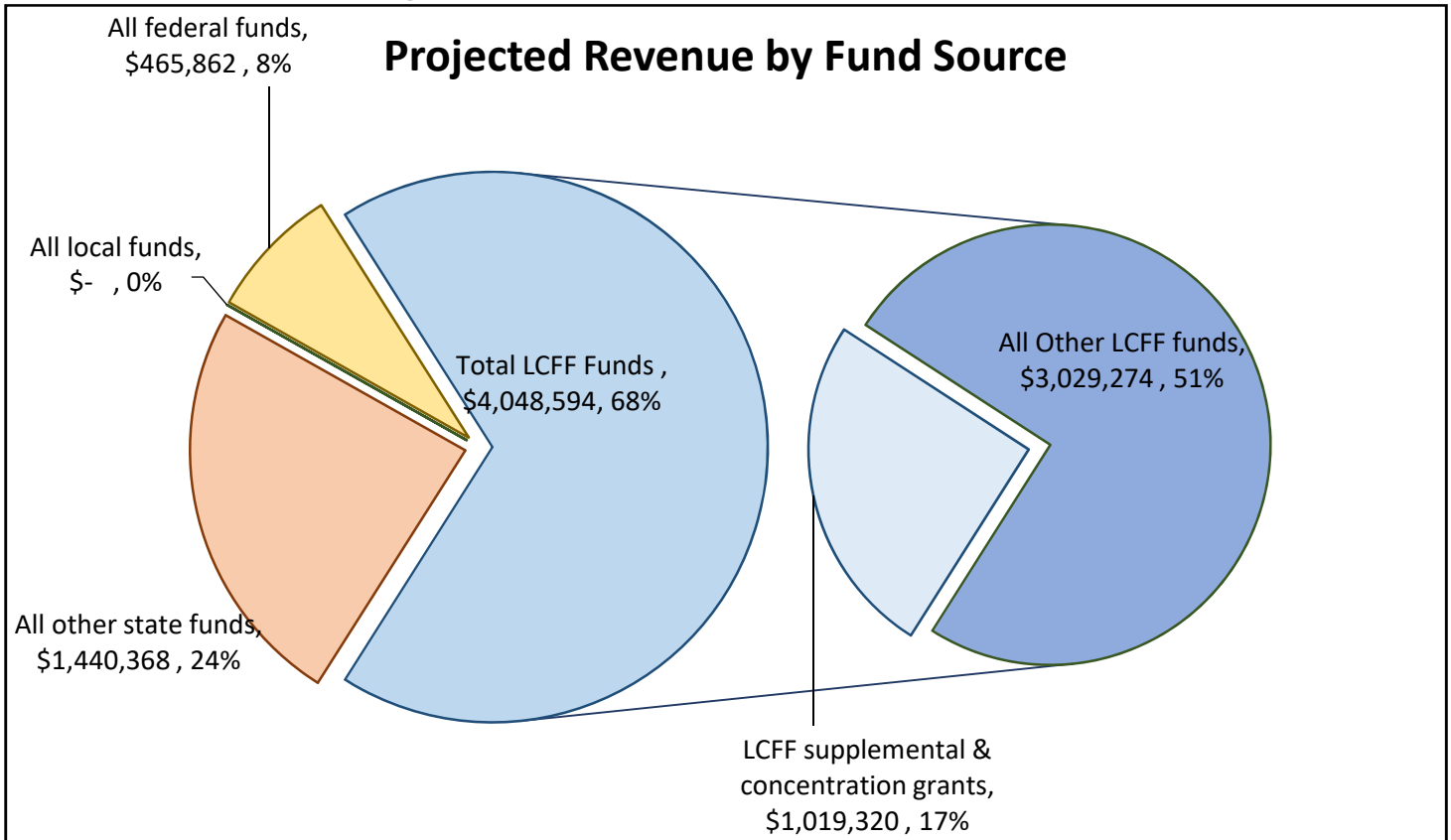
School Year: 2023-24

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 2023-24 School Year

Projected Revenue by Fund Source

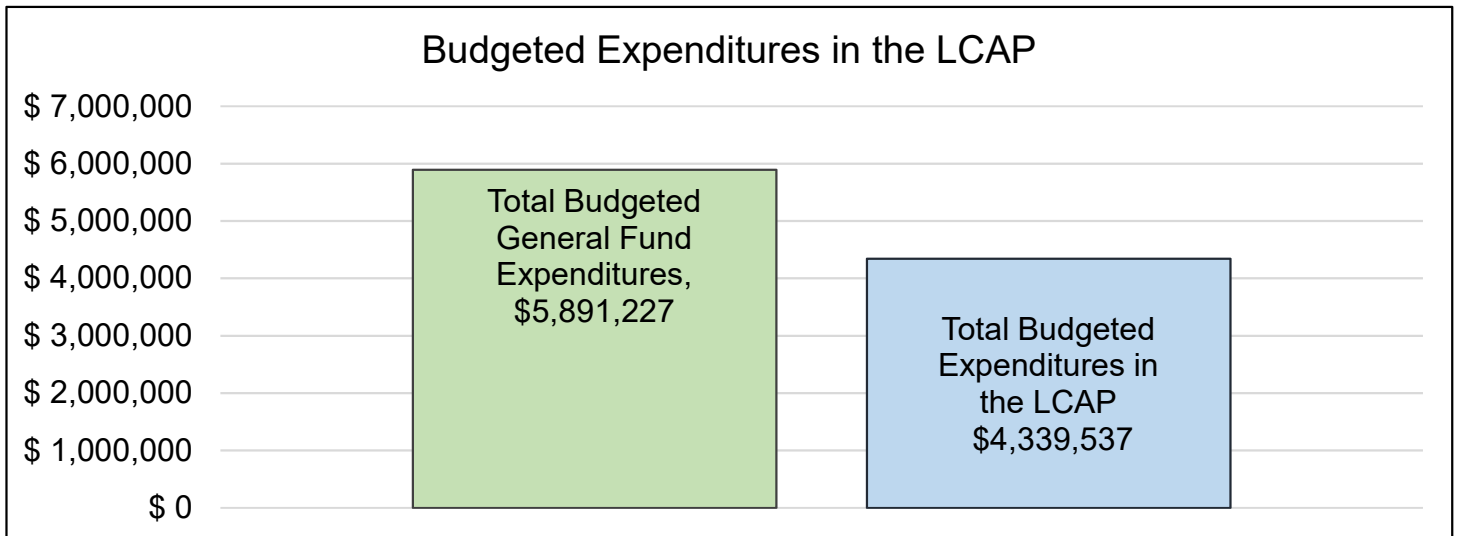


This chart shows the total general purpose revenue Puente Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Puente Charter is \$5,954,824.00, of which \$4,048,594.00 is Local Control Funding Formula (LCFF), \$1,440,368.00 is other state funds, \$0.00 is local funds, and \$465,862.00 is federal funds. Of the \$4,048,594.00 in LCFF Funds, \$1,019,320.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Puente Charter plans to spend for 2023-24. 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 \$5,891,227.00 for the 2023-24 school year. Of that amount, \$4,339,537.00 is tied to actions/services in the LCAP and \$1,551,690.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

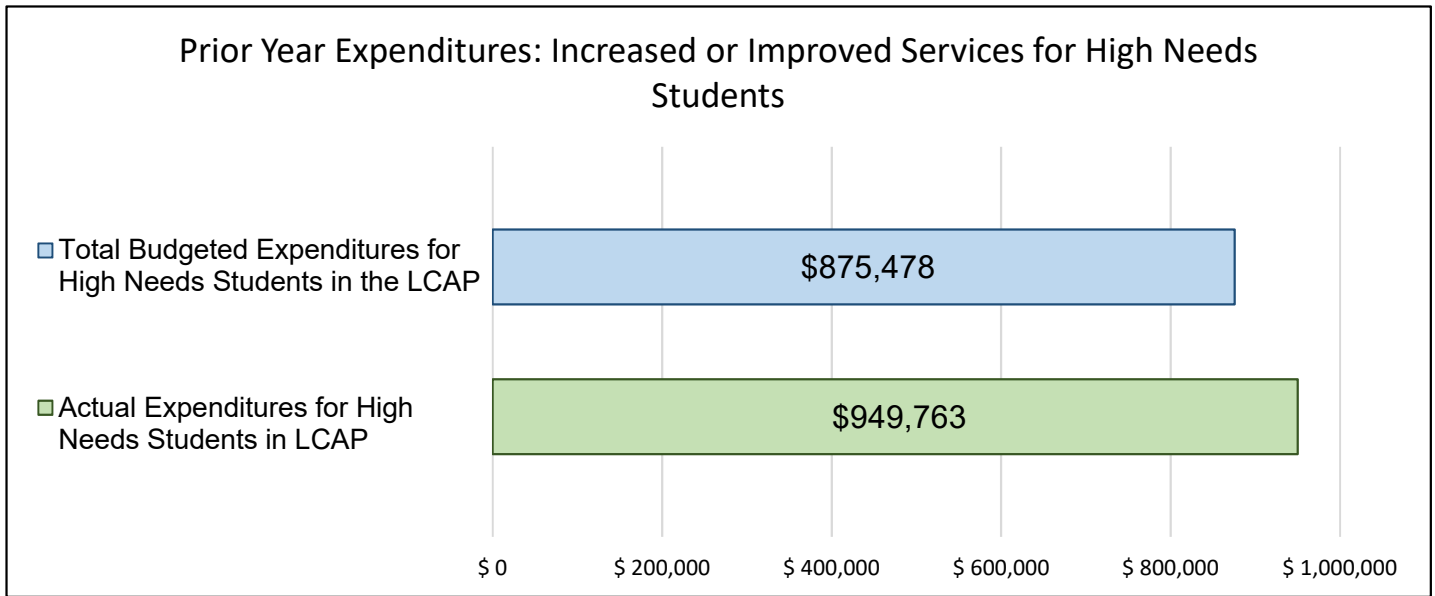
Staffing expenses related to finance and administration and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Puente Charter is projecting it will receive \$1,019,320.00 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 \$1,019,320.00 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 2022-23



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 2022-23, Puente Charter's LCAP budgeted \$875,478.00 for planned actions to increase or improve services for high needs students. Puente Charter actually spent \$949,763.00 for actions to increase or improve services for high needs students in 2022-23.

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 2023-24

