

NOTICE OF PUBLIC MEETING

PUENTE Charter School

The Board of Directors of PUENTE Learning Center will be conducting a public meeting on:

**Wednesday, June 11, 2025
12:00 p.m.**

Join Zoom Meeting
puente-org.zoom.us
Meeting ID: 816 1979 6620

Any person who wishes to address the Board of Directors is welcomed to attend. No prior notification of your attendance is necessary.

If you require accommodations in order to attend this meeting can call Jerome Greening at 323.780.0076 or email at jerome@puente.org. for assistance

It is hereby noted that the agenda for this meeting of the PUENTE Governing Board has been posted at the following location(s):

- www.puente.org
- PUENTE Charter School, 501 S. Boyle Ave., Los Angeles, CA 90033 main doors and parent board
- All teleconference locations: 501 S. Boyle Ave, Los Angeles CA 90033; 5110 La Calandria Dr, Los Angeles, CA 90032; 800 Corporate Pointe, Culver City, CA 90032; 338 E. 19th Street, Costa -Mesa, CA 92627; 1410 Milan Ave, South Pasadena, CA 91030; 2220 Terrace Heights, Los Angeles, CA 90023; 3601 Altamont St, Los Angeles, CA 90065; 350 S. Grand Ave, Los Angeles CA 90071; 601 S. Figueroa St, Los Angeles CA 90017; 1000 S. Hope St Los Angeles, CA 90012.



PUENTE Learning Center

PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, June 11, 2025

12 pm

501 S. Boyle Avenue, Los Angeles, CA 90033

Join Zoom Meeting

<https://puente-org.zoom.us/j/81619796620>

Meeting ID: 816 1979 6620

Notice is hereby given that the PUENTE Learning Center Board of Directors of PUENTE Charter School will hold a public meeting at the above-referenced time and Zoom link. The purpose of the meeting is to discuss and take action on the following agenda. The agenda shall provide an opportunity for members of the public to address the board directly at each location. (GOV CODE: 54954.3).

If you require special accommodations in order to attend this meeting, please call Jerome Greening at (626) 260 – 0070 or e-mail at jerome@puente.org.

Agendas for all regular board meetings are posted at least 72 hours prior to the meeting, and agendas for all special board meetings are posted at least 24 hours prior to the meeting at the entrances of the PUENTE facility and on the Parent Board at PUENTE Charter School, teleconference locations, and on www.puente.org. (GOV CODE: 54954.2, 54956)

Agenda Item	Proposed Action	Attachments	Who
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Tyler Press
2. Minutes – February 19, 2025	Approval	Minutes	
3. Public Comment Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.			
4. Operations & Programs			
i. Charter School Operations Update; Including 2024-25 LAUSD Oversight Visit Report	Review	LAUSD Oversight Report for 2024-25 & PowerPoint	Principal; Brenda Meza Charter School Advisory Member; Raul Guerrero; CEO; Jerome Greening
ii. Instructional Calendar for Upcoming 2025-2026 Academic Year	Approval	Calendar	
iii. Special Educational Renewal - Comprehensive Therapy Associates Contract for as-needed special education services	Approval	Renewal Contract	
iv. School Nutrition Renewal- School Nutrition Plus Contract for meal service consisting of breakfast, lunch and snack	Approval	Renewal Contract	
v. After School Provider – Think Together; Contract continuation through June 2026	Informational	PowerPoint	
vi. EPA Funding- Spending plan to allocate these funds to support teacher salaries and benefits. This funding is approximately 17% of the LCFF base rate	Approval	Regulatory Percentage of 17%	

5. Finance Report			
i. Charter Financials as of March 31, 2025	Informational	Finance Report	VP of Finance & Administration, Angelica Castro, CEO, Jerome Greening Finance Committee Members, Lara Lightbody and Scott Williams Principal, Brenda Meza
ii. Proposed Budget for FY26	Approval	Proposed FY26 Budget	
iii. 2025 PUENTE Local Indicators Report	Approval	Local Indicators Report	
iv. 2025-26 PUENTE LCAP Public Hearing	Approval	2025-26 PUENTE LCAP	
v. Approval of the 2025-26 PUENTE LCAP (Adoption)	Approval	2025-26 PUENTE LCAP	
vi. Approval of the 2025-26 PUENTE LCAP Budget (Adoption)	Approval	2025-26 PUENTE LCAP Budget	
6. Adjournment			Board Chair, Tyler Press
<p>Certification of Posting</p> <p>I, Isabel Ocampo, hereby certify that this agenda was posted on 6/6/2025 at 3 pm at:</p> <ul style="list-style-type: none"> - PUENTE Learning Center website: www.puente.org - PUENTE entrance doors and parent board <p>All teleconference locations: 501 S. Boyle Ave, Los Angeles, CA 90033; 5110 La Calandria Dr, Los Angeles, CA 90032; 800 Corporate Pointe, Culver City, CA 90032; 338 E. 19th Street, Costa -Mesa, CA 92627; 1410 Milan Ave, South Pasadena, CA 91030; 2220 Terrace Heights, Los Angeles, CA 90023; 3601 Altamont St, Los Angeles, CA 90065; 350 S. Grand Ave, Los Angeles CA 90071; 601 S. Figueroa St, Los Angeles CA 90017; 1000 S. Hope St Los Angeles, CA 90012.</p>			



Governing Board Member Roster

PUEENTE Charter School

PUEENTE Learning Center

Board Meeting June 11, 2025 12:00pm

Board of Directors
Board Chair, Tyler Press
Board Vice Chair, Jocelyn Rosenwald
Board Treasurer, Lara Lightbody
Board Secretary, Scott Williams
Board Member, Gilberto Ortega
Board Member, Raul Guerrero
Board Member, Dana Ontiveros
Board Member, Anda Nicolae
Board Member, Agustin Urgiles



501 S. Boyle Avenue
Los Angeles, CA 90033

BOARD MEETING MINUTES

February 19, 2025

12:00 pm

The PUENTE Charter School board meeting was conducted in person at 501 S. Boyle Avenue Los Angeles, California 90033 and via zoom on Wednesday, February 19, 2025 at 12:20pm.

Board Members in Attendance in Person: Tyler Press, Lara Lightbody, Raul Guerrero, Dana Ontiveros

Board Members in Attendance via Zoom: Scott Williams

Board Members not in Attendance: Jocelyn Rosenwald, Gil Ortega

PUENTE Staff in Attendance in Person: Jerome Greening, Matt Wells, Michele Wolfe, Brenda Meza, Dominic Armendariz, Isabel Ocampo, Andrea Griego, Gaby Haro, Alex Cebulske, Hector Espinoza

PUENTE Staff in Attendance via Zoom: Angelica Castro

Call to Order

Board Chair Tyler Press called the meeting to order at 12:20pm. A quorum was established.

Roll Call

Board Chair Tyler Press conducted a roll call for Board Members.

Present were: Tyler Press, Lara Lightbody, Dana Ontiveros, Scott Williams and Raul Guerrero.

Absent: Jocelyn Rosenwald, Gilberto Ortega

Approval of Board Meeting Minutes from December 4, 2024

Motion: A motion was duly made by Lara Lightbody and second by Dana Ontiveros. The board moved to accept the board meeting minutes from December 4, 2024. Press, "yes"; Scott Guerrero "yes".



Public Comment

Board Chair Tyler invited anyone present who wished to make public comments to do so. There were none.

Operations & Programs

Principal, Brenda Meza presented the Operations & Programs update to the board.

Principal Meza, presented the required mid-year update on the 2024–25 Local Control and Accountability Plan (LCAP), including current data on student outcomes, expenditures, and implementation progress. Key priorities include continuing a whole child approach aligned with the CA Community Schools Framework, expanding evidence-based professional development for staff, and strengthening family engagement through culturally responsive practices. The board also reviewed legal compliance related to the LCAP update and received an update on the charter renewal process, including the date and feedback from our submission, our public hearing and review process with the LAUSD Charter Schools Division and the LAUSD Board of Education vote for the PUENTE renewal petition scheduled for March 11, 2025. Mr. Greening and Ms. Meza underscored that securing the requested six-year renewal would be a significant achievement and would secure the sustainability of the school services for our community. Mr. Greening thanked the PUENTE board for their unwavering support for the renewal and the commitment of resources in support of our high performing status. Ms. Meza shared that our school family community is very excited about the renewal and their pride in having PUENTE as their school of choice.

Vice President of Finance and Administration Angelica Castro, presented the Finance Report to the board.

Statement of Activities

As of December 31, 2024, the Charter School reported total revenue and expenses of \$3,329,701 and \$3,312,988, respectively, with a total net surplus of \$16,712.

Line items to highlight are as follow:

- Personnel cost: Personnel cost was \$1,939,015 or approximately 58.5% of percentage allocation. Total actuals were below budgeted amount by \$147,584. This was mainly due savings associated with the temporary outsource of our maintenance department.
- Professional Services: Professional Services were \$339,890 or approximately 10.26% of percentage allocation. Total actuals \$57,958 above budgeted amount. This was mainly due to the temporary outsource of the maintenance department.



- *Special Ed Contract:* Special Ed Contract expenses were \$160,527 a 4.85% of expense allocation. Expenses were above budgeted amount by approximately \$48,693. This was mainly due to timing and the hiring of Behavior Instructors to oversee the expanded health and wellness component require by the CDE for ESSERS funding.
- *Special Ed Fair Share:* The Charter School is fiscally responsible for a partial payment of expense associated with Special Education Programs that the School District is responsible for and pays for out of its General Fund.
- *Special Ed Fair Share* expenses were \$139,127 or 4.2% expense allocation. It exceeded our annual budgeted amount by approximately \$34,629.
- *Dues and Subscription:* Dues & Subscription expenses were \$53,971 or approximately 1.63% of expenses allocation. It exceeded budgeted amount by \$32,787. This was mainly due to the addition of new subscription such as IXL Learning, Committee for Children, Wonders Literacy Grades K-5 & Amplify Education.

Statement of Financial Position

- *Cash & cash equivalent:* Cash balance was \$417,516. A decrease of \$390,304 from June 30, 2024. This was mainly due to the following:
- *Accounts Receivable:* Increase of accounts receivable of \$234,640.
- *Property Plan & Equipment:* Net increase of PP&E of \$65,369.
- *Deferred revenue:* Deferred revenue was \$179,366. A decrease of \$236,893 in advance payments.

Financial Key Indicators

Working Capital

- *The Working Capital:* PUENTE has \$732,909 available for current and future use.

Asset performance.

- *Cash Ratio is \$.78:* This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$.78 of liquid cash.
- *Quick Ratio \$2.37:* Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2.37 of quick assets to pay for it.
- *Months of Cash on Hand:* Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has .8 months of cash on hand.



Capitalization structure assess long-term solvency and stability:

- *Debt-to-equity Ratio:* Debt-to-equity Ratio of \$0.279. This ratio indicates that most of PUENTE's assets and resources are provided by funding from the school district and not creditors or vendors. PUENTE Charter uses \$0.279 of debt financing for every \$1 of equity financing.

Statement of Cash Flow

The Charter School's cash decreased by \$390,304. This decrease was mainly due to the following: As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$45,543 is added to the net deficit to reconcile the cash from operations.

- a) Accounts receivable increased by \$234,640. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$234,640 is subtracted from the net surplus.
- b) Deferred revenue decreased by \$236,893. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$236,893 is subtracted from net surplus.
- c) Due to Other Programs increased by \$170,967. Increasing liabilities means that we are paying obligations later rather than sooner increasing available cash. The \$170,967 is added to the net surplus.
- d) Property/Equipment & WIP increased by a total of \$110,913. This was mainly due to payments related to the purchase of laptops and desktop computers for our students and staff. The increase resulted in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- e) The total decrease in cash of \$390,304 is subtracted from the beginning cash of \$807,818 resulting in ending cash balance of \$417,516.

Approval of LAUSD 2nd Interim Financials

Motion: A motion was duly made by Tyler Press and second by Dana Ontiveros. The board moved to accept the LAUSD 2nd Interim Financials. Press, "yes"; Lightbody, "yes"; Williams "yes"; Guerrero "yes"; Ontiveros, "yes."

Approval of Fiscal Year 2025 Audit Engagement Letter

Motion: A motion was duly made by Dana Ontiveros and second by Lara Lightbody. The board moved to approve the Audit Engagement Letter from audit firm Maginnis, Knechtel & McIntyre to conduct the FY25 audit. Press, "yes"; Lightbody, "yes"; Williams "yes"; Guerrero "yes"; Ontiveros, "yes."



Adjournment of Meeting

Board Chair Tyler Press thanked everyone for their participation and adjourned the meeting at 12:51 pm.

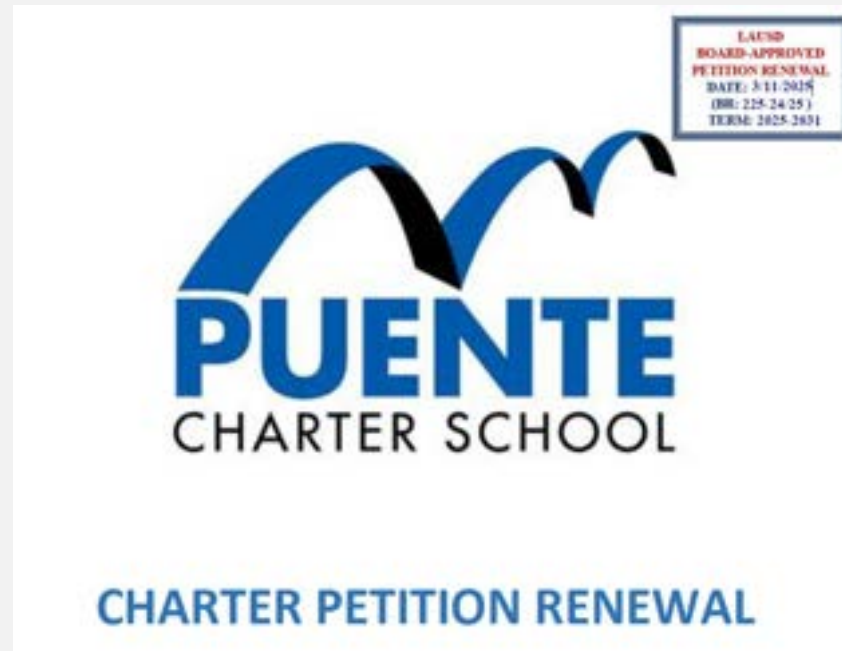
Submitted Respectfully,
Isabel Ocampo



PUENTE CHARTER BOARD MEETING

WEDNESDAY, JUNE 11, 2025

RENEWAL 2025-2031



LAUSD OVERSIGHT VISIT

*The following are results of the Los Angeles Unified School District Charter Schools Division Comprehensive Oversight/Evaluation Visit to PUENTE during the 2024-2025 school year
(on a scale of 1 to 4; with 4 being the highest):*

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

READING DIFFICULTIES SCREENER

FOR APPROVAL

Education Code (EC) Section 53008: Reading Difficulties Risk Screener

Steps in the selection process:

1. The school interventionist attends the California Department of Education Webinar Series: “Screening for Risk of Reading Difficulties.”
2. Additional resources and demo accounts are requested from the four organizations offering the state-approved screeners.
3. Approved screening tools are reviewed, with a focus on student demographics, accessibility, and potential barriers. Two screeners are selected for further consideration.
4. Information on the two finalists- Amplify mClass and UCSF Multitudes- is presented to a selection committee.
5. The selection committee- comprising teachers, paraprofessionals, administrators, and special education staff- meets to discuss and deliberate.
6. Following a vote, the committee selects **Amplify mClass** as the reading difficulty screener to be implemented in the **2025-2026** school year.

Board Action: Approve the Reading
Difficulties Screener

ACADEMIC CALENDAR 25-26

FOR APPROVAL



PUEENTE Charter School
2025-2026 School Calendar | Calendario escolar

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**Begins Monday,
August 11, 2025 and
Concludes on
Wednesday, June 3, 2026
(180 Days)**

Instructional/Event Day Color Key* Clave de color del Día de Instrucción/Eventos*

Summer Camp Campamento de verano	Parent Conferences Conferencias de Padres
No Classes, Holiday or Pupil Free Day No Clases, Días de Vacación o Día sin Clase para Estudiantes	
Instructional Day Día de Instrucción	
First and Last Day of School Primer y Último Día de Clase	

*Colors are subject to change for updated information please consult ParentSquare. *Los colores están sujetos a cambios para obtener información actualizada, consulte ParentSquare.

PUEENTE Charter School
323.780.2941 charter@puente.org



SPECIAL EDUCATION CONTRACTS

FOR APPROVAL

- PUENTE serves approximately 10% special education students every academic year
- Contract services provide the needed support including Speech and Language and Resource Specialist Program
- PUENTE holds a contract with Comprehensive Therapy Associates (CTA), which are fee for services contracts

Board Action: Approve the renewal of the CTA contract for the 2025-2026 academic year



MEAL PROGRAM CONTRACTS

FOR APPROVAL

- 1) PUENTE Meal Program provider for four years –
- 2) Adheres to meal requirements as per the U.S. Dept. of Agriculture
- 3) Food Service is compliant with the *Code of Federal Regulations for Meals*
- 4) Quality food products
- 5) Responsive and reliable service
- 6) Overall student and parent satisfaction
- 7) Adhere to safety protocols

Board Action: Approve the extension of the school food service contract with School Nutrition Plus for the 2025-2026 academic year.

California Department of Education
Nutrition Services Division
Form ID PRU-07b

Procurement Resources Unit
January 2022

CONTRACT EXTENSION

☐ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages:

Renewal (Extension Number):
3

Agreement Number (Base year):
2022

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

School Nutrition Plus EIN: 46-2182609

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2025** Expiration date: **6/30/2026**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals: **\$279,046.35** (maximum dollar amount)

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: (Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)

CURRENT COST PER MEAL

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	33,345	\$2.38	\$79,361.1
Lunch	38,475	\$4.15	\$159,671.25
Snacks	25,650	\$1.11	\$29,581.5
TOTAL			\$268,613.85

2025-2026 Cost per meal, Increase of 4.4% per Los Angeles May 2024 CPI

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast*	33,345	\$2.48	\$82,695.60
Lunch**	38,475	\$4.33	\$166,596.75
Snacks	25,650	\$1.16	\$29,754
TOTAL			\$279,046.35

*Special Diet Breakfast: \$3.50 ** Special Diet Lunch: \$5.50, Pizza: \$5.50, Premium Lunch: \$5.70

AFTER SCHOOL PROVIDER – THINK TOGETHER



SERVICE AGREEMENT BETWEEN PUENTE LEARNING CENTER AND THINK TOGETHER, INC.

I. PARTIES AND EFFECTIVE DATE

This Agreement ("Agreement") is made on July 1, 2025 (the "Effective Date"), between Puente Learning Center, a Local Education Agency ("LEA"), and Think Together, Inc., a California non-profit corporation ("THINK TOGETHER"), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- ☐ K-8 Before/AfterSchool Programs
- ☐ HS Before/AfterSchool Programs
- ☐ Academic Intervention Programs
- ☐ ASES Expansion/Replication Programs
- ☐ Before School Enrichment Programs
- ☐ ELOP: Non-Instructional Days Programs
- ☐ ELOP: Multi-Provider Oversight & Mgmt
- ☐ Enrichment Academy Programs
- ☐ Intramural Sports Programs
- ☐ TK/UPK/Kinder Programs
- ☐ Licensed School-Age Care Programs
- ☐ Physical Education Programs
- ☐ Saturday Academy Programs
- ☐ State-Funded Preschool & Early Childhood Education Programs
- ☐ Summer Learning Programs
- ☐ Tutoring & Homework Center Programs
- ☐ Yard Duty Supervision Programs

- 1) PUENTE After School provider for four years –
- 2) Offers extended school services until 6 pm, Monday through Friday
- 3) Provides on-site coordinator and classroom instructors
- 4) Provides additional support for additional 30 days of instruction during summer, with each day operating for 9 hours
- 5) Favorable feedback from student and parent community

EPA FUNDING NOTICE

2025-2026



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2025-26, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$580,173. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.

- 1) Identifies 17% of the LCFF Base Rate of PUENTE Charter School funding for the purpose of teacher salaries (not for administrative costs).

SEE YOU IN THE 2025-2026
SCHOOL YEAR!





**THE PUENTE 2025-26 LCAP
(LOCAL CONTROL ACCOUNTABILITY PLAN)
PRESENTATION WILL OCCUR
DURING THE FINANCE REPORT**

THE LCAP, STRAT PLAN, MTSS & COMMUNITY SCHOOLS

Strategic Plan Pillars	LCAP Goals
Integrated Supports	Whole-Child Approaches
Family & Community Engagement	Family Partnerships
Extended Learning	Professional Development
Collaborative Leadership	

Both frameworks incorporate Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework, particularly important for our diverse student population.

LOCAL CONTROL FUNDING FORMULA GUIDE (PRIORITIES FOR THE USE OF REVENUE)

Designates state funds to be used for “State Priorities” for school operations.

- Student Achievement
- Student Engagement
- Parental Involvement
- Implementation of Common Core
- School Climate (School Culture & Client Satisfaction)
- Basic Services (including facilities in good repair and access to standards-aligned instructional materials)

LCAP GOAL #1

Goal #	Description	Type of Goal
1	Continue to implement a "whole child approach" in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences.	Broad
State Priorities addressed by this goal:		
Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 7: Course Access Priority 8: Pupil Outcomes		
An explanation of why the LEA has developed this goal:		
Puente Charter School has developed this goal to implement a comprehensive "whole child approach" in alignment with the California Community Schools Framework and strengthened Multi-Tiered System of Supports (MTSS) for several critical reasons:		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -9.5 Hispanic -11.5 EL -34.2 SED -15.7	2023-24 ELA CAASPP DFS All Students -0.7 Hispanic -1.3 EL -35.2 SED -6.5		2024-25 ELA CAASPP DFS All Students +0 Hispanic +0 EL -34 SED -5	All: +8.8 Hispanic: +10.2 EL: -1 SED: +9.2
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -24.3 Hispanic -26 EL -35.7 SED -31.7	2023-24 Math CAASPP DFS All Students -13.2 Hispanic -14.4 EL -37.2 SED -15		2024-25 Math CAASPP DFS All Students -12.5 Hispanic -13.5 EL -36 SED -14.5	All: +11.1 Hispanic: +21.6 EL: -1.5 SED: +16.7

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Puente continues to implement its 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results in alignment with MTSS, and the CA Community Schools Framework. This process is used to measure student progress, identify gaps in learning for tiered intervention, monitor student and schoolwide growth, and measure program effectiveness. Data review meetings are consistently held with each grade level every 6-8 weeks. The school maintains a high assessment completion rate, with over 95% of students participating in the designated assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	<p>To effectively measure student academic performance, monitor student progress, identify learning gaps, and accelerate student learning, Puente Charter School will implement a comprehensive assessment system. All students will participate in the following assessments, which will inform instruction and identify students requiring academic support through our Multi-Tiered System of Supports (MTSS):</p> <p>Academic Progress Monitoring</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Mathematics: Administered three times annually (Fall, Winter, Spring) for all students in TK-5 • Fountas & Pinnell Running Records: Conducted every 6-8 weeks for all students in TK-5 to monitor reading fluency and comprehension • Foundational Skills Assessments: <ul style="list-style-type: none"> ◦ Sound/Letter Recognition (TK/K) ◦ Number Recognition (TK/K) • Curriculum-Based Measures: <ul style="list-style-type: none"> ◦ Reading Unit Assessments (K-5) ◦ Writing Unit Assessments (K-5) ◦ Mathematics Unit Assessments (K-5) • Spelling Inventory: Administered every 6-8 weeks for all students in TK-5 <p>Benchmark and State Assessments</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments: Administered twice annually for grades 3-5 • State-Mandated Assessments: <ul style="list-style-type: none"> ◦ California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) 	\$4,500	N

LCAP GOAL #2

Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators on the academic content standards, evidence-based pedagogical strategies to ensure the diverse learning needs of our students are met; and address barriers to learning.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

LCAP GOAL #3

Goal

Goal #	Description	Type of Goal
3	Engage parents/families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. Continue to provide learning opportunities for families as well as structures and opportunities to ensure authentic family engagement and a culture of trust to further re-engage and improve outcomes for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

LOCAL INDICATORS REPORT

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board.

LOCAL CONTROL AND ACCOUNTABILITY PLAN & LOCAL INDICATORS REPORT

FOR APPROVAL

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 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 300 students in grades TK-5. Our current student demographics reflect 96% Hispanic, 2% White, 1% African American, 1% Two or More Races, 11% Students with Disabilities (SWD), 22% English Learners (EL), and 84% Socioeconomically Disadvantaged (SED).

Educational Approach

Puente provides academically challenging curriculum that supports each child's intellectual, social, and emotional growth. We combine Common Core standards with project-based learning to foster creativity, digital literacy, and problem-solving skills, nurturing a lifelong love of learning.

History and Development

Founded in 2002 by dedicated educators and parents, Puente Charter Elementary was the first charter school in Boyle Heights. Building on the foundation of Puente Learning Center (established 1985), we've created meaningful partnerships with the community to connect families with educational resources.

Initially offering only kindergarten services from 2002-2017, we expanded to include grades 1-5 following a successful charter revision. This growth fulfills our commitment to provide high-quality education that addresses our community's needs, particularly for English Learners.

Strategic Plan and LCAP Alignment

Our 2024-2027 Strategic Plan, 2025-26 Local Control and Accountability Plan (LCAP), and CA Community Schools Partnership grant goals work together in a cohesive educational framework. This alignment ensures our long-term vision directly shapes our annual priorities and resource allocation.

Puente's Strategic Plan's four pillars correspond with our three LCAP goals:



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2024-2025 SCHOOL YEAR

FOR

PUENTE CHARTER (2621)

Name and Location Code of Charter School

LAUSD Vision

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



Charter School Name:	PUENTE CHARTER			Location Code:	2621
Current Address:	City:	ZIP Code:	Phone:	Fax:	
501 S. Boyle Ave.	Los Angeles	90033	323-780-2961	323-780-0359	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Region:		
July 1, 2017 to June 30, 2025		2	East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Above by 7	
307	300				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Above by 2.33%	
TK-5	TK-5				
Norm Enrollment Number:	299				
Total Number of Staff Members:	42	Certificated:	14	Classified:	28
Charter School's Leadership Team Members:	Jerome Greening, CEO; Brenda Meza, Principal; Diana Juarez, Vice Principal; Isabel Calderon, Director of Special Education				
Charter School's Contact for Special Education:	Isabel Calderon	SELPA & Option:		LAUSD SELPA Option 2	
CSD Assigned Administrator:	Fabiola Garcia De Alba, Specialist	CSD Fiscal Oversight Manager:		Helena Han	
Other CSD Team Members:	N/A				
Oversight Visit Date(s):	February 6, 2025		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	No		LAUSD Co-Location Campus(es) (if applicable):	N/A	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:	OCC. 400 Max Capacity	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

¹ Education Code section 47607.4 provides that "all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year."

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered the California Charter Schools Act, the *LAUSD Policy and Procedures for Charter Schools*, the factors and guidance promulgated by the California State Board of Education in evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

- **Governance** – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education
- **Student Achievement and Educational Performance** – demonstrating positive academic achievement and growth for all students
- **Organizational Management, Programs, and Operations** – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school
- **Fiscal Operations** – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress; (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

**GOVERNANCE****RATING*****Summary of School Performance****4, Accomplished****Areas of Demonstrated Strength and/or Progress****G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.). As part of the oversight visit, the organization shared documents as evidence of their systems and compliance in this area which include but are not limited to:

- Compliance Monitoring and Certification of Board Compliance Review form signed by the governing board chair on December 4, 2024.
- Current Governing Board bylaws require no less than three (3) members and no more than twenty five (25). Review of the current board member roster indicated that at the time of the visit the Governing Board had seven (7) members.
- Organizational chart aligned to the approved charter
- Folder included Documentation includes Brown Act Training (August 28, 2024)
- Governing Board meeting agendas and minutes covering the time period of February 12, 2023 to December 4, 2024.

G2: DUE PROCESS

The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. As part of the oversight visit, the organization shared documents as evidence of their systems and compliance in this area which include but are not limited to:

- The PUENTE Parent and Student Handbook is available in English and in Spanish via the school's website which includes procedures/policies regarding student conduct and Suspension/Expulsion.
- PUENTE's employee handbook, which includes descriptions of the school's employee Code of Conduct and Employee Discipline Policy.
- Stakeholder complaint resolution Procedure which outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, concern or complaint about PUENTE Charter School's policy, team member, or particular situation.