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 is situated within the community of Boyle Heights and East Los Angeles, serving 297 students in grades TK-5. Our current student demographics reflect 97% Hispanic, 2% White, 1% African American, 10% Students with Disabilities (SWD), 29% English Learners (EL), 1% Foster Youth, and 82% 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.

As we reflect on the opening of our charter school over 20 years ago, it is incredible to see how far we have come. Established from our community’s request to continue supporting a strong early learning foundation from our Puente Preschool Readiness program, Puente Charter School offered kindergarten-grade services to the Boyle Heights community from 2002-2017, leaving families with limited high-quality options for their children's education beyond those early years. With the continued support from our community, and a successful material revision to our charter, Puente began the slow-growth expansion to add grades 1 through 5 and fulfill the pledge to support our students and families with high-performing school services, including meaningfully addressing the needs of our English Learners. The 2022-23 school year reflects our growth of serving TK-5 and is our greatest accomplishment this year.


Our parent and family community have expressed their overwhelming satisfaction with the school’s growth and our focus on maintaining the high-quality standards, the important home-to-school connection and relationship. Our commitment to support English learners is reflected in our “very high” performance on the English Learner Progress Indicator (ELPI) on the 2022 CA School Dashboard where 75.4% of English Learners advanced at least one level on the ELPAC summative assessment. We are motivated to build on our successes and provide an

exceptional education for all of our students, from TK to 5th grade, and continue demonstrating through our data outcomes that we are promoting equity in education.