G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM

The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.). Review of the organization's governing board meeting agendas and minutes, provided for the oversight visit, revealed examples of its governing board considering performance and other data to inform decision-making, which included among others:

- Review of agendas and minutes included evidence that the board reviewed data on June 12, 2024 and December 20, 2024 including, but is not limited to, student attendance, student achievement data, LAUSD Annual Performance-Based Oversight Visit report, LCAP, and Employee Handbook updates.
- Board agendas/minutes include evidence that the school's 2024-2025 LCAP was discussed and approved as part of the consent agenda at the June 12, 2024 meeting following a presentation from the school principal.
- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of school performance and operations from the organization's Chief Executive Officer, school principal(s), and key stakeholders such as parents, teachers, and students.

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - STAFFING AND EVALUATIONS**

The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff.

- Review of documentation in Folder I included evidence that the school's governing board monitors the school's staffing needs and compliance with applicable credentialing, clearance, and training requirements, as evidenced by review and certification of relevant aspects of the Compliance Monitoring and Certification of Board Compliance Review form at its 12/4/2024 meeting and demonstrated compliance in clearances and credentialing.
- Evidence provided in Folder I indicated that the Board evaluates the performance of the CEO at multiple points throughout the year. For example, Agenda and Minutes for July 2024, include the Executive session-Review of CEO Evaluation Rubric and Performance.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

☒ Not Applicable

***RATING NOTES:**

- *A charter school may receive a rating of one (1) in this category for any of the following reasons: 1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), 2) School is in breach of the operative charter, including Federal, State, and District Required Language, 3) School is "Not in Good Standing," 4) Unresolved concern(s) and/or ongoing tiered intervention (i.e., Notice of Concern and/or Notice to Cure), and/or 5) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, etc.).*
- *A charter school cannot receive a rating greater than three (3) in this category if it receives an overall rating of two (2) or one (1) in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*

**G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING**

The Governing Board has implemented the organizational structure, roles, and responsibilities set forth in the approved charter and applicable law, including:

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school's charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school's operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school's operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school's operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school's operative charter; and has an ineffective or no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> California open meeting law training (Brown Act) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G2: DUE PROCESS**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter school policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student discipline policy and procedures <input checked="" type="checkbox"/> Employee grievance and discipline policy and procedure <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE's Charter School Transparency Resolution, as well as consideration of input from the school's committees/councils and stakeholders

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training of Governing Board meeting(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS*****The Governing Board has systems in place to ensure ongoing:***

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of school-based staff and/or executive level leadership staff	<input checked="" type="checkbox"/> Human Resources policies and procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership procedures and tools <input checked="" type="checkbox"/> Evaluation of school-based staff procedures and tools <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training</i> form (“ESSA Grid”) for current academic year <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**G5: FISCAL CONDITION**

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the two most current annual independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets and meets the four (4) recommended financial ratios (identified as part of the Supplemental Criteria within the Fiscal Operations Rubrics section below for the rating of 4, <i>Accomplished</i>) in the two most current annual independent audit reports, <u>and</u>, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current annual independent audit report</p> <p><input type="checkbox"/> The school is fiscally weak or unstable*, net assets are negative in the most current annual independent audit report, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the two most current annual independent audit reports, or the school does not have an independent audit report or audited financial result for its first operative year on file with LAUSD or prior charter authorizer</p> <p>Notes: Additional considerations that could influence the rating may include: inadequate cash flow; financial condition and/or enrollment reflecting a downward trend and/or beginning to show signs of deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years; multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.); or that the school may not be able to carry out quality educational programs when the student enrollment drops to a certain level. *For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY**

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings.
- The school is in compliance with Generally Accepted Accounting Principles, applicable law, LAUSD charter policy, and the school's approved charter.
- If applicable, all LAUSD Board of Education-approved fiscal management-related benchmark(s) are met by the required deadline(s).

Performance Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit report shows no material weaknesses, deficiencies, and/or findings<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, etc.)	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes<input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances<input checked="" type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with leadership<input checked="" type="checkbox"/> Independent audit report(s)<input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):		
N/A		



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		3, Proficient
California Department of Education's (CDE) Charter School's Performance Category: Dashboard Year 2024		High Performing-Criterion 2
<u>Areas of Demonstrated Strength and/or Progress</u>		
A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) <ul style="list-style-type: none">The schoolwide Dashboard ELA Indicator performance color is Green, as compared to the state's color of Orange. The school's 2024 schoolwide ELA DFS (-0.7 DFS) is higher than the state average (-13.2 DFS).		
A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11) <ul style="list-style-type: none">All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).<ul style="list-style-type: none">The 2024 average DFS in ELA for the school's English Learner student group (-35.2 DFS) is higher than the state average (-67.6 DFS).The 2024 average DFS in ELA for the school's Latino student group (-1.3 DFS) is higher than the state average (-39.3 DFS).The 2024 average DFS in ELA for the school's Socioeconomically Disadvantaged student group (-6.5 DFS) is higher than the state average (-40.9 DFS)The 2024 average DFS in ELA for the school's Students with Disabilities student group (-69 DFS) and the state average (-95.6 DFS). The school had 20 students and there was no Performance color.		
A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11) <ul style="list-style-type: none">The schoolwide Dashboard Math Indicator performance color is Green, as compared to the state's color of Orange. The school's 2024 schoolwide Math DFS (-13.2 DFS) is higher than the state average (-47.6 DFS).		
A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11) <ul style="list-style-type: none">All of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS).<ul style="list-style-type: none">The 2024 average DFS in Math for the school's English Learner student group (-37.2 DFS) is higher than the state average (-93.4 DFS).The 2024 average DFS in Math for the school's Latino student group (-14.4 DFS) is higher than the state average (-79.2 DFS).The 2024 average DFS in Math for the school's Socioeconomically Disadvantaged students (-15 DFS) is higher than the state average (-78.2 DFS)The 2024 average DFS in Math for the school's Students with Disabilities student group (-100 DFS) is higher than the state average (-124.3 DFS). The school had 20 students and there was no Performance color.		

**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

- The schoolwide Dashboard ELPI performance color is Green, as compared to the state's color of Orange. The school's 2024 percentage of English Learner students making progress towards English language proficiency (70.4%) is higher than the state average (45.7%).

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

- The schoolwide Dashboard Suspension Rate Indicator performance color is Blue, as compared to the state's color of Green. The school's 2024 percentage of students suspended at least one day (0%) is higher than the state average (3.2%).

Areas Noted for Further Growth and/or Improvement**A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)**

- The schoolwide Dashboard Chronic Absenteeism Indicator performance color is Orange, as compared to the state's color of Yellow. The school's 2024 percentage of chronically absent students (32.2%) is higher than the state average (18.6%).

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Local Indicators: Dashboard Year 2024

Basic Services and Conditions: Met

Implementation of State Academic Standards: Met

Parent and Family Engagement: Met

School Climate: Met

Access to a Broad Course of Study: Met

**Notes:****Charter School's 2024-2025 Every Student Succeeds Act (ESSA) Assistance Status:**

- ☐ Comprehensive Support and Improvement – Low Graduation Rate (CSI- Low Grad)
- ☐ Comprehensive Support and Improvement – Low Performance (CSI- Low Perform)
- ☐ Additional Targeted Support and Improvement (ATSI)
- ☐ Targeted Support and Improvement (TSI)
- ☒ No Status

2024 LCFF Charter School Assistance Eligibility:

- ☒ General Assistance (Level 1) - resources and assistance that is made available to all local educational agencies
- ☐ Differentiated Assistance (Level 2) - local educational agencies that meet certain eligibility criteria for additional support

For 2023-2024:

The school's percent of "At Risk" ELs is 7.4% as compared to the state's percent of 0.0%

The school's percent of "LTEs" is 0% as compared to the state percent of 10.6%

English Learner (EL) Reclassification:

As of the time of the issuance of this annual Performance-Based Oversight Report, the state has not published the "Annual Reclassification (RFEP) Counts and Rates" for the 2021-2022, 2022-2023, and 2023-2024 academic years. Please note that, depending on the release date of the 2021-2022, 2022-2023, and the 2023-2024 RFEP counts and rates, the District may elect to update and reissue a revised 2024-2025 Annual Performance Based Visit Report.

The Indicator information below is provided for informational purposes only and will not be scored.

A12: ALL STUDENTS SCIENCE INDICATOR

- The school's schoolwide Dashboard Science Indicator Status (-5.2 DFS) is higher than the state (-13.5 DFS).

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

- ☒ Not Applicable

***RATING NOTE: A charter school cannot receive a rating in this category greater than a one (1) if the school has been identified as a Low Performing charter school based on the state's published list.**

**A1: ALL STUDENTS ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELA Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELA Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELA Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A2: STUDENT GROUP ENGLISH LANGUAGE ARTS (ELA) INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard ELA Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

**A3: ALL STUDENTS MATH INDICATOR- (GRADES 3-8 & 11)**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Math Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students Math Indicator color is Green; or a Status (DFS) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Yellow or Orange; and a Status (DFS) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Math Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Math Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A4: STUDENT GROUP MATH INDICATOR- (GRADES 3-8 & 11)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Math Indicator for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/DFS) <input type="checkbox"/> Not Available - No assessment of performance on the California School Dashboard for this indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

**A5: ALL STUDENTS ENGLISH LEARNER PROGRESS INDICATOR (ELPI)**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students ELPI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students ELPI color is Blue <input checked="" type="checkbox"/> The California School Dashboard All Students ELPI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students ELPI color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the ELPI	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A6: ALL STUDENTS COLLEGE/CAREER (CCI) INDICATOR- (GRADES 9-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students CCI (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students CCI color is Blue <input type="checkbox"/> The California School Dashboard All Students CCI color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students CCI color is Red <input type="checkbox"/> Not Available – No color assigned on the California School Dashboard for the CCI <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

**A7: STUDENT GROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12)**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard CCI for Numerically Significant Student Groups (30 or more students) (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> All numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> The majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Less than a majority of the numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> None of the school's numerically significant student groups scored higher than their respective student group statewide average (Status/Percent) <input type="checkbox"/> Not Available – No assessment of performance on the California School Dashboard for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A8: ALL STUDENTS CHRONIC ABSENTEEISM INDICATOR- (GRADES K-8)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Chronic Absenteeism Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input checked="" type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Chronic Absenteeism Indicator color is Red notwithstanding the Status (Percent) <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Chronic Absenteeism Indicator <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

**A9: ALL STUDENTS GRADUATION RATE INDICATOR- (GRADES 9-12)**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Graduation Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Green; or a Status (Percent) that is the same or higher than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Yellow or Orange; and a Status (Percent) that is lower than the state average <input type="checkbox"/> The California School Dashboard All Students Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Graduation Rate Indicator <input checked="" type="checkbox"/> Not Applicable - The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

A10: ALL STUDENTS SUSPENSION RATE INDICATOR- (GRADES K-12)

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard All Students Suspension Rate Indicator (CDE)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Blue <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Green; or a Status (Percent) that is the same or lower than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Yellow or Orange; and a Status (Percent) that is higher than the state average <input type="checkbox"/> The California School Dashboard All Students Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned on the California School Dashboard for the Suspension Rate Indicator	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

**A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION**

The information provided in this report on internal assessments is to determine the charter school's verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Ed. Code § 47607.2(c) (Link: [Approved List](#)). In addition, staff's review of the charter school's submitted materials will be based on the verified data sources adopted by the State Board of Education Ed. Code § 47607.2(c)(3). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school's *self-reported* data and will not be scored.

The charter school provided the following Verified Data for consideration: ☒ Academic Progress Indicator(s) and/or ☐ Postsecondary Indicator(s)

Academic Progress Indicator(s) for the 2023-2024 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: TK-5	Assessment Administration: Fall/Spring	95% Participation Met*: Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: TK-5	Assessment Administration: Fall/Spring	95% Participation Met*: Met

*If the charter school did not meet the 95% participation, the charter school's plan to address the participation is included in the Notes below.

- The charter school did not disaggregate student performance data by student groups.
- The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers' administration and test security procedures.
- The charter school provided the following publisher's verified data report(s):
 - ☐ i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 - ☐ i-Ready 9-12 by Curriculum Associates: *Academic Progress Report*
 - ☒ MAP Growth by NWEA: *Student Growth Summary Report*
 - ☐ Star Assessment by Renaissance: *Star Growth Report*
 - ☐ Other: [Click or tap here to enter text.](#)
 - ☐ The charter school provided sections of the publisher's report, however it could not be used as verified data because it was not the complete report.
 - ☐ The charter school provided school created reports that are not considered verified data.
 - ☐ The charter school did not provide the publisher's designated report to demonstrate one year's growth.

As the date of this published report, the names of the above-mentioned reports are the District's current understanding from the publisher.

**Postsecondary Indicators (high school only): N/A**Postsecondary Indicator: [Choose an item.](#)

1. The report provided by the charter school [Choose an item.](#) the results of at least 95% of eligible students. If the charter school did not meet the 95% participation rate, the charter school's plan to address the participation is included in the Notes below.
2. The report provided by the charter school [Choose an item.](#) the number of eligible students and missing or non-participating students.
3. The report provided by the charter school [Choose an item.](#) evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil student groups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).

Notes: None

A12: ALL STUDENTS SCIENCE INDICATOR- (GRADES 5, 8, 10-12)*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard All Students Science Indicator (CDE)

Performance Rubric	Sources of Evidence
The Science Indicator information is for informational purposes only and will not be scored. <input checked="" type="checkbox"/> The California School Dashboard All Students Science Indicator is higher than the state <input type="checkbox"/> The California School Dashboard All Students Science Indicator is lower than the state <input type="checkbox"/> Not Applicable - The Science Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard (CDE) <input type="checkbox"/> Office of Data & Accountability's Data Set (LAUSD) <input type="checkbox"/> Other: (Specify)

LOCAL CONTROL AND ACCOUNTABILITY PLAN 2024-2025 (For Informational Purposes Only)*The CSD reviewed the Local Control and Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> 2023-2024 LCAP Annual Update <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables <input checked="" type="checkbox"/> Instructions	<input checked="" type="checkbox"/> Local Control and Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes

Notes: None



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS		RATING*
Summary of School Performance		4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>		
O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM		
<p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <ul style="list-style-type: none">School leaders highlighted key features of the school including Multi-Tiered Systems of Support (MTSS) Pathway Certified instructional staff, Culturally Responsive Curriculum, Dedicated Professional Development schedule (two weeks in August) providing evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, to support teacher retention and to address the diverse learning needs of our students. Review of documentation in Folder III, evidence of implementation of these key features included, but are not limited to, a Yearlong calendar, sample of pacing plans (with identified content standards), sample Reading lesson plans and unit plans (with identified content standards), and professional development samples for tiered intervention.Based on a review of documentation provided by the Charter, the following are a sampling of Professional Development provided for the current school year: Tiered Interventions (MTSS), Trauma-Informed Classrooms, Better Relationships and Vocabulary PD.As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its students as evidenced by achieving an overall rating of “3”.		
O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS		
<p>The school has a well-developed system to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <p>Review of documentation provided in advance of the oversight visit and discussions with school leaders included evidence of the school’s implementation of:</p> <ul style="list-style-type: none">As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its student groups as evidenced by all or a majority of student groups outperforming their respective student group state averages in ELA and Math.PUENTE Differentiated instructional strategies designed to meet the needs of all students. Examples included: Technology Integration, Data Driven Instruction co-teaching planning, High quality Professional Development, and Gifted and Talented Program (GATE).Intervention/enrichment programs designed to meet the needs of the school’s student groups. Examples include technology integration, reading and math lab for intervention, and daily extended learning.		

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.

Evidence of the school's system and compliance in this area included, but was not limited to, the following:

- Implementation of a School-Wide Behavior Support, Tiered Intervention, positive behavior support, use of restorative justice circles, and use of conflict resolution practices, which includes Counseling, Social Emotional Learning, Calm Classroom which promotes a positive classroom culture and helps students self-regulate and Mental Health support.
- Professional development examples such as "Bullying Prevention" and "Social Emotional Learning."
- Per the LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2023-2024 suspension event rate was 0.0%, and suspension disproportionality rates for Students with Disabilities were 0.0%.

Areas Noted for Further Growth and/or Improvement

None at this time.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes: None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

☒ Not Applicable



***RATING NOTES:**

- *A charter school cannot receive a rating in this category greater than one (1) for any of the following reasons: 1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; 2) Failed to have Health, Safety, and Emergency Plan; 3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or 4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than two (2) for any of the following reasons: 1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; 2) Any teacher of the instructional program is not appropriately credentialed (including required authorization(s) e.g., English Learner authorization) and assigned per legal requirements and the school's operative charter at any time during the academic year.*
- *A charter school may receive an overall rating of two (2) for the following reason: Failed to provide evidence of any item on the "Review of Health and Safety Compliance Items" checklist below.*
- *A charter school cannot receive a rating in this category greater than three (3) for the following reason: Failed to provide evidence of any item on the "Review of Transparency and Stakeholder Information Compliance Items" checklist below.*

**O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing and analyzing school and student progress towards annual goals (schoolwide and for all student groups that the school serves) that are consistent with the educational performance measured by the California School Dashboard and state assessments
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward, and completion of, graduation and A-G requirements (**high schools only**)

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report</p> <p><input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served</p>	<p><input checked="" type="checkbox"/> Key Features of the Educational Program</p> <p><input checked="" type="checkbox"/> Standards-Based Instructional Program</p> <p><input checked="" type="checkbox"/> Master Schedule/Course Schedule</p> <p><input checked="" type="checkbox"/> Student Achievement Data Analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>High School: N/A</p> <p><input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements</p> <p><input type="checkbox"/> WASC Accreditation Notification Letter</p> <p><input type="checkbox"/> UC Doorways course approval</p> <p><input type="checkbox"/> Graduation Requirement/Policy</p> <p><input type="checkbox"/> Math Placement Assessment Policy (9th grade only)</p> <p><input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate</p> <p><input type="checkbox"/> College acceptance and enrollment rates</p>

**O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report <input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis	<input checked="" type="checkbox"/> Implementation of differentiated instructional strategies <input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day <input checked="" type="checkbox"/> Student Group data analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) English Learners <input checked="" type="checkbox"/> Master Plan for English Learners <input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule <input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners <input checked="" type="checkbox"/> Implementation of a data analysis system

**O3: SPECIAL EDUCATION*****The school has a system in place to ensure that the school:***

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains mandated IEP timeline records and accurate service provision records in Welligent

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports
<input type="checkbox"/> The school has a system in place for implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records	<input checked="" type="checkbox"/> District Validation Review (DVR)
<input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Annual Self-Review Checklist
<input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Professional Development documentation
<input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Discussion with school leadership
<input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	

**O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, schoolwide positive behavior support, and data monitoring
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student groups
- Minimize chronic absenteeism for all students and student groups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, §§ 32283.5 and 234.4

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups</p> <p><input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</p> <p><input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.</p>	<p><input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation</p> <p><input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying</p> <p><input checked="" type="checkbox"/> Documentation of systems to promote regular attendance</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Other: (Specify)</p>

**O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR**

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

Performance Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)

**O6: CLEARANCES AND CREDENTIALING COMPLIANCE**

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Performance Rubric	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance</p> <p><input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p><input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements</p> <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<p><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”)</p> <p><input checked="" type="checkbox"/> Staff roster</p> <p><input checked="" type="checkbox"/> School master schedule</p> <p><input checked="" type="checkbox"/> Custodian(s) of Records documentation</p> <p><input checked="" type="checkbox"/> Criminal Background Clearance Certifications</p> <p><input checked="" type="checkbox"/> Teaching credential/authorization documentation</p> <p><input checked="" type="checkbox"/> Vendor clearances and credentialing certifications</p> <p><input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>

**Review of Health and Safety Compliance Items**

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive an overall rating in this category greater than one (1) if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282, and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school's Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school may receive an overall rating in this category of two (2) if any of the items below are not evident.
If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of one (1) in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32282)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per of Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Not applicable	

Notes: None

**Review of Transparency and Stakeholder Information Compliance Items**

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
The following information posted to the school’s website: ☒ LCAP, per Ed. Code § 47606.5(h) ☒ Current Board agenda in compliance with Brown Act, per Gov. Code, § 54954.2 (a)(1) and (d). ☒ Policy on Pupil Suicide Prevention per Ed. Code § 234.6 ☒ Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 ☒ Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including: anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6	☒	☐
Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 47605(c)(5)(C)	☒	☐
Access to approved charter	☒	☐
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	☒ Not applicable	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	☒ Not applicable	
Notification of access to available mental health services (grades K-12), per Ed. Code § 49428.	☒	☐
Charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	☐	☐
	☒ Not applicable	
Notes: None		



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **2/6/2025**

2621	2020-2021					2021-2022					2022-2023				
PUENTE Charter	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	0	620,638	430,735	349,846	351,345		695,155	825,725	840,234	840,234		812,747	812,747	1,311,741	1,311,741
Accounts Receivable	0	786,647	975,152	1,114,944	1,128,348		516,453	325,750	849,552	862,256		525,750	525,750	380,017	454,130
Other Current Assets	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Current Assets	0	1,407,285	1,405,887	1,464,790	1,479,693		1,211,608	1,151,475	1,689,785	1,702,490		1,338,497	1,338,497	1,691,758	1,765,871
Fixed and Other Assets	0	894,380	1,006,317	497,288	497,289		512,584	572,717	514,887	514,888		580,345	580,345	848,921	848,921
Total Assets	0	2,301,665	2,412,204	1,962,078	1,976,982		1,724,192	1,724,192	2,204,672	2,217,378		1,918,842	1,918,842	2,540,680	2,614,792
Deferred Outflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	0	142,115	132,113	255,666	270,800		0	0	466,468	479,173		0	0	757,447	788,532
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	0	142,115	132,113	255,666	270,800		0	0	466,468	479,173		0	0	757,447	788,532
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	0	2,159,550	2,280,091	1,706,412	1,706,182		1,724,192	1,724,192	1,738,204	1,738,205		1,918,842	1,918,842	1,783,232	1,826,260
Total Revenues	2,383,339	2,383,339	2,707,653	2,700,033	2,700,080	3,135,730	3,135,730	3,372,167	3,834,926	3,834,926	5,044,741	5,044,741	5,044,741	5,590,297	5,627,020
Total Expenditures	2,373,961	2,373,961	2,577,733	2,594,126	2,594,403	3,117,950	3,117,950	3,354,387	3,802,904	3,802,903	4,864,103	4,864,103	4,864,103	5,545,269	5,538,965
Net Income / (Loss)	9,378	9,378	129,920	105,907	105,677	17,780	17,780	17,780	32,022	32,023	180,638	180,638	180,638	45,028	88,055
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	9,378	9,378	129,920	105,907	105,677	17,780	17,780	17,780	32,022	32,023	180,638	180,638	180,638	45,028	88,055
Net Assets, Beginning	1,590,180	1,650,172	1,650,171	1,650,172	1,600,505	1,730,427	1,706,412	1,706,412	1,706,412	1,706,182	1,724,192	1,738,204	1,738,204	1,738,204	1,738,205
Adj. for restatement / Prior Yr Adj	500,000	500,000	500,000	(49,667)	0	0	0	0	(230)	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	2,090,180	2,150,172	2,150,171	1,600,505	1,600,505	1,730,427	1,706,412	1,706,412	1,706,182	1,706,182	1,724,192	1,738,204	1,738,204	1,738,204	1,738,205
Net Assets, End	2,099,558	2,159,550	2,280,091	1,706,412	1,706,182	1,748,207	1,724,192	1,724,192	1,738,204	1,738,205	1,904,830	1,918,842	1,918,842	1,783,232	1,826,260
Unrestricted Net Assets		2,159,550	2,280,091	1,706,412	1,206,046		1,724,192	1,724,192	1,738,204	1,238,069		1,918,842	1,918,842	1,783,232	1,326,124
Restricted Net Assets		0	0	0	500,136		0	0	0	500,136		0	0	0	500,136

2621	Audited Financials					2023-2024					2024-2025				
PUENTE Charter	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	351,345	840,234	1,311,741	807,818	0		840,943	784,930	807,818	807,818		715,335	664,637	0	0
Accounts Receivable	1,128,348	862,256	454,130	614,217	0		423,973	523,014	544,921	614,217		682,421	658,434	0	0
Other Current Assets	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Current Assets	1,479,693	1,702,490	1,765,871	1,422,035	0		1,264,916	1,307,944	1,352,739	1,422,035		1,397,756	1,323,071	0	0
Fixed and Other Assets	497,289	514,888	848,921	1,114,382	0		581,917	581,917	1,114,033	1,114,382		557,910	1,057,452	0	0
Total Assets	1,976,982	2,217,378	2,614,792	2,536,417	0		1,846,833	1,889,861	2,466,772	2,536,417		1,955,666	2,380,523	0	0
Deferred Outflows of Resources	0	0	0	0	0		0	280,275	0	0		0	0	0	0
Current Liabilities	270,800	479,173	788,532	640,471	0		0	280,275	570,643	640,471		0	425,040	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities	270,800	479,173	788,532	640,471	0		0	560,550	570,643	640,471		0	425,040	0	0
Deferred Inflows of Resources	0	0	0	0	0		0	0	0	0		0	0	0	0
Net Assets	1,706,182	1,738,205	1,826,260	1,895,946	0		1,846,833	1,889,861	1,896,129	1,895,946		1,955,664	1,955,483	0	0
Total Revenues	2,700,080	3,834,926	5,627,020	5,966,966	0	5,954,828	5,954,828	5,954,828	5,966,965	5,966,966	6,321,146	6,321,146	6,321,146	0	0
Total Expenditures	2,594,403	3,802,903	5,538,965	5,897,280	0	5,891,227	5,891,227	5,891,227	5,897,096	5,897,280	6,261,609	6,261,609	6,261,609	0	0
Net Income / (Loss)	105,677	32,023	88,055	69,686	0	63,601	63,601	63,601	69,869	69,686	59,537	59,537	59,537	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	105,677	32,023	88,055	69,686	0	63,601	63,601	63,601	69,869	69,686	59,537	59,537	59,537	0	0
Net Assets, Beginning	1,600,505	1,706,182	1,738,205	1,826,260	0	1,918,842	1,783,232	1,783,232	1,783,231	1,826,260	1,889,861	1,896,127	1,896,127	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	14,012	0	43,028	43,028	0	14,012	(181)	(181)	0	0
Net Assets, Beginning, Adjusted	1,600,505	1,706,182	1,738,205	1,826,260	0	1,932,854	1,783,232	1,826,260	1,826,259	1,826,260	1,903,873	1,896,127	1,895,946	0	0
Net Assets, End	1,706,182	1,738,205	1,826,260	1,895,946	0	1,996,455	1,846,833	1,889,861	1,896,128	1,895,946	1,963,410	1,955,664	1,955,483	0	0
Unrestricted Net Assets	1,206,046	1,238,069	1,326,124	1,395,810	0		1,846,833	1,889,861	1,896,129	1,395,810		1,955,664	1,955,483	0	0
Restricted Net Assets	500,136	500,136	500,136	500,136	0		0	0	0	500,136		0	0	0	0



FISCAL OPERATIONS						RATING
Summary of School Performance						4, Accomplished
Other circumstances and information could influence the rating and are noted in this evaluation.						
<u>Financial Highlights</u> The charter school's fiscal condition is positive.						
FINANCIAL HIGHLIGHTS						
PUENTE Charter	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)	
Net Assets	\$1,706,182	\$1,738,205	\$1,826,260	\$1,895,946	\$1,955,483	
Net Income / (Loss)	\$105,677	\$32,023	\$88,055	\$69,686	\$59,537	
Transfers In / Out	\$0	\$0	\$0	\$0	\$0	
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0	
Cash and Cash Equivalents	\$351,345	\$840,234	\$1,311,741	\$807,818	\$664,637	
Unrestricted Net Assets	\$1,206,046	\$1,238,069	\$1,326,124	\$1,395,810	\$1,955,483	
Norm Enrollment Reported by the School	195	240	300	297	299	
FINANCIAL RATIO ANALYSIS						
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) 3% - 5% and greater is recommended (depending on the school's ADA)	46.49%	32.56%	23.94%	23.67%	31.23%	



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	13.54%	22.09%	23.68%	13.70%	10.61%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	546.42%	355.30%	223.94%	222.03%	311.28%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	13.70%	21.61%	30.16%	25.25%	17.85%

Norm Enrollment Data and Trends

The school's Norm Enrollment history by grade level is summarized below.