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 2022 CA School Dashboard performance on the five indicators.

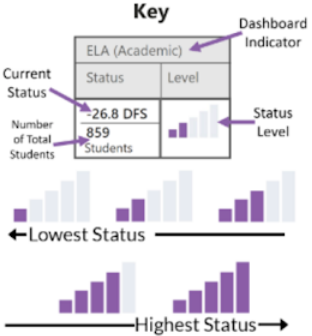


Dashboard Student Group Report

Puente Charter

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard


Key



← Lowest Status Highest Status →

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:



Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	75.4% n=61		1.1 dfs n=87		-2.4 dfs n=85		0% n=251		21.2% n=245			
Student Program												
English Learner	75.4% n=61		-4.2 dfs n=54		-0.8 dfs n=52		0% n=92		20% n=90			
Foster Youth							n=2		n=2			
Homeless Youth												
Socioeconomically Disadvantaged			-5.2 dfs n=74		-6.8 dfs n=72		0% n=215		22.7% n=211			
Students with Disabilities			12.7 dfs n=12		-26.3 dfs n=12		0% n=26		30.8% n=26			
Student Race/Ethnicity												
Black/African American			n=1		n=1		n=5		n=5			
American Indian or Alaska Native												
Asian												
Filipino												
Hispanic			-3 dfs n=85		-6.1 dfs n=83		0% n=243		19.8% n=237			
Pacific Islander												
White			n=1		n=1		n=3		n=3			
Multiple Races/Two or More												

Puente Charter School successes in the 2022 CA School Dashboard include:

- “Very high” performance level for the English Learner Progress Indicator (ELPI) of 75.4%.
- “Very high” performance level for the Suspension Rate indicator: 0% Suspension Rate
- “Medium” performance level for the English Language Arts (ELA) Academic Indicator: 1.1 distance from standard (dfs)
- “Medium” performance level for the Math Academic Indicator: -2.4 dfs
- All Local Indicators received a “standard met” on the Dashboard.

- **ELA Academic Indicator:** Puente Charter School earned a Status level of “Medium” for All Students which is higher compared to the state’s Status level of Low. The report shows an average Distance from Standard (DFS) of 1.1 in ELA for the All Students group, which is above the State average (DFS) of -12.2. Puente Charter School has three (3) numerically significant student groups (Hispanic, English Learners, and Socioeconomically Disadvantaged). The three numerically significant student groups (Hispanic, English Learners, and Socioeconomically Disadvantaged) have a DFS above the State’s average DFS for that student group.

Improving student outcomes in ELA requires a multi-faceted approach that addresses the needs of all our students, particularly those who are traditionally underserved. This year we implemented and improved on our evidence-based strategies, such as (1) differentiated instruction, (2) improvements with technology integration, (3) data-driven instruction, (4) high-quality professional development, and (5) family and community engagement.

Our teachers provide ***differentiated instruction*** to students based on their unique learning needs, ensuring progress for all students in ELA. This approach is particularly effective for student groups with diverse language backgrounds or learning needs. To further support struggling students, including ELL and socioeconomically disadvantaged students, an Instructional/Intervention Coach was added to the staff roster this academic year to provide targeted one-on-one interventions in ELA and math.

To enhance teaching practices and promote collaboration, peer observations were introduced for English Language Development (ELD). This approach includes sharing resources in support of the reading, writing, listening, and speaking portions of the ELPAC assessment, as well as best practices amongst teachers.

Another component to our growth includes ***technology Integration:*** Using technology to support literacy instruction provides students with engaging and interactive learning experiences. Puente Charter School has implemented a 1:1 student/laptop ratio. This year we add IXL Intervention Program - that provides immediate feedback and personalized instruction that has been particularly effective for students who are struggling with ELA, as well as math. Technology integration allows teachers the opportunity to tailor instruction to individual students' learning needs and preferences. It also allows teachers to track student progress more effectively and identify areas where additional support may be needed therefore helping to close the achievement gap.

Puente Charter School has implemented **Data-Driven Instruction**: This continues to be part of our practice where we regularly analyze student data to identify areas of strength and areas that need improvement in ELA and ensure the data is used to inform instruction. This practice helps our teachers calibrate their instruction to meet students' needs of all of our learners on an ongoing basis while ensuring a culturally relevant curriculum. This year we scaled up our "data dive" practices with several designated Professional development sessions focusing on data analysis and ensuring data-driven classroom instruction for continued individual student achievement.

Providing **high-quality Professional Development** is key to our success. Every Friday, the entire instructional team (teachers, paraprofessionals and admin) participate in professional development opportunities that focus on evidence-based literacy strategies, culturally responsive teaching practices, and strategies for meeting the needs of diverse learners that have had a positive impact on student outcomes. Classes are led by the principal, vice principal, instructional coach, SPED Director, or consultants with the expertise needed for a particular subject. We have meaningful discussions addressing areas where we can ensure that our student's needs are being met. We are also proud that our MTSS capacity-building now includes all our instructional and leadership team members participating in the California MTSS Pathway Certification, as a recipient of the MTSS SUMS grant.

Establishing partnerships with **families and community** members has helped create a supportive learning environment that reinforces the importance of literacy and provides additional opportunities for students to practice their ELA skills. This approach can be particularly effective for students who may not have access to books or other literacy resources at home. We have partnerships with Reading Is Fundamental where students have seasonal book events and book distributions, as well as PUENTE Learning Center where we have had guest speakers join our parent meetings on how to prepare students for college. We also have a partnership with The Neighborhood Music School where students have a variety of music classes, one of which is choral, allowing students to learn lyrics, the history of music, and sing with their peers.

An analysis of the NWEA Fall to winter assessments provide evidence that the multitude of supports we offer have resulted in accelerating learning and narrowing achievement gaps among our English learners, Hispanic, and socio-economically disadvantaged student groups.

- **Math Academic Indicator**: Puente Charter School continues to improve on the practice of implementing Cognitively Guided Instruction (CGI) for Math, a research-based approach to teaching mathematics that emphasizes understanding and problem-solving skills. CGI math supports differentiated instruction where it is highly individualized, allowing teachers to provide support or challenge students based on their individual needs while ensuring that all students are making progress. There is a need to revisit foundational skills for all grade levels.

CGI math also helps promote student engagement, as it is designed to be highly interactive for students. It encourages students to work collaboratively, to think creatively, and to explore mathematical concepts in a variety of ways. This encourages students develop a love for math and a willingness to tackle challenging problems. Students learn to work in collaborative groups which helps our EL students engage and communicate with other students.

CGI math emphasizes problem-solving as a central component of mathematics where students are encouraged to use a variety of strategies to solve problems and to explain their thinking to others. This can be especially helpful with our English Learners that may have the mathematical skill set but lack the language skills to solve. Students are encouraged to explore and explain their thinking, which can lead to a deeper understanding of mathematical concepts.

This year we also implemented IXL Math online learning platform that provides practice problems and interactive activities for students to develop their math skills, allowing for personalized learning. IXL Math uses adaptive technology to create personalized learning experiences for each student, meeting them where they are. The program identifies areas where students need more practice and provides immediate feedback to help them improve. Lastly, IXL Math allows for progress monitoring, providing detailed reports on student progress, allowing teachers and parents to monitor student performance and identify areas where students need more support. This helps ensure that all of our students are making progress towards their learning goals.

In the most recent fall to winter - NWEA MAP math assessment overall, 92% of our students demonstrated progress in Math.

- **SUSPENSION RATE INDICATOR:** We attribute our zero percent suspension rate to a number of factors: A culture of high expectation, a culture of learning and a culture of respect schoolwide. Puente has implemented Calm classroom and will implement Second Step curriculum that helps build students social-emotional skills, nurturing positive relationships, managing emotions, and setting goals.

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.

Chronic Absenteeism Rate: shows that Puente Charter School has earned a Status level of “very high” for All Students which is comparable to the state’s Status level of “very high.” The CA School Dashboard shows that 21.2% of students at Puente Charter School were absent 10 percent or more of the instructional days they were enrolled as compared to the State’s at 30.0%. Puente Charter School has three (3) numerically significant student groups: Hispanic, English Learners, Socioeconomically Disadvantaged. All the numerically significant subgroups’ status level of “High” and “Very High” are lower to the respective State’s subgroup Status level.

The disrupted learning experiences over the past three years have had a significant impact on our students' attendance, particularly in the early grade levels. Extensive analysis, data, and discussions have been conducted to understand the barriers that prevent our students from attending school regularly. Through a school team approach, we have identified that the COVID-19 pandemic has been the leading factor that has led to struggles with absenteeism. In addition, several students contracted the Flu and RSV. Parents are concerned that their child may be at risk of contracting a virus or, if their child is exhibiting symptoms, they may spread the infection to other students. As a result, parents are hesitant to send their children to school due to health concerns.

To address these challenges and improve school attendance, we are partnering with families, providing engaging opportunities for students, and utilizing community partnerships to offer enriching activities. We maintain regular communication with families about attendance expectations, offer resources and support services, and involve parents and caregivers in decision-making through student attendance review meetings. These SART meetings help us support families with students who are struggling to come to class each day and collectively address the demonstrated achievement gaps in the interim assessments and promoting to the parent the need for stronger student attendance to help ensure student success. In addition, our instructional team is utilizing small group and one-on-one instruction (with the support of our paraprofessionals assigned to each classroom) to address the learning needs of our students who did not demonstrate growth. In addition, our Intervention Coach is providing direct service and also teacher coaching in support of addressing this student need.

We also hold a school-wide recognition ceremony every month to celebrate perfect attendance, where the classroom with the best overall attendance wins a traveling trophy and a pizza party. Further intentional incentives include providing monthly Family Nights, seasonal Fun Days, and Spirit Weeks. We have also returned to offering field trips and after-school clubs to motivate students to attend school regularly. Our community partners offer programs such as Girls on the Run, Puente Learning Center 5K Run, LAPD Hollenbeck Pals Soccer Clinics, Theatre of Hearts dance classes, Neighborhood Music School music lessons, and Reading Is Fundamental book events and books distribution activities.

In addition, student counseling is provided to support those students who may be struggling with social and emotional issues, offer extended learning experiences by providing an engaging summer school program and an after-school program headed by our school collaborator, Think Together.

It is our responsibility to continue to support our Hispanic learners, English Learners, Socio-Economically Disadvantaged, students and all families who need assistance improving their child's attendance to ensure success in school.

LCAP Highlights

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

Puente Charter School was the recipient of the MTSS SUMS grant that provides comprehensive MTSS professional learning for its entire staff, including coaching.

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for the school, teachers, and students. The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision making. The multi-level prevention system includes a continuum (tiers 1, 2, & 3) of integrated academic, social, emotional, and behavioral instructional and intervention supports that are evidence-based can culturally and linguistically responsive.

Puente Charter School was also the recipient of the CA Community Schools Partnership Program Planning Grant. The CA Community Schools Planning Project is to acquire the resources; engage in capacity building schoolwide; and develop partnerships with community agencies and organizations in order to create an effective and sustainable implementation plan that (1) addresses the school's local needs in relation to the four pillars of Community Schools and the CA Community Schools Framework (2) leverages existing resources and builds upon new partnerships; (3) aligns with our ongoing efforts involving Multi-tiered System of Supports (MTSS) that address the Four Key Conditions for Learning.

Highlights of Puente Charter School's LCAP align to the CA MTSS Framework and CA Community Schools Framework including the addition of a full-time counselor and Assistant Principal to provide support with school culture and student discipline; in combination with Second Step SEL Curriculum and Calming Classrooms. In addition, we are providing extensive professional learning for our educators and support staff on MTSS, strategies to support our English Learners and Students with Disabilities, in addition to Diversity, equity and Inclusion and culturally relevant instruction.