PUENTE Charter's Norm Day Enrollment History					
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK*			23	22	16
K*	51	68	53	46	46
1	45	40	53	57	44
2	48	41	35	51	59
3	51	44	46	34	53
4		47	46	46	37
5			44	41	44
Total Enrollment	195	240	300	297	299
Increase/(Decrease) in Enrollment from Prior Year	N/A	45	60	(3)	2
Enrollment Growth/(Decrease) (%)	N/A	23.1%	25.0%	(1.0%)	0.7%



*Prior to FY 2022-2023, TK (Transitional Kindergarten) and K (Kindergarten) counts were reported together. Therefore, the K counts (if applicable) include the TK counts for the school years prior to 2022-2023.

Accumulated Increase/Decrease in Student Enrollment Since 2020-2021	
Accumulated increase in student enrollment count	104
Accumulated increase in student enrollment percentage	53.3%
Current Board-approved enrollment capacity in the school's operative charter as compared to its reported 2024-2025 Norm Enrollment	
Per the approved enrollment capacity in the school's operative charter	300
2024-2025 Norm Enrollment	299
Below approved enrollment capacity count	(1)
Below approved enrollment capacity percentage	(0.3%)

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive and has been upward trending since the 2020-2021 fiscal year. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items were noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. Type of Observation: Bank Reconciliation Reports Not Prepared and/or Reviewed/Approved Timely

- **Source(s) of Document Reviewed:** Bank Reconciliation Reports.
- **Description of Observation:** The CSD noted that the bank reconciliation reports for July 2024 bank statements lacked evidence of timely preparation, review, and/or approvals as summarized below.

Wells Fargo Bank



Account Number	Reconciliation Report Preparation/Review/Approval Deadline (per PUENTE's Fiscal Policies)	Actual Date Reconciliation Report Prepared	# of Days Reconciliation Prepared Late	Actual Date Reconciliation Report Reviewed/Approved	# of Days Reconciliation Reviewed/Approved Late
X8961	8/31/2024	9/25/2024	25	9/25/2024	25
X2931	8/31/2024	9/17/2024	17	9/19/2024	19

- **Charter Operator's Fiscal Policies and Procedures:** Page 21 of PUENTE Charter School's Accounting Policies and Procedures Manual Internal Financial Controls, dated June 5, 2024, states "Bank statements will be reconciled monthly"; and page 20 of PUENTE Learning Center's Accounting Policies and Procedures Manual, dated June 5, 2024, states: "Account reconciliations for the preceding month are to be completed by the 20th working day of the month following or as requested by the VP of Finance. WFB Operating & Charter School accounts are reconciled on a daily basis using the Cash Flow Projection worksheet. At a minimum, each bank account is to be reconciled monthly along with selected balance sheet accounts with significant balances."
- **Charter School's or Charter Operator's Response:** In addition to the high workload the finance team faced at the end of the school year, the delay was primarily due to the team dedicating additional time to ensure that all payments received in July 2024 were properly reconciled against the appropriate project and resource codes, and that all prior-year pending receivables were cleared before finalizing the reports.
- **CSD's Comments:** The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that all of the school's Bank Reconciliation Reports are prepared accurately, reviewed, and approved in a timely manner, and include documentation of the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school to help reduce the risk of fraudulent activities and detect unauthorized withdrawals and/or bank errors.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that immediate action is required to remedy concerns in this report.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

**Notes:**

<u>I.</u>	<u>Review of Fiscal Documentation</u>	<u>Comments</u>
1.	FY 2023-2024 Independent Audit Report	
	a. Audit opinion:	Unmodified/Unqualified
	b. Material weaknesses:	None Reported
	c. Deficiencies/Findings:	None Reported
	d. Lack of a Going Concern:	None Reported
	Description (if applicable):	Not applicable
2.	(Only for new schools without an audit report on file) The charter school is in its first/second year of operation and there is no independent audit report on file with the CSD.	Not applicable
3.	The 2023-2024 audited and unaudited actuals:	Nearly mirror each other
	The explanations provided by the charter school for the variances were reasonable:	Not applicable
	The 2023-2024 independent audit report is not available as of the date of this report.	Not applicable
4.	Segregation of Duties (SOD) review(s) was/were conducted in-person/virtually at:	PUENTE Charter
		No discrepancies were noted.
5.	Proposition 39 information.	Not applicable

<u>II.</u>	<u>Review of 2024-2025 Fiscal Preparation Guide</u>	<u>Provided</u>	<u>Comments</u>
1.	Most Current Fiscal Reports Reported to the Board	Yes	
2.	Board Meeting Minutes – Discussion of Fiscal Reports Presented to Board & Board Packet	Yes	
3.	Audit or Fiscal Reports – CalSTRS, CalPERS, USDE, CDE, FCMAT, IRS, SBA, OPEB, etc.	N/A	

Annual Performance-Based Oversight Visit ReportDATE OF VISIT: **2/6/2025**

4.	Board Meeting Minutes – Approval of 2024-2025 Budget	Yes	
5.	Evidence of Compliance – STRS, PERS, Social Security, Other Benefits	Yes	Benefits offered by the school: Social Security and 403(b) Plan
6.	Board Meeting Minutes – Selection of Independent Auditor	Yes	
7.	Board Meeting Minutes – Discussion of Independent Audit Report	Yes	
8.	Board Meeting Minutes – Discussion of the Most Recent Interim Financial Reports Submitted to LAUSD	Yes	
9.	Board Meeting Minutes – Discussion of Staff or Vendors Complaints	N/A	
10.	Board Meeting Minutes – Discussion of 2023-2024 Annual Performance-Based Oversight Visit Report	Yes	
11.	Current Fiscal Policies and Procedures	Yes	
12.	Board Meeting Minutes – Approval of Fiscal Policies and Procedures	Yes	
13.	Organizational Chart(s)	Yes	
14.	Summary of Total Compensation Paid in FY 2023-2024	Yes	
15.	Related Parties	N/A	
16.	MOUs for CMO Management Fees	Yes	The most recently signed and executed Accounting Services Agreement was provided.
17.	Board Meeting Minutes – Approval of Management Fees, License Fees, or Any Other Fees	N/A	
18.	Most Current Accounts Payable Aging Report	Yes	No discrepancies were noted.
19.	Check Registers (12 months)	Yes	Period spanning from 10/2023 to 9/2024



			Reviewed 16 checks for sample testing
			No discrepancies were noted.
20.	Credit Card Statements and Reconciliations (6 months)	Yes	Period spanning from 4/2024 to 9/2024
			Reviewed nine (9) credit card transactions for sample testing
			No discrepancies were noted.
21.	Monthly Bank Statements and Reconciliations (6 months)		Period spanning from 4/2024 to 9/2024
			Reviewed three (3) electronic credit/debit transactions for sample testing
			The CSD's observations were noted in the OO section above.
22.	Student Body Financial Records (6 months)	N/A	
23.	Capitalized and Non-Capitalized Inventory Listing	Yes	
24a.	Posting of EPA on School's Website	Yes	
24b.	Posting of Audited Financials on School's Website	Yes	
25.	Financing Activities, Loans, Factoring Receivables, Intercompany Transfers/Loans, etc.	N/A	
26.	Current Facility Lease Agreements and Board Meeting Minutes – Approval of Lease	N/A	
27.	Facilities Plans – Purchase, Lease, Relocation, Expansion, Major Improvements	Yes	As noted in the school's 2023-2024 Annual Performance-Based Oversight Report, the school provided its facility improvement project plan for the PUENTE Learning Center, and provided the following status/updates to the plan
	i. Charter School Name (For CMO Schools):		PUENTE Charter School



ii. Current School Address:	501 S. Boyle Ave Los Angeles, CA 90033
iii. Address of the New/Expanded Property/Construction Site:	501 S. Boyle Ave Los Angeles, CA 90033
iv. New or Existing Site:	Existing Site
v. Purchase Date or Estimated Purchase Date:	Not applicable
vi. Construction Start Date:	7/25/2023
vii. Estimated Project Completion Date:	May 2025
viii. Projected Total Cost:	\$8.71M
ix. Cost-to-date Amount:	\$9.15M
x. Purpose of Project/Construction:	Per the school, this project is an investment in the PUENTE facility to ensure a high-quality learning environment for PUENTE's spectrum of educational resources for the Boyle Heights community, which includes California State Preschool Program, Charter School, College & Career Program, and Adult School & Integrated Services. The project will upgrade PUENTE facility infrastructure including a complete higher energy-efficient translucent Kalwall wall system; technologically advanced facility components and equipment; and space allocation improvement for PUENTE's spectrum of services. The project includes improvements for the facility space allocated to PUENTE Charter.
xi. Current Project Status:	Completed
xii. Financing Sources (description/amount):	Improvements that will benefit the entire facility are financed by the PUENTE Learning Center reserves. The leasehold improvements that benefit the Charter School will also come from PUENTE Learning Center reserves, as well as the philanthropic support from Great Public School Now (GPSN) and The Walton Foundation, in the amounts of \$500K and \$325K, respectively.



	xiii. Estimated Move-In Date:		N/A
28.	Employee Retention Credit	N/A	
29.	Disclosure of Legal Issues	N/A	
Notes: N/A (Provided Column) = indicated by the charter school as not applicable ANI = Areas Noted for Further Growth and/or Improvement OO = Other Observations			

**Fiscal Operations Rubrics**

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 4, 3, 2, or 1.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with LAUSD. New schools are evaluated based on current year information. New schools may receive a rating of 2 or 1.

Existing School 4 (Accomplished)	To receive a rating of <u>4 (Accomplished)</u>, an existing school, at a minimum, meets all of the Required and Supplemental Criteria listed below.
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">1. Net assets are positive in the two most current annual independent audit reports;2. The cash balance at the beginning of the school year is positive;3. The two most current annual independent audit reports show no material weaknesses, deficiencies, and/or findings;4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), Internal Revenue Service (IRS), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings;5. Vendors and staff are consistently paid in a timely manner;6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;7. Charter school consistently adheres to the governing board-approved fiscal policies and procedures;8. Governing board adopts the annual budget;9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;11. There is no apparent conflict of interest;12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;13. The LCAP is submitted to the appropriate agencies;14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;17. Proper segregation of duties is consistently in place;18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and	



19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 ([CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the two most current annual independent audit reports;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the two most current annual independent audit reports;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the two most current annual independent audit reports;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audit reports;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

***Existing School
3 (Proficient)***

To receive a rating of 3 (Proficient), an existing school, at a minimum, meets all of the Required and at least five (5) of the Supplemental Criteria listed below.

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is positive;
3. The most current annual independent audit report shows no material weaknesses, deficiencies and/or findings;
4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, IRS, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings;
5. Vendors and staff are generally paid in a timely manner;
6. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term;
7. Charter school generally adheres to the governing board-approved fiscal policies and procedures;



8. Governing board adopts the annual budget;
9. Governing board reviews and/or discusses audited financial statements submitted to LAUSD;
10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
11. There is no apparent conflict of interest;
12. The Education Protection Account allocation and expenditures and audited financial statements are posted on the charter school's website;
13. The LCAP is submitted to the appropriate agencies;
14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
17. Proper segregation of duties is generally in place;
18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit report;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit report;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit report;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit report;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
2 (Developing)**

*An existing school would receive a rating of **2 (Developing)** if the charter school is not eligible for the rating of **Accomplished or Proficient**, but at a minimum, meets all of the Required and at least four (4) of the Supplemental Criteria listed below.*

REQUIRED CRITERIA

1. Net assets are positive in the most current annual independent audit report; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
2. The cash balance at the beginning of the school year is positive; and
3. Governing board approves fiscal policies and procedures, at a minimum, once prior to each charter renewal term.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainties as defined in CCR, Title 5, Section 15450 ([5 CCR § 15450 Reserves](#)) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current annual independent audit;
3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, timely right sizing, etc.);
6. Fiscal reports (e.g., first interim, second interim, unaudited actuals, balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings for review and discussion;
7. The most current annual independent audit report is submitted to the appropriate agencies, including the school's chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and
8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school's charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

**Existing School
1 (Unsatisfactory)**

*An existing school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing* above. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, repeat material weaknesses, significant deficiencies, and/or significant audit findings disclosed in the charter operator's most recent annual independent audit report, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

**New School
2 (Developing)**

*A new school would receive a rating of **2 (Developing)** if the charter school, at a minimum, meets all of the Required Criteria listed below.*

REQUIRED CRITERIA

1. Interim reports and/or unaudited actuals project positive net assets;
2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections;
4. Governing board adopts the annual budget;
5. Governing board reviews and discusses the charter school's financial reports as evidenced by the governing board meeting minutes;
6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; and
7. The LCAP is submitted to the appropriate agencies.



Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

***New School
1 (Unsatisfactory)***

*A new school would receive a rating of **1 (Unsatisfactory)** based on the conditions described below.*

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD (including, but not limited to, noncompliance with Generally Accepted Accounting Principles (GAAP), applicable law, LAUSD charter policy, and the school's approved charter, conflicts of interest, unresolved significant fiscal management issues, outstanding notices, etc.), but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



PUEENTE Charter School
2025-2026 School Calendar | Calendario escolar

July Julio						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
14 Instructional Days Días de Instrucción						

August Agosto						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
14 Instructional Days Días de Instrucción						

September Septiembre						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
21 Instructional Days Días de Instrucción						

October Octubre						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
23 Instructional Days Días de Instrucción						

November Noviembre						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
12 Instructional Days Días de Instrucción						

December Diciembre						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
15 Instructional Days Días de Instrucción						

January Enero						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
17 Instructional Days Días de Instrucción						

February Febrero						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
19 Instructional Days Días de Instrucción						

March Marzo						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
17 Instructional Days Días de Instrucción						

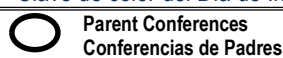
April Abril						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
19 Instructional Days Días de Instrucción						

May Mayo						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
20 Instructional Days Días de Instrucción						

June Junio						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
3 Instructional Days Días de Instrucción						

Instructional/Event Day Color Key* Clave de color del Día de Instrucción/ Eventos*

	Summer Camp Campamento de verano
	No classes: Holiday or Pupil Free Day No Clases: Días festivos o Día libre para estudiantes
	Instructional Day Día de Instrucción
	First and Last Day of School Primer y último día de clases



Parent Conferences
Conferencias de Padres

*Events are subject to change for updated information please consult ParentSquare. *Los eventos están sujetos a cambios para obtener información actualizada, consulte ParentSquare.



PUEENTE Charter School
2025-2026 School Calendar | Calendario escolar

**Monthly Parent Engagement
Event Opportunities***

Coffee with Administration – 1st Tuesday of the Month

Meetings are held where deep conversations and active participation in regards to school updates including the development of our Local Control Accountability Plan.

Getting Ready for College Presentations: Short presentations during Coffee with Administration on building a foundation through a child's primary years that will get them to post-secondary success in the future. Topics include how to bring college into family discussions, family reading, weekend outings, and financial planning

Community Connections Nights – 2nd Tuesday of the Month

Workshops for all parents/caregivers, adult students, and families! Each month various resources in the community will be highlighted. These include mental health and wellness, nutrition and cooking, financial literacy, and Know your Rights workshops.

Student Recognition Ceremony – 1st Friday of the Month

Join us to celebrate the achievements of our students! Students are recognized for their monthly attendance and academic achievements.

English Learner Advisory Committee (ELAC) – 3rd Wednesday of the Month

Responsible for advising the principal and staff on programs and services for English learners. This committee will also help with the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance.

Family Nights – 3rd Thursday of the Month

We strongly encourage all parents/caregivers and Charter School students to attend Family Night Meetings. Strengthening the home/school connection and relationship through engaging interactives and recognition of students who have attained perfect attendance will be the focus of the meetings.

**Oportunidades Mensuales de
Participación de Eventos de Padres***

Café con la Administración – 1er martes del Mes

Se llevan a cabo reuniones donde hay conversaciones profundas y participación activa con respecto a las actualizaciones de la escuela, incluido el desarrollo de nuestro Plan de responsabilidad de control local.

Presentaciones Preparándose para La Universidad: Breves presentaciones durante Café con la Administración sobre cómo construir una base a lo largo de los años de primaria de un niño que lo llevará al éxito posterior a la secundaria en el futuro. Los temas incluyen cómo llevar la universidad a las discusiones familiares, la lectura familiar, las salidas de fin de semana y la planificación financiera.

Noches de Conexiones Comunitarias – 2do martes del mes

¡Talleres para todos los padres/cuidadores, estudiantes adultos y familias! Cada mes se destacarán varios recursos en la comunidad. Estos incluyen salud mental y bienestar, nutrición y cocina, alfabetización financiera y talleres Conozca sus Derechos.

Ceremonia de reconocimiento de estudiantes – 1er viernes del mes

¡Únase a nosotros para celebrar los logros de nuestros estudiantes! Los estudiantes son reconocidos por su asistencia mensual y sus logros académicos.

Comité Asesor de Aprendices de Inglés (ELAC) - 3er miércoles del mes

Responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés. Este comité también ayudará con el desarrollo de la evaluación de las necesidades de la escuela y las formas de concientizar a los padres sobre la importancia de la asistencia regular a la escuela.

Noches Familiares – 3er jueves del mes

Recomendamos enfáticamente a todos los padres/cuidadores y estudiantes de la Escuela Chárter que asistan a las reuniones nocturnas familiares. El enfoque de las reuniones será fortalecer la conexión y la relación entre el hogar y la escuela a través de interacciones atractivas y el reconocimiento de los estudiantes que han logrado una asistencia perfecta.

Mandatory Events* Eventos obligatorios*

July Julio	25	Back to School Orientation with Administration Team Evento de Orientación de Regreso a la Escuela con Equipo de Administración
July Julio	30	Back to Classes Teacher Orientation Zoom Regreso a clases Orientación para maestros Zoom
July Julio	31	In Person Meet and Greet at 4PM Conocer y saludar en persona a las 4pm
November Noviembre	20	Parent Conferences Conferencias de padres
March Marzo	13	Parent Conferences Conferencias de Padres

*Events are subject to change for updated information please consult ParentSquare. *Los eventos están sujetos a cambios para

COMP THERAPY

MASTER CONTRACT FOR SPECIAL EDUCATION AND RELATED SERVICES

Between Puente Learning Center and Comprehensive Therapy Associates, Inc. – NPA Certification Code: 1A-19-532

This Master Contract is entered into pursuant to Education Code § 56355 and Title 5 of the California Code of Regulations § 3062, and shall govern the provision of special education and related services by Comprehensive Therapy Associates, Inc., a certified Nonpublic Agency (NPA), to students with Individualized Education Programs (IEPs) under the jurisdiction of Puente Learning Center.

RECITALS

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education, located at 1017 N. Lake St, Burbank, CA 91502.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools ("Service Location"); and

WHEREAS, Comp Therapy wishes to provide certain Services with respect to education and/or other social Services to Client at the Service Location (the "Services");

NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2025 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30th, 2026 (the "Term").

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (including, but not limited to, applicable and active health orders) relating to its business in general and the provision of Special Education Services.
- b. SELPA Certification and Notification: Comp Therapy certifies that it is a Nonpublic Agency (NPA) certified by the California Department of Education and recognized by the relevant Special Education Local Plan Area (SELPA). In the event that Comp Therapy's certification is suspended, revoked, or otherwise terminated, Comp Therapy shall immediately notify the Client. Loss of certification shall constitute grounds for immediate termination of this Agreement by Client without penalty.
- c. Qualified Personnel: Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Education Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services, such as holding an applicable California credential, certification or license. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students on Client's site. Such list will identify the credentials and/or licenses, if applicable, held by each Comp Therapy Personnel assigned to Client's site. Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy Personnel who provide Services directly to students under this Agreement.
- d. Tuberculosis (TB) Clearance Requirements: Pursuant to California Education Code § 49406, Comp Therapy ensures that all personnel providing services to students under this Master Contract have submitted to an appropriate tuberculosis (TB) risk assessment and/or examination to determine that they are free of active TB. Comp Therapy verifies that each employee providing direct or indirect services to students has either:
 - i. Tested negative for TB within the past four years, or

- ii. Been determined by a licensed healthcare provider to be free of risk for active TB following a risk assessment as authorized by law.

TB clearance records shall be maintained by Comp Therapy. Comp Therapy agrees not to assign any employee to a school site or to student-facing duties unless valid TB clearance is on file and in compliance with California law.

- e. Background Clearance and Compliance with EC § 44237: Comp Therapy ensures full compliance with Education Code § 44237 by conducting all required background and qualification checks for its personnel who may have contact with pupils. This includes, but is not limited to, Live Scan fingerprinting through the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) and receipt of criminal background clearance prior to any assignment involving student interaction.
- f. Upon receiving DOJ & FBI clearance, Comp Therapy shall certify to the Client that no Comp Therapy Personnel assigned to the school site have been convicted of a violent or serious felony, as defined in California law, or are subject to any pending charges for such offenses. Comp Therapy shall complete and maintain a "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" form for all personnel working with or around students and shall submit the most recent certification to the Client within five (5) business days of any request.

Comp Therapy also subscribes to DOJ's subsequent arrest notification service for all such personnel to ensure ongoing compliance and student safety. Comp Therapy will notify Client of any changes in personnel assignments at the school site and provide updated certifications as needed.

- g. Mandated Child Abuse Reporting: Pursuant to California Education Code § 56366.1(i) and California Penal Code § 11165.7, Comp Therapy certifies that all employees providing services under this Master Contract are identified as mandated reporters and have received mandated reporter training as required by law. Comp Therapy shall ensure that all personnel complete the California Department of Social Services' online training for mandated reporters within the first six weeks of employment and annually thereafter.

Comp Therapy shall maintain documentation of each employee's training completion and shall make such documentation available for review by the contracting LEA or

other authorized agencies upon request. All mandated reporters employed by Comp Therapy shall report known or reasonably suspected child abuse or neglect as required by Penal Code §§ 11166 and 11167 and shall comply with all mandated reporter duties under California law.

- h. **Staff Training and Supervision:** Comp Therapy shall ensure that all personnel providing services are adequately trained, appropriately credentialed, and supervised to implement services consistent with each student's IEP. Documentation of staff training shall be maintained and made available to Client upon request.
- i. **Staff Training Compliance – AB 1172:** Comp Therapy certifies that all personnel assigned to provide behavioral or mental health services at nonpublic school sites have completed annual training as required by Assembly Bill 1172 (AB 1172). This training includes instruction on:
 - i. Emergency intervention protocols, including the use of behavior emergency reports (BERs)
 - ii. Evidence-based practices and interventions
 - iii. Appropriate use of restraint and seclusion (if applicable)
 - iv. Reporting obligations under applicable California law
- j. Comp Therapy shall maintain documentation of completed trainings and make such records available to the LEA upon request to ensure compliance with Education Code § 56366.1(a)(6) and Title 5 CCR § 3065.
- k. **Behavior Emergency Reporting:** If a behavioral emergency occurs while a student is receiving services from Comp Therapy, the provider shall immediately notify Client and submit a Behavioral Emergency Report (BER) within 24 hours. Comp Therapy shall assist in reviewing or developing a Behavioral Intervention Plan (BIP) as required by California Education Code § 56521.1.
- l. **Data Collection and Progress Reporting:** Comp Therapy shall collect data and provide written progress reports on student goals and benchmarks in accordance with the timelines specified in each student's IEP. Reports shall be submitted to Client concurrent with general education report cards, or more frequently as outlined in the IEP.

- m. Implementation of IEP Services: All services provided by Comp Therapy shall align with the requirements set forth in each student's IEP, including service frequency, duration, and location. Comp Therapy shall not deviate from IEP-specified services unless changes are approved through the formal IEP process.
- n. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

B. INSURANCE

- a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:
 - i. General and Professional Liability: General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit Comp Therapy agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.
 - ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

3. RESPONSIBILITIES OF CLIENT

A. COMPLIANCE WITH LAWS

- a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all laws and regulations relating to Special Education.

B. INSURANCE

- a. Insurance Obligations of Client: Client shall procure and maintain the following insurance while this Agreement is in effect:
 - General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Two Million Dollars (\$2,000,000) annual aggregate per incident and Three Million (\$3,000,000) excess liability policy for a maximum of Three Million Dollars (\$3,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.
 - Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing Services to students in the Program; insurance shall comply with all applicable legal requirements.

C. ADDITIONAL RESPONSIBILITIES OF CLIENT

- a. Safe Work Environment and Facilities: Client shall provide Comp Therapy Personnel with a safe, secure, and nondiscriminatory work environment in accordance with California Education Code § 56366(a)(9). Client shall also furnish all appropriate information, equipment, materials, furnishings, and a designated workspace necessary for Comp Therapy Personnel to deliver services outlined in student IEPs. These provisions shall be made available at no additional cost to Comp Therapy and must support the proper delivery of special education and related services consistent with applicable laws and regulations.

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- b. Provision of Student and Program Information: Client shall provide Comp Therapy with all necessary student-specific and programmatic information required to implement the services under this Agreement in accordance with California Education Code §§ 56366(a)(10) and 56366.1(g). This includes, but is not limited to:
- Individual Service Agreements (ISAs) for each student receiving services;
 - Student caseload rosters, inclusive of service start/end dates and assigned service providers;
 - Contact information for school site administrators and IEP team members;
 - Copies of IEPs, assessments, progress reports, health information, and any other documents required to ensure the delivery of services in accordance with each student's IEP.
- Client agrees to provide this information in a timely manner and to notify Comp Therapy promptly of any changes to student schedules, enrollment status, or service needs to support compliance with federal and state special education laws.
- c. Timely Notification of Changes: Client shall promptly notify Comp Therapy of any material changes in student schedules, caseloads, enrollment, or service needs within two (2) business days of such change becoming known.
- d. IEP Meeting Participation and Scheduling: Client shall provide Comp Therapy Personnel with no less than ten (10) business days' written notice of scheduled IEP meetings involving Comp Therapy personnel. Client shall provide access to IEP documentation in advance and include Comp Therapy as a participant when services, assessments, or eligibility are discussed. If an IEP meeting is canceled, Client must inform provider at least one day in advance. If Client fails to do so, a 1-hour service fee will be charged to the Client.
- e. Request for Providers: Client may request to reserve specific service providers or assessors in advance. However, Client acknowledges that Comp Therapy does not guarantee the availability of any specific provider or assessor. Comp Therapy will make assignments based on professional discretion, availability, and the specific needs of each Client, and reserves the right to assign personnel accordingly.

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- f. Request for Change in Providers: In the event Client desires a change in assigned service provider, Client shall act in good faith and initiate such requests directly with a Comp Therapy Administrator. Client agrees not to communicate provider change requests directly to Comp Therapy personnel assigned to the site. Comp Therapy will evaluate the request and respond with appropriate steps or alternatives as warranted.
 - g. Service Request Process and Fulfillment Timeline: Client agrees to initiate all service requests by submitting Comp Therapy's official "Request for Services" form. Upon receipt of the completed form, Comp Therapy shall be allowed up to four (4) weeks to source and assign qualified personnel to fulfill the requested services. While Comp Therapy will make every reasonable effort to fill positions sooner, Client understands that personnel placement is subject to availability, credentialing requirements, and logistical feasibility.
 - h. Assessment Requests: Client shall ensure that school personnel will review and submit assessment requests with necessary documentation to Comp Therapy within the legally required timelines. Comp Therapy shall not be held liable for compliance issues caused by Client's failure to review and/or submit assessment requests on time.
 - i. Assessment Request Process and Fulfillment Timeline: The Client shall initiate all assessment requests by completing and submitting Comp Therapy's official "Assessment Request" form. Requests submitted with thirty (30) calendar days or fewer remaining until the due date will be subject to the RUSH rate. Additional details can be found in Exhibit A.
 - For Scheduled In-Person Assessments: To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.
 - For Scheduled Virtual Assessments: To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or

Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.

- j. Hours and Billing: Comp Therapy personnel are permitted to complete designated work both on-site and off-site. Comp Therapy providers shall bill in 15-minute increments. This shall be considered a reasonable and legally acceptable variance and shall not be treated as inaccuracies or billing errors. In accordance with California labor law, service durations will be rounded to the nearest quarter using the "7-minute rule":
- 0 to 7 minutes: Rounded down to the previous quarter-hour.
 - 8 to 18 minutes: Rounded up to the next quarter-hour.
- k. Direct Service Billing Rate and Overtime Policy: The Direct Service Billing Rate set forth in this Agreement is based on a standard work period of up to eight (8) hours per day or forty (40) hours per week per provider. If Client requests or requires Comp Therapy Personnel to provide Direct Services beyond these limits, the following billing rates shall apply:
- 1.5x the standard hourly rate for all hours worked in excess of eight (8) hours in a single workday or forty (40) hours in a single workweek;
 - 2.0x the standard hourly rate for all hours worked in excess of twelve (12) hours in a single workday or for hours worked on the seventh consecutive day of a workweek, as defined by California Labor Code.