Puente Charter School developed its 2023-24 LCAP that also serves 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 was not eligible for 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

Puente Charter School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP through the following methods/venues:

- Principals/Administrators including the Executive Director were consulted during weekly Thursday Leadership meetings on the development of the 2023- LCAP. The LCAP goals and actions are reviewed on a monthly basis by the leadership team, along with our data outcomes, as a measure to track progress toward goal achievement and to analyze the effectiveness of the actions and allocation of resources.
- Teachers were consulted during staff development meetings (Jan – May 2023) and were surveyed. The LCAP goals and actions were presented for their input in combination with local data and dashboard data; and provided input on the development of the 2023-24 LCAP.
- Other School Personnel were consulted on 4/13/23 The LCAP goals and actions were presented for their input in combination with local data and dashboard data; and provided input on the development of the 2023-24 LCAP.
- Students: were consulted on 1/18/23 and 5/4/23 and provided input on the development of the 2023-24 LCAP.
- Parents were consulted on 1/18/23 and during monthly Coffee with the Principal. The LCAP goals and actions were presented for their input in combination with local data and dashboard data; and provided input on the development of the 2023-24 LCAP.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during quarterly meetings. The LCAP goals and actions were presented for their input in combination with local data and dashboard data; and provided input on the development of the 2023-24 LCAP.
- ELAC/DELAC/EL-PAC was consulted on 10/19/22, 11/16/22, 12/14/22, 1/18/23, 2/15/23, 4/19/23, and on 5/24/23. The LCAP goals and actions were presented for their input in combination with local data and dashboard data; and provided input on the development of the 2023-24 LCAP.
- SELPA (LAUSD) was consulted on May 10, 2023 and reviewed Goal 1, Action 4 “Special Education Service” and no additional feedback was provided.

Dates of Public comment period: June 8-13th

LCAP Public Hearing; LCAP Adoption; and approval of 2023-24 Budget took place on: June 14, 2023

Local Indicators were presented to the governing board on: June 14, 2023

A summary of the feedback provided by specific educational partners.

Puente Charter School consulted with its required educational partners and the following is feedback that was collected:

- Principals/Administrators feedback was the recommendation for a full-time counselor and an Assistant Principal to provide support with school culture and student discipline in alignment with the MTSS Framework and CA Community Schools Framework.
- Teachers requested to continue to staff full-time paraprofessionals and additional support with physical education. They also requested a virtual phone extension to ParentSquare (phone calls with families); a phonics program; and to continue providing electives for students.
- Other School Personnel requested to continue with the full-time campus aides and to upgrade current SIS system to support with enrollment.
- Students requested more sports equipment and more field trips.
- Parents requested parent education workshops on – Social Media challenge, and gang prevention. They also requested after-school tutoring services to address learning gaps.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities requested an expansion to the Gifted Program (GATE); and would like tutoring services to be offered to their children afterschool.
- ELAC/DELAC/EL-PAC requested parent education workshop on how to support their EL student towards reclassification.
- Community Schools Steering Committee requested building capacity to provide and address health and wellness needs for staff post pandemic and annual growth of our school (grade expansion), perhaps an onsite wellness center.
- SELPA provided no additional feedback.

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

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 2: Paraprofessional to provide tier 1 academic support during the instructional day
- Goal 1, Action 2: After-school programming – tutoring services
- Goal 1, Action 3: Counselor to provide SEL support, school culture & student discipline; and FMT Therapist
- Goal 1, Action 3: Second Step SEL Programming, Calm Classroom
- Goal 1, Action 3: Assistant principal to support with school culture & discipline
- Goal 1, Action 5: Intervention Coach and Teacher supporting EL
- Goal 2, Action 5: Electives: Music & Dance
- Goal 3, Action 1: Field trips
- Goal 3, Action 3: Parent education 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.

MTSS capacity building has resulted in growth in student achievement data. MTSS combined with our CA Community Schools Framework will further reinforce our “whole child approach” to education to address the academic, social-emotional and/or behavioral needs of our students which impede learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 42.86% met/exceeded	2021-22: 54.95% Met or exceeded standard	2022-23: results pending		45%
CAASPP Math Source: CDE	2020-21: 28.57% met/exceeded	2021-22: 47.78% Met or exceeded standard	2022-23: results pending		40%
CA Science Test: Gr 5 Source: CDE	* Not applicable Puente served TK-3	Not applicable Puente served TK-4	2022-23: results pending		2022-23 results will serve as a baseline
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	2020-21: 2.94% Proficient	2021-22: 36.47% Proficient	2022-23: results pending		15%
Reclassification Rate	2019-20: 33.8%	2020-21: 12.1%	2022-23: 18.5%		15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Source: Dataquest						
% EL with access to CCSS & ELD Standards Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%	
Attendance Rate Source: CALPADS	2019-20: 97.2%	2020-21: 96%	2021-22: 94%		%	
Chronic absenteeism Rate. Source: Dataquest	2018-19: 16.8%	2020-21: 11.7%	2021-22 CHRONIC ABSENTEEISM		10%	
				Number		Rate
			Schoolwide	52		21.2%
			Hispanic	47		19.8%
			English Learners	18		20.0%
			SWD	8		30.8%
SED	48	22.7%				
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		<1%	
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%	

Puente Charter School serves grades TK-5: therefore, the following metrics do not apply:

- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: MS & HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	<p>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:</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Math: TK-5 (3 times/year) • Running Records (TK-5): every 6-8 weeks • Fountas & Pinnell: TK-5 • Sound/Letter & Number recognition: TK/K • Interim Comprehensive Assessments: Gr 3-5 (twice per year) • State-mandated assessments: CAASPP/SBAC, ELPAC, & CAST <p>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.</p>	\$4,185	N
2	MTSS: ACADEMIC INTERVENTIONS	<p>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:</p> <ul style="list-style-type: none"> • iXL Math • Raz Kids • Epic 	\$1,190,448	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Puente will provide additional supports through its expanded learning opportunities program (ELOP) through after school programming, intersession, and summer programming.</p> <p>Puente Charter School has implemented a GATE Program to academically challenge high performing students.</p>		
3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>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. The Counselor will lead social skills groups for students identified using our MTSS Framework. The counselor will lead SEL sessions in all classrooms, support teachers with Second Step SEL implementation; and workshops for families.</p> <p>The Vice-principal will support educators with student discipline, school culture, behavior (classroom) management, train staff on classroom structures to ensure consistency, facilitate parent/staff engagement activities and events to foster a culture of community and respect. The Counselor will provide group counseling for students.</p> <p>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. The Community Schools Coordinator will connect families to additional resources as needed.</p>	\$288,114	Y
4	SPECIAL EDUCATION SERVICES	Puente Charter School participates in Option 2 – LAUSD SELPA.	\$461,437	N

Action #	Title	Description	Total Funds	Contributing
		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.		
5	EL/ELD SUPPORT SERVICES	<p>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) 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.</p> <p>The EL Master Plan will be reviewed and revised with the input and feedback from educational partners and ELAC/DELAC.</p>	\$97,920	Y

Goal Analysis for 2022-23

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.

No substantive differences in planned actions and/or 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.

Puente Charter School has implemented a Multi-tiered System of Supports and utilizes universal screeners (action 1), to assess student needs, progress monitoring and to develop annual growth targets. Paraprofessionals (action 2) provided small group instruction and were assigned students based in their NWEA MAP results. An identified need is to strengthen both designated and integrated ELD, to increase proficiency of EL; and increase reclassification rates. Paraprofessionals and teachers participated in robust professional learning and coaching to ensure the delivery of high quality evidence-based interventions.

Our stated goal of our MTSS practices to support student achievement is being affirmed with our current 22-23 student achievement growth data, based on our interim assessments and our EL trackers, and we are also proud that our MTSS capacity-building now includes all our instructional and leadership team members participating in the California MTSS Pathway Certification, through the grant award. Our subgroup data is demonstrating indicators of strong EL reclassification for 22-23 and grade level performance for our special education students, which are priorities for our LCAP goals. In addition, we established our GATE program this year and we added the roles of Intervention Coach and Special Education Director.

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.

We plan to add an Assistant Principal and full-time Counselor to provide support with school culture and student discipline in alignment with the MTSS Framework and CA Community Schools Framework. There is a need to further re-engage our students, improve attendance, reduce chronic absenteeism to improve student outcomes.

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.

Continue to provide a robust professional development calendar in support high-performing classroom practices and teacher retention that has resulted in low attrition and high retention of our instructional team.

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 Source: CalSAAS	2020-21: 100%	2021-22: 100%	2022-23: results pending (TAMO)		100%			
% Of students with access to Standards-aligned materials: Source: SARC	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%			
Implementation of the Academic content & performance Standards – measured using (Source) CDE’s Local Indicator Priority 2	2020-21: Implementation Academic Standards		2021-22: Implementation Academic Standards		2022-23 Implementation Academic Standards		2023-24: Implementation Academic Standards	
	ELA	4	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	4	ELD	4	ELD	5
	Math	4	Math	5	Math	4	Math	5
	NGSS	4	NGSS	4	NGSS	3	NGSS	4
History	4	History	4	History	5	History	4	
Health	3	Health	3	Health	3	Health	4	
PE	4	PE	4	PE	4	PE	4	
VAPA	4	VAPA	4	VAPA	5	VAPA	4	
% Of students including Unduplicated Pupils, and Students with Disabilities	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SWD) who have access to Broad Course of Study: Source: Master Schedule					

Actions

Action #	Title	Description	Total Funds	Contributing
1	CORE EDUCATIONAL PROGRAM: EDUCATORS	<p>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.</p> <p>The academic school year includes 180 days of instruction that exceeds the CA State requirement of 175 instructional days.</p> <p>The principal and all teachers will participate in 10 days of intensive summer professional learning: 6 non-instructional days during the academic school year, and weekly professional development during the academic school year.</p>	\$1,219,142	N
2	PROFESSIONAL LEARNING	<p>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:</p> <ul style="list-style-type: none"> • Diversity, Equity & Inclusion (DEI) • Culturally Relevant curriculum • Foundational skills: literacy & math • Health Standards • Non-violent crisis intervention: prevention and verbal de-escalation skills, disengagement safety techniques, physical intervention techniques 	\$103,500	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Behavior Intervention Plans • IDEA & FAPE • Accommodations & Modifications • Co-teaching models • Understanding and deciphering IEPs. • Differentiated Instruction: Reading and writing • Cognitively Guided Instruction (CGI) Math • Strategies to improve designated/integrated ELD (new ELD curriculum adoption) • Social-emotional learning • Science curriculum adoption • Positive Behavioral Intervention & Supports (PBIS) • Health & Safety including CPR, & active shooter <p>As the recipient of the MTSS Grant – all staff will participate in comprehensive MTSS training to further strengthen and systematize our MTSS implementation.</p> <p>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.</p> <p>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.</p>		
3	CORE CURRICULAR NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Go Math consumables • Wonders ELA consumables • Wonders ELD consumables 	\$23,000	N

Action #	Title	Description	Total Funds	Contributing
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.	\$35,366	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: <ul style="list-style-type: none"> • Music: TK-5 • Dance: Gr 1-5 • Soccer: TK-1 • Art: Gr 5 	\$15,000	N

Goal Analysis for 2022-23

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.

No substantive differences in planned actions and/or 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.

Our stated goal of a robust professional development calendar in support high-performing classroom practices and teacher retention has resulted in low attrition and high retention of our instructional team.