Client will be notified in advance of any overtime or double-time billing, and such services will be provided only with Client's prior written or documented verbal approval. These adjusted billing rates shall apply solely to Direct Service hours and are subject to all applicable labor laws.

This provision shall also apply in circumstances where a Comp Therapy provider is required to remain on-site due to scheduled school activities or emergencies,

including but not limited to field trips, school lockdowns, or any other emergency that prevents the provider from leaving the worksite at their scheduled time.

- I. Client shall provide Comp Therapy with no less than fifteen (15) business days' advance written notice of any additional Services requested that are not included in Exhibit A. Comp Therapy shall have up to five (5) business days after such notice to notify the Client whether it can carry out the new requests, whether the new requested Services are outside of its agreed Services to be provided as detailed in Exhibit A, or if the requested service(s) would change any existing fee structure.
- m. Timely Execution of Documents: Client shall review, execute, and return all required documents including the Master Contract, ISAs, and authorizations within ten (10) business days of receipt. Delays in execution may result in a delay in services without penalty to Comp Therapy.
- n. Point of Contact Designation: Client shall designate a primary authorized representative for communications, scheduling, approvals, and coordination with Comp Therapy. Any change in this point of contact must be communicated to Comp Therapy in writing within five (5) business days.
- o. Access to Systems: Client shall provide secure access to any school-based platforms or databases necessary for Comp Therapy to fulfill documentation, service logs, or reporting obligations.
- p. Timely Review of Service Logs: Client shall review and approve all submitted service logs and billing summaries within five (5) business days. Comp Therapy shall not be responsible for service delays caused by delayed approvals.
- q. Agency Employee Communication Protocol: The School acknowledges and agrees that any communication, including but not limited to meetings, inquiries, or discussions, initiated by the School's Human Resources personnel, administrators, or other representatives with any employee or contractor of the Agency must be preceded by prior written notice to the Agency. Such communication shall only take place with an Agency representative present, unless otherwise authorized in writing by the Agency. This protocol is intended to ensure clarity, consistency, and proper

representation in all matters involving Agency personnel.

- r. Liability Disclaimer for Delayed Contract Start: In the event that Client initiates this Agreement with Comp Therapy after the official start date of the school year or the date services were identified in a student's IEP, Client acknowledges that Comp Therapy shall not be held liable or responsible for any services or instructional minutes not rendered prior to the effective date of this Agreement. While Comp Therapy will make good faith efforts to assess and, where possible, provide make-up services for missed sessions, the availability of personnel and schedule capacity may limit such efforts. Client agrees to collaborate with Comp Therapy in prioritizing service delivery based on urgency and feasibility following the commencement of this Agreement.

4. COMPENSATION AND METHOD OF PAYMENT

- A. Client will pay Comp Therapy for Comp Therapy's Services at the rate(s) stated in Exhibit A and will also pay any additional costs or fees set forth in this Agreement for Services authorized in writing by Client. Client will not be liable for any costs or expenses (e.g., travel, lodging, per diem) associated with any Services not expressly authorized. Each invoice shall include charges only for Services described in this Agreement. Invoices shall be submitted to Client's Accounts Payable Department. All communication regarding payment status shall be made to Client's Accounts Payable Department and Comp Therapy.
 - a. Comp Therapy will provide invoices to Client by the 20th of each month for Services provided during the preceding month. Invoices shall include an invoice summary, followed by a description of Services provided.
 - b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of receipt of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month, whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's Services under this agreement at Comp Therapy's sole discretion.
 - c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion and Comp Therapy and Client shall use their best reasonably good faith efforts to resolve such dispute within the thirty (30) calendar day period following notice of the

dispute. Client will provide Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below.

5. NO HIRING AGREEMENT

- A. Client acknowledges that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's Services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client acknowledges that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such, Client agrees to a 365-day "No Hire" period for any of Comp Therapy's employees. If the Client uses the Services of a Comp Therapy Personnel as its direct employee, independent contractor, or subcontractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$7,500. Comp Therapy reserves the right to modify, waive, or reduce the placement fee, with at least thirty (30) days' prior written notice to Client.

6. CONFIDENTIAL INFORMATION

- A. Comp Therapy and Client agree to keep confidential and not to disclose to any third parties any information provided by Comp Therapy or otherwise learned by Client during the course of this Agreement without the prior written consent of Comp Therapy. This provision shall survive the expiration and termination of this Agreement. Comp Therapy and Client warrant that, to the best of their knowledge, all their operations are compliant with all federal and state laws, rules, and regulations pertaining to the privacy and/or security of personal data. Client further agrees not to share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all pertinent data fields and records to be provided and receiving written authorization from Comp Therapy permitting the Client to provide the data to a third party.

7. INDEMNIFICATION AND LIMITATION OF LIABILITY

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement in accordance with California law.
- C. Comp Therapy's maximum liability to the Client for any claims, losses, liabilities, expenses, or damages arising out of or related to this Agreement or the performance of Services hereunder shall be limited to the total annual fees paid or payable by the Client to Comp Therapy for the specific area of service in question. If liability arises in connection with a particular service area, Comp Therapy's liability shall be limited solely to the total annual amount paid or payable for that specific service area. This limitation of liability shall be interpreted and enforced in accordance with California law.

8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Either party reserves the right to immediately terminate this Agreement in the event:
 - a. Client or Comp Therapy breaches any material form, condition or duty under this Agreement, including but not limited to, in the case of Client, the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice

of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;

- b. If required by law or regulation; or
 - c. If Client or Comp Therapy becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against either party, or either party makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws.
- C. Client reserves the right to immediately terminate this Agreement in the event of: (a) the bankruptcy or insolvency of Comp Therapy; (b) sale of business of Comp Therapy; or (c) material breach of any term or condition of this Agreement.
- D. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

9. INDEPENDENT CONTRACTORS

- A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering Services in accordance with California Law.

10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.
- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the parties.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.
- D. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.
- E. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.
- F. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.
- G. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.
- H. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.

- I. Nothing in this Agreement shall be construed to limit either party's rights under the Individuals with Disabilities Education Act (IDEA), including the right to request mediation, file for due process, or pursue other remedies authorized under state and federal law.
- J. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.
- K. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

11. CONFLICTS OF INTEREST

- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null, and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

12. NONDISCRIMINATION

- A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical

conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

- B. Nonsectarian Services Assurance: Comp Therapy affirms that all services provided under this Agreement are nonsectarian and nondiscriminatory, in accordance with Education Code § 56366.1(a) and 34 C.F.R. Part 300. Comp Therapy shall not require or permit religious instruction, worship, or activities as part of its educational or therapeutic programs.

13. RECORDS

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of seven (7) full years or as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles and applicable California law.
- B. Student Records and Transition of Services: Upon request and/or termination or transition of services for any student, Comp Therapy shall provide Client with all original documentation including service records, reports, assessments, and progress data within five (5) business days. Comp Therapy shall ensure compliance with FERPA, IDEA, and all applicable state and federal privacy laws.

14. PRESS RELEASES

- A. The parties hereto acknowledge and agree to not use the name of or make reference to Client or Comp Therapy for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client and Comp Therapy.

15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include

personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation, including the California Consumer Privacy Act (CCPA).

16. DISPUTE RESOLUTION PROCESS

- A. Before initiating any legal action, arbitration, or administrative complaint regarding any dispute arising under this Agreement, Client agrees to first make a good faith effort to resolve the matter directly with Comp Therapy. Client shall submit written notice of the concern or issue to Comp Therapy, outlining the basis for the dispute and the specific resolution sought. Comp Therapy will review the matter and respond within ten (10) business days.

The parties agree to engage in direct communication and, if necessary, schedule a resolution meeting within fifteen (15) business days of the initial notice. Both parties shall act in good faith and make reasonable efforts to resolve the matter informally. Only after such attempts have failed may either party proceed to arbitration, mediation, or legal proceedings as otherwise permitted under this Agreement.

This provision does not limit either party's rights under applicable law but is intended to foster early, efficient, and cooperative resolution of contractual concerns.

17. FORCE MAJEURE

- A. The obligations of the parties to this Agreement are subject to prevention or delay caused by events that are outside of their reasonable control, including, but not limited to, natural disasters, acts of terrorism, riots, wars, epidemics, or any other similar cause, provided that the parties have taken all reasonable steps to avoid or mitigate the effects of any such event.



Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

CLIENT

Printed Name: _____ Title: _____

Signature: _____ Date: _____

Comp Therapy

Printed Name: Daniela Garcia Title: Executive Director

Signature: *Daniela Garcia* Date: 06/01/2025

Exhibit A

RELATED SERVICES	Hourly Rate
Adapted Physical Education (APE)	\$ 156
Assistive Technology (AT)	\$ 156
Augmentative Alternative Communication (AAC)	\$ 156
Behavior Intervention Development (BID)	\$ 138
Behavior Intervention Implementation (BII)	\$ 56
Counseling & Guidance	\$ 111
Deaf or Hard of Hearing (DHH)/Audiological Services	\$ 169
<u>Health & Nursing Services</u>	
Certified Nursing Assistant (CNA)	\$ 52
Licensed Vocational Nurse (LVN)	\$ 62
School Nurse/Registered Nurse (RN)	\$ 121
<u>Language & Speech Services</u>	
Speech-Language Pathologist (SLP)	\$ 138
Speech-Language Pathologist Assistant (SLPA)	\$ 101
<u>Occupational Therapy Services</u>	
Occupational Therapist (OT)	\$ 138
Certified Occupational Therapist Assistant (COTA)	\$ 101
Physical Therapy (PT)	\$ 160
Psychological Services (ERICs Counseling)	\$ 138
Recreational Therapy	\$ 160
Social Work Services	\$ 138

OTHER SERVICES	Hourly Rate
Case Manager	\$ 121
Resource Specialist Teacher (RSP)/ Specialized Academic Instructor (SAI)	\$ 84
Special Education Aide (Sped Aide)	\$ 56
Interpreter/Translation Services	\$ 121
Program Administrator	\$ 250
Professional Development	\$ 250

In accordance with California labor law, both Comp Therapy and the Client must ensure that all employees receive the legally required number of breaks when services are performed at the Client's work site.

SERVICES

Program Support Package: Includes initial consultation meeting, implementation of services, and program setup. A fee of \$500 per school site will be applied annually.

Minimum On-Site Service Charge: There is a three (3) hour on-site minimum for all service providers, except BI/Sped Aide services have a 6-hour on-site minimum.

Minimum Virtual Service Charge: There is a 1-hour minimum for all service providers.

Schedule Change without Notification: If Client does not provide Comp Therapy personnel with at least one business days' notice of a student absence or change in the school/student schedule, Client will be charged the amount equal to the scheduled service.

BI/Sped Aide On-Site Service: If a student is absent or their schedule is changed without prior notice to the BI/Sped Aide, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided to the BI/Sped Aide at least one (1) business day in advance and/or before the provider is en route or present at the school site. During the student's absence, the Client may retain the BI/Sped Aide on site to perform alternative duties within their scope of practice.

LVN/CNA On-Site Service: If a student is absent or their schedule is changed without prior notification to the LVN/CNA, the Client will be charged a six (6) hour service fee. Notification of any schedule changes must be provided before the LVN/CNA is en route or present at the school site. In the event of the student's absence, the Client may retain the LVN/CNA on site to perform other duties within their scope of practice.

Cancellation of On-Site/Virtual Meetings: If an IEP meeting is cancelled, Client must inform provider at least one day in advance. If Client fails to do so, they will be charged a 1-hour service fee.

Hours: Comp Therapy personnel are permitted to complete designated work offsite. Non-direct service hours may include, but are not limited to, IEP development, participation in IEP meetings, documentation, treatment planning, progress reports, and caseload service. Off-site work hours will be billed in 15-minute increments.

ASSESSMENT AREAS	Hourly Rate
Adapted Physical Education Assessment	\$ 156
Academic Achievement (completed by Case Manager)	\$ 121
Assistive Technology Assessment	\$ 156
Augmentative Alternative Communication (AAC) (completed by AT or SLP)	\$ 156
ERICS Assessment (completed by School Psych)	\$ 138
Deaf or Hard of Hearing Assessment	\$ 169
Functional Behavior Assessment (completed by BID Provider)	\$ 138
Health Assessment Vision, Hearing, and Scoliosis Screening	\$ 405 flat rate \$ 10 per student
Occupational Therapy Assessment	\$ 138
Physical Therapy Assessment	\$ 160
Psycho-Educational Assessment (completed by School Psych)	\$ 138
Recreational Therapy Assessment	\$ 160
Social Emotional Assessment (completed by School Psych)	\$ 138
Language & Speech Assessment (completed by SLP)	\$ 138
Independent Education Evaluation - IEE	Contact for pricing

ASSESSMENTS

For Scheduled In-Person Assessments: To avoid a three (3) hour service fee per assessment, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route and/or on site, and unable to assess student, Client will be charged a three (3) hour service fee. Billed student absence time will not count toward the maximum assessment billing hour allotment.

For Scheduled Virtual Assessments: To avoid a one and a half (1.5) hour service fee per virtual assessment, the Client must notify the assessor or Comp Therapy at least one business day in advance of any changes to the student's schedule or in the event of a student absence. If the assessor is notified on the day of the assessment of the student's unavailability, the Client will be charged a one and a half (1.5) hour service fee for each assessment. Billed student absence time will not count toward the maximum assessment billing hour allotment.

RUSH Rate: If Client requests an assessment to be completed within 30 calendar days or less of deadline. Client will be charged a RUSH RATE of \$167 per hour. Health Assessment RUSH Rate will be charged \$485 per assessment.

CPI NONVIOLENT CRISIS INTERVENTION (NCI) TRAINING

Comp Therapy offers CPI Nonviolent Crisis Intervention Training to faculty/staff. Nonviolent Crisis Intervention (NCI) Training prepares your staff to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods. NCI rates begin at \$150.00 per faculty/staff member, with a minimum of 10 participants.