Our teachers have implemented balanced literacy instruction which includes reading and writing workshop. Our workshops are intended to be culturally relevant. Students are engaged in various strategies to develop writing, reading, speaking, and listening skills. They include:

- Writers Workshop where students are encouraged to write in a variety of genres and styles, including narrative, expository, and persuasive writing. Teachers provide support and feedback as students develop their writing skills, focusing on elements such as organization, voice, and mechanics. At this time of the year, all of the students are engaged on age-appropriate opinion writing.
- Reader's Workshop where teachers read aloud to their students to model fluent reading and to expose them to a variety of genres and styles of writing. Interactive Read-Alouds can also be used to teach comprehension strategies, such as predicting, questioning, and summarizing.
- Shared reading: Teachers and students read together, usually using a document camera to project to all students. Shared reading helps students develop their reading fluency and comprehension skills and can also be used to introduce new vocabulary.
- Guided reading: Teachers work with small groups of students who are at similar reading levels. They provide support and guidance as students read, helping them develop their comprehension, vocabulary, and decoding skills.
- Independent reading: Students read on their own, choosing books from their extensive class libraries that are appropriate for their reading level and interests. Teachers may provide time for independent reading during class and also encourage students to increase their reading stamina.

In addition, differentiated instruction takes place, where teachers and paraprofessionals use a variety of evidence-based pedagogical strategies to address the diverse learning styles of our students. Paraprofessionals and teachers alternate between RtI Tier 1 and 2 in the classrooms. RtI Tier 3 is facilitated by the school's intervention teacher in the form of push in or pull-out services.

As part of our whole child approach instructional model, students participate in performing arts instruction through music. On Mondays and Wednesday, students participate in one hour of age-appropriate music instruction.

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.

Based on findings from classroom observations, feedback from our teacher and Special Education team, additional professional development will be provided in the areas of culturally relevant teaching, DEI, foundational skills, strategies to support ELs, strengthening designated and integrated ELD (see Action 2).

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.

Continue to foster strong family engagement that will result in our high-performing school practices and reinforce our priority on ensuring a healthy home and school relationship.

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 Source: Internal Survey	2020-21: Not reported - Sense of safety Not reported - School connectedness	2021-22: 97.7% Sense of safety 100% School connectedness	2022-23: 94% Sense of Safety 97% School Connectedness		>85%
Parent Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: 95% Sense of safety 80% School connectedness	2021-22: 94.5% Sense of safety 83.4% School connectedness	2022-23: 99% Sense of Safety 92% School Connectedness		>85%
Teacher/staff Survey: Sense of safety & school connectedness Source: Internal Survey	2020-21: 100% Sense of safety 95% School connectedness	2021-22: 100% Sense of safety 96% School connectedness	2022-23: 100% Sense of Safety 100% School Connectedness		>85%
Parent Input in Decision-making including UP & SWD:	2020-21: CDE's Self-reflection Tool (Questions 5-8)	2021-22: CDE's Self-reflection Tool (Questions 5-8)	2022-23: CDE's Self-reflection Tool (Questions 5-8)		Overall Ranking 4+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
As measured by (Source) CDE’s Priority 3: Self-reflection Tool	5. 4 6. 4 7. 4 8. 4	5. 5 6. 5 7. 5 8. 5	5. 5 6. 4 7. 5 8. 5		
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	2022-23: CDE’s Self-reflection Tool (Questions 1-4) 1. 5 2. 5 3. 5 4. 5		Overall Ranking 4+
Facilities in “good” repair as measured by FIT (source)	2020-21: Exemplary	2021-22: Exemplary	2022-23: Exemplary		Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	<p>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 be reviewed and revised with input from our educational partners. Security guards and campus aides will provide additional supervision to promote a safe learning environment, as requested from feedback of our educational partners.</p> <p>To promote student engagement and a positive school climate, Puente Charter School will host anti-bullying assemblies, monthly student recognition ceremonies and will administer school climate surveys that will be reviewed and analyzed to assess areas of growth. Students will</p>	\$250,666	N

Action #	Title	Description	Total Funds	Contributing
		<p>participate in student-led conferences where students will demonstrate responsibility for their academic performance by providing a review of their work to their parents and teacher. In addition, students will participate in extended learning experiences through field trips aligned to core content providing 'real and relevant learning experiences.'</p> <p>Our school has partnered with the UCLA Eye Institute and Comprehensive Therapy Associates to conduct health screenings for our students. Puente participates in the universal meals program schoolwide.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>At Puente Charter School's parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • 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 • CCSPP Steering Committee 	\$7,000	N
3	PARENT ENGAGEMENT & PARTICIPATION	<p>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.</p> <p>Puente Charter School will continue to provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child's education and engage in schoolwide activities and events.</p> <ul style="list-style-type: none"> • Monthly Coffee with the Principal • Integrated Services Workshops: College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, Tenant Rights, social media • Schoolwide events: Family Nights, Literacy Night, Meet & Greet, Monthly recognition ceremonies 	\$207,759	N

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria. Interpreter services are available for all parent events and upon request.</p>		
4	MAINTAINING A SAFE & CLEAN FACILITY	<p>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, Annually, Puente Charter School completes the Facility Inspection Tool (FIT) report, which is reported on the SARC, and LCAP, and Local Indicators Report (CA School Dashboard), and will address any issues/findings.</p>	\$436,000	N

Goal Analysis for 2022-23

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.

No substantive differences in planned actions and/or 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.

These actions are driving positive school culture and, again, we are seeing the high-performing student achievement data with our interim assessments. In addition, another intentional outcome for this goal is parent and family satisfaction with our school services, and this is being confirmed with our survey results and the feedback from our family community during our ELAC meetings, Advisory Committee meetings, Coffee with the Principal/LCAP meetings and the 100% attendance for parent conferences and school events and ongoing communication/feedback on our family communication tool, Parent Square.

Our stated goal of strong family engagement is demonstrated through many of the outcomes from ensuring our high-performing school practices and reinforce our priority on ensuring a healthy home and school relationship. Our data indicates that our parent/family community is motivated by our performance outcomes (data comes from the above-mentioned survey feedback; attendance at our meetings; and the school's FIT score of 97%) and fully participate as partners in their child's education. We have developed community school components to continue strengthening family engagement, knowing that family stability leads to stronger student achievement. We conduct monthly workshops on topics that assist our families with financial literacy; housing rights; immigration rights; and health and wellness, including hosting a health fair. Addressing these "pillars" for family success has been received well by our family community and is included in our LCAP goal for student achievement. Our continued work with family engagement in support of our LCAP goal includes working with individual families whose children are in the status of chronic absenteeism. This family engagement component is linked to the pandemic health matters.

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.

Leadership team will expand the areas of focus for parent education workshops based on feedback from parents (See action 3). In addition, a Community Schools Steering Committee will be formed as Puente designs its Community School with the input of its educational partners, in alignment with the CA Community Schools Framework and MTSS framework

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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,019,320	\$116,039

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
33.65%	0%	\$0	33.65%

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, social-emotional, behavioral, and mental health 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. Students will also utilize supplemental evidence-based intervention programs such as iXL (ELA, Math & Science); and EPIC) to further close achievement gaps and accelerate learning.
- 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. The Counselor will lead social skills groups for students identified using our MTSS Framework. The

counselor will lead SEL sessions in all classrooms, support teachers with Second Step SEL implementation; and workshops for families. The Counselor will provide group counseling for students.

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

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners and meets the required proportional increase in services:

- Goal 1, Action 5: 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 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.

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 The Vice-principal will support educators with student discipline, school culture, behavior (classroom) management, train staff on classroom structures to ensure consistency, facilitate parent/staff engagement activities and events to foster a culture of community and respect. (Goal 1, Action 3)

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	Not applicable to charter schools	Not applicable to charter schools

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 certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,167,398	\$ 726,816	\$ -	\$ 445,323	4,339,537	\$ 3,087,627	\$ 1,251,910

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Assessments of Learning	All	\$ 4,185	\$ -	\$ -	\$ -	\$ 4,185
1	2	MTSS: Academic Interventions	All	\$ 703,466	\$ 426,982	\$ -	\$ 60,000	\$ 1,190,448
1	3	MTSS: SEL, Behavioral, & Mental Health Needs	All	\$ 217,934	\$ 20,180	\$ -	\$ 50,000	\$ 288,114
1	4	Special Education Services	Special Education	\$ 147,752	\$ -	\$ -	\$ 313,685	\$ 461,437
1	5	EL/ELD Support Services	English Learners	\$ 97,920	\$ -	\$ -	\$ -	\$ 97,920
2	1	Core Educational Program: Educators	All	\$ 1,219,142	\$ -	\$ -	\$ -	\$ 1,219,142
2	2	Professional Learning	All	\$ 79,662	\$ 12,500	\$ -	\$ 11,338	\$ 103,500
2	3	Core Curricular Needs	All	\$ 23,000	\$ -	\$ -	\$ -	\$ 23,000
2	4	Closing the Digital Divide	All	\$ 25,066	\$ -	\$ -	\$ 10,300	\$ 35,366
2	5	Broad Course of Study	All	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
3	1	Promoting a Positive School Climate/Health & Safety	All	\$ 196,696	\$ 53,970	\$ -	\$ -	\$ 250,666
3	2	Parent Input in Decision-making	All	\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
3	3	Parent Engagement & Participation	All	\$ 67,385	\$ 140,374	\$ -	\$ -	\$ 207,759
3	4	Maintaining a Safe & Clean Facility	All	\$ 385,190	\$ 50,810	\$ -	\$ -	\$ 436,000

2023-24 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
\$ 3,029,274	\$ 1,019,320	33.65%	0.00%	33.65%	\$ 1,019,320	0.00%	33.65%	Total:	\$ 1,019,320
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,019,320

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	\$ 703,466	0.00%
1	3	MTSS: SEL, Behavioral, & Mental Health N	Yes	Schoolwide	All	PUENTE	\$ 217,934	0.00%
1	5	EL/ELD Support Services	Yes	Schoolwide	English Learners	PUENTE	\$ 97,920	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,703,428.00	\$ 4,571,751.00

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	Assessments of Learning	No	\$ 5,000	\$ 6,750
1	2	MTSS: Academic Interventions	Yes	\$ 729,378	\$ 918,847
1	3	MTSS: SEL, Behavioral, & Mental Health Needs	Yes	\$ 249,613	\$ 310,656
1	4	Special Education Services	No	\$ 350,007	\$ 613,007
1	5	EL/ELD Support Services	No	\$ 87,800	\$ 86,315
2	1	Core Educatioal Program: Educators	No	\$ 1,281,000	\$ 1,420,148
2	2	Professional Learning	No	\$ 59,500	\$ 56,500
2	3	Core Curricular Needs	No	\$ 40,000	\$ 68,400
2	4	Closing the Digital Divide	No	\$ 55,330	\$ 78,330
2	5	Broad Course of Study	No	\$ 27,000	\$ 27,000
3	1	Promoting a Positive School Cliamte/Health & Safety	No	\$ 317,000	\$ 402,126
3	2	Parent Input In decision-making	No	\$ -	\$ -
3	3	Parent Engagement & Participation	No	\$ 74,800	\$ 156,672
3	4	Maintaining a Safe & Clean Facility	No	\$ 427,000	\$ 427,000

2022-23 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)
\$ 949,763	\$ 875,478	\$ 964,949	\$ (89,471)	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	2	MTSS: Academic Interventions	Yes	\$ 638,378	\$ 679,449.00	0.00%	0.00%
1	3	MTSS: SEL, Behavioral, & Mental Health Needs	Yes	\$ 237,100	\$ 285,500.00	0.00%	0.00%

2022-23 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)
\$ 2,712,916	\$ 949,763	0.00%	35.01%	\$ 964,949	0.00%	35.57%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

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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

Purpose

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

Requirements and Instructions

General Information – Briefly describe the 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

Purpose

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.

Data Entry Table

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.
 - 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)
 - 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 %)
 - 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)
 - 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)
 - 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)
 - 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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