PROFESSIONAL ENRICHMENT WORKSHOP

Comp Therapy offers customizable Professional Enrichment Workshops for comprehensive faculty and staff training, structured to provide essential training to address the needs of students enrolled in special education programs. Each workshop is presented by a licensed or credentialed professional in the relevant field. Workshop fees range from \$1,500 to \$3,000 per workshop.

Below are Professional Enrichment topics that may benefit your school. These workshops can be customized to meet your school's specific needs:

PROFESSIONAL ENRICHMENT WORKSHOP TOPICS
Behavior Management in the Classroom Setting
Assistive Technology in the Special Education Classroom
Behavioral Interventions and Classroom Management for Students with Disabilities
Best Practices for Writing & Implementing IEPs
Data-Driven Decision Making in Special Education
Fostering Collaboration between General & Special Education Staff
Building Strong Partnerships & Engagement with Families

Billing Descriptions: Related Service Providers

Description	Action Item	Billing Hours (15-min increments)
Caseload Service	Set-up caseload at the beginning of the school year/assignment (review PLP/goals, create service schedule)	Start to End Time
	Adding new student(s) to current caseload	30 mins
Collaboration/Consultation	Teacher/Parent/School Staff Meetings Collaboration with school site lead/ sped team	Start to End Time
Direct Services	Direct services to students *Include student initials	Start to End Time
Documentation	Session Notes in IEP data base	15 min per student
	Service Delivery Report	15 min
	Progress reports	15 min per student
IEP Development	Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Creating new PLPs - Creating new goals - Updating services - Updating IEP information after IEP meeting	2 hours
IEP Meeting	IEP Meeting	Start to End Time
Treatment Planning	Prep Time (dependent on caseload)	Up to 5 hours/week

Billing Descriptions: Case Manager

Description	Action Item	Billing Hours (15-min increments)
Academic Assessment	Assessing student & Writing the report	Up to 12 hours
Caseload Service	Scheduling IEPs Setting up Master Calendar at the beginning of the year/assignment Progress Reports Compliance Reports Creating PWNs Post IEP Meeting items	Start to End Time
Collaboration	School Staff Meetings Teacher Meetings Parent calls/meetings	Start to End Time
Documentation	Entering services in database	Start to End Time
IEP Development	Writing an IEP per student	Up to 5 hours
IEP Meeting	IEP Meeting	Start to End Time
Transition Assessments	Conducting Interviews, observations, & writing report	Up to 6 hours

Billing Descriptions: Assessments

Assessment Area	Billing Hours
Academic Assessment	12
Adapted Physical Education (Gross Motor)	14
Assistive Technology Assessment/AAC	18
Deaf or Hard of Hearing/DHH	10
Functional Behavior Assessment	26
Language & Speech Assessment (Articulation, Language, Fluency, Voice)	16
Occupational Therapy Assessment (Fine Motor)	14
Physical Therapy Assessment	14
Psycho-Educational Assessment (General Ability, Auditory & Visual Processing, Language, Motor, Social Emotional, Adaptive Behavior)	34
Recreational Therapy Assessment	16

All assessments include:

- Records Review
- Teacher/Staff Interview
- Parent/Caregiver Interview
- Formal & Informal Observations
- Administering Assessment Batteries
- Scoring & Analyzing Data
- Report Writing

CONTRACT EXTENSION

☐ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number)

3

Agreement Number (Base year)

201602

1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

School Nutrition Plus EIN: 46-2182609

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2025** Expiration date: **6/30/2026**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$279,046.35 (maximum dollar amount)

4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**



CURRENT COST PER MEAL

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	33,345	\$2.38	\$79,361.1
Lunch	38,475	\$4.15	\$159,671.25
Snacks	25,650	\$1.11	\$29,581.5
TOTAL			\$268,613.85

2025-2026 Cost per meal. Increase of 5.1% per Los Angeles November 2024 CPI

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast*	33,345	\$2.48	\$82,695.60
Lunch**	38,475	\$4.33	\$166,596.75
Snacks	25,650	\$1.16	\$29,754
TOTAL			\$279,046.35

*Special Diet Breakfast: \$3.50 ** Special Diet Lunch: \$5.50, Pizza: \$5.50, Premium Lunch: \$5.70

FOOD SERVICE MANAGEMENT COMPANY	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> School Nutrition Plus	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING Emily Burson, CEO	
ADDRESS 6424 Clara St., Bell Gardens, CA 90201	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME PUENTE Learning Center	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING Jerome Greening, Chief Executive Officer	
ADDRESS 501 S. Boyle Ave., Los Angeles, CA 90033	

INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

I. PARTIES AND EFFECTIVE DATE

This Agreement (“Agreement”) is made on _____, 2025 (the “Effective Date”), between Puente Learning Center, a Local Education Agency (“LEA”), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- ☐ K-8 Before/Afterschool Programs
- ☐ HS Before/Afterschool Programs
- ☐ Academic Intervention Programs
- ☐ ASES Expansion/Replication Programs
- ☐ Before School Enrichment Programs
- ☐ ELOP: Non-Instructional Days Programs
- ☐ ELOP: Multi-Provider Oversight & Mgmt
- ☐ Enrichment Academy Programs
- ☐ Intramural Sports Programs
- ☐ TK/UPK/Kinder Programs
- ☐ Licensed School-Age Care Programs
- ☐ Physical Education Programs
- ☐ Saturday Academy Programs
- ☐ State-Funded Preschool & Early Childhood Education Programs
- ☐ Summer Learning Programs
- ☐ Tutoring & Homework Center Programs
- ☐ Yard Duty Supervision Programs



II. LOCATIONS AND TERM

The LEA is contracting with THINK TOGETHER for provision of comprehensive Expanded Learning Programming, as defined herein, at Puente Learning Center (the “School Site”) for the ASES Program. The term of this contract is July 1, 2025 to June 30, 2026 (the “Term”), coterminous with and subject to the District’s receipt of its ASES grant and is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education (“CDE”). If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and THINK TOGETHER.

III. SCOPE OF SERVICES

A. Fiscal Agent

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.

B. Program Operations

Consistent with ASES provisions, the LEA contracts with THINK TOGETHER and THINK TOGETHER will operate an ASES program at the School Site. THINK TOGETHER will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, THINK TOGETHER will work collaboratively with the LEA on governance, operational management, and evaluation. THINK TOGETHER agrees to provide a high-quality program consistent with the guidelines established by the CDE, the LEA, and THINK TOGETHER for this grant.

THINK TOGETHER will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the LEA.

THINK TOGETHER will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Provide workers’ compensation insurance for THINK TOGETHER employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by THINK TOGETHER or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA’s pupils. If at any time during the term of this Agreement THINK TOGETHER is either notified by the U.S. Department of

- Justice or otherwise becomes aware that any employee of THINK TOGETHER performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, THINK TOGETHER agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.
6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by THINK TOGETHER as its intellectual property.
 7. Participate in all cross training for site coordinators and site staff.
 8. Complete site emergency plans and related staff training.
 9. Maintain ongoing communication between THINK TOGETHER staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
 10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
 11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
 12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
 13. Recruit and train volunteers to lower the students/adult ratios in the program.
 14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by THINK TOGETHER in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
 15. Regularly attend and participate in scheduled governance and operations meetings.
 16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
 17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
 18. Retain source documents related to attendance tracking for not less than five years.
 19. THINK TOGETHER shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.

IV. COMPENSATION

THINK TOGETHER will be paid 95% of the grant award from CDE (“THINK TOGETHER’s Fee”), according to Attachment A (“Payment Schedule”), attached hereto. Timing and amounts of payments will be made according to the Payment Schedule, attached hereto. If the funds received from the CDE change, a pro-rata adjustment to the maximum amount available for payment to THINK TOGETHER will be made and a revised Payment Schedule will be submitted to the LEA. THINK TOGETHER’s Fee will only be paid out of funds received by the LEA from the State. Notwithstanding the provisions above, any amount not timely



paid by the LEA and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to THINK TOGETHER.

V. EVALUATION AND REPORTING

THINK TOGETHER agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to THINK TOGETHER. If the LEA prefers to have THINK TOGETHER submit reports directly to the CDE on the LEA's behalf, the LEA shall provide THINK TOGETHER access to its CDE "ASSIST" account.

The LEA will provide THINK TOGETHER with any pertinent grant-related communications within five working days of receipt from the CDE. THINK TOGETHER will comply with all document requests from the CDE in accordance Federal Program Monitoring requirements.

Additionally, THINK TOGETHER will:

- Provide monthly attendance and snack reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by THINK TOGETHER and to provide access to all documents and electronic student data reasonably necessary for the performance of THINK TOGETHER's duties under this Agreement. THINK TOGETHER will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETS. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7)]

VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide THINK TOGETHER with access to and use of the LEA's facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school's site coordinator. Additionally, LEA agrees to provide the required daily snack as required under the ASES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASES match requirement.

VIII. INDEPENDENT CONTRACTOR

THINK TOGETHER is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as



creating a relationship of employer and employee, or principal and agent, between the LEA and THINK TOGETHER or any of THINK TOGETHER's agents or employees. THINK TOGETHER assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. THINK TOGETHER, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees.

IX. MUTUAL INDEMNIFICATION

THINK TOGETHER shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of THINK TOGETHER's negligent or willful acts and/or omissions in rendering any services hereunder. THINK TOGETHER shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning THINK TOGETHER or any employee of THINK TOGETHER and shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with THINK TOGETHER's performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless THINK TOGETHER and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA's negligent or willful acts and/or omissions in relation to this Agreement.

X. INSURANCE

During the entire term of this Agreement, THINK TOGETHER shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, THINK TOGETHER under this Agreement. All insurance policies shall state the name of the insurance carrier and name the LEA as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. THINK TOGETHER will name LEA and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the LEA prior to the commencement of services under this agreement. THINK TOGETHER agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days prior written



notice. Should any such policy of insurance be canceled or changed, THINK TOGETHER agrees to immediately provide the LEA true and correct copies of all new or revised certificates of insurance.

XI. ASSIGNABILITY

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by THINK TOGETHER without the prior written consent of the LEA.

XII. TERMINATION

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the LEA makes a good faith, reasonable determination that THINK TOGETHER is in default of its obligations under this Agreement, the LEA must provide THINK TOGETHER with a written request to cure the default. If the LEA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the LEA shall have the right to immediately terminate this Agreement upon written notification to THINK TOGETHER.

At any time during the performance of this Agreement, either the LEA or THINK TOGETHER, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, THINK TOGETHER shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to THINK TOGETHER, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

XIII. CONFLICT OF INTEREST

The LEA acknowledges that THINK TOGETHER has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that THINK TOGETHER has a legitimate expectation that its employees will continue their employment and career development with THINK TOGETHER during and after the Term of this Agreement, which gives THINK TOGETHER a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of THINK TOGETHER who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of THINK TOGETHER would be impaired if the LEA were to solicit and recruit THINK TOGETHER's personnel to leave



their employment with THINK TOGETHER during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:

A. No Solicitation of Employees

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

XIV. ENTIRE AGREEMENT

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by THINK TOGETHER and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

XV. SEVERABILITY

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

XVI. CALIFORNIA LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

XVII. AUTHORIZATION



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

XVIII. NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth Street, Suite 200B
Santa Ana, CA 92705

To: Puente Learning Center
501 S. Boyle Avenue
Los Angeles, CA 90033

To facilitate crisis management, LEA will provide to THINK TOGETHER the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.

[Signature page follows]



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

Puente Learning Center (the "LEA")

Think Together, Inc. ("THINK TOGETHER")

By: _____
Signature

By: _____
Signature

Printed Name

Randy Barth
Printed Name

Title

Founder & CEO
Title

Address

2101 E. Fourth St. Suite 200B
Address

City State Zip

Santa Ana, CA 92705
City State Zip

Telephone Number

714.543.3807
Telephone Number

Date

Date



Attachment A

Puente Learning Center Payment Schedule

Contract Amount

THINK TOGETHER's Annual Fee: \$144,981.52

Invoice Schedule

Ten monthly payments due on the first day of month, August, 2025 to May, 2026, of \$14,498.15 each

Expense Allocation Plan

Direct Service Expenses

Personnel

Position	Hourly Bill Rate
Site Program Manager	\$38.00
Program Leader	\$29.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision

Operating

Category	Cost
Technology Services	\$1,000.00 per site, per year
Elementary School Consumable Supplies	\$300.00 per site, per month, plus \$400.00 start-up allocation per site, per year

Administrative Expenses

Category	Cost
THINK TOGETHER Administrative Expense	10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.

Attendance Targets



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

Total ASES Funding	Required Present Records (Total funding / \$10.18)	Total ADA (Present records/180 days)
\$152,612.13	14,992	83.29

Projected Budget (2024-25)

1 Site Coordinators @ \$38/hour x 38 hours/week x 52 weeks	\$75,088
4 Program Leaders* @ \$23/hour x 18.75 hours/week x 37 weeks	\$80,475
Technology Services @ \$1,000 per school x 1 school	\$1,000
1 Elementary School Consumables @ (\$300/month x 10 mo.) + \$400	\$3,400
<i>Total Direct Services</i>	\$159,963
Administrative Expense @ 10%	\$15,996
Total Expenses	\$175,959

Amount charged to District	\$144,981.52
Cash Match Contributed by THINK TOGETHER	\$30,978
Percentage of Grant Amount Allocated to District Services	104.82%

*Program Leaders estimated at 1 per 20 students ADA.

Attachment B

DATA SHARING

THINK TOGETHER DATA SHARING

Think Together is committed to student safety and confidentiality of student information and abides



ENSURING STUDENT SAFETY AND
COMPLIANCE THROUGH PARTNERSHIPS

32705



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2025-26, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$580,173. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.



PUENTE Charter School
Interim Financial Statements
As of and for the period Ended March 31, 2025
with comparative financial information for June 30, 2024

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PUENTE Charter School
Statement of Activities
July 1 through March 31, 2025
with Comparative YTD Budget

	ADA	291		291		291
		Actual 3/31/2025		YTD Budget 3/31/2025	Variance	Annual Budget 6/30/2025
Operating revenue						
LCFF - State Aid	\$	1,827,358	37.02%	\$ 1,751,715	\$ 75,643	\$ 2,335,620
Prop 30 - Education Protection Account		412,163	8.35%	668,551	(256,388)	891,403
Other Fed Income		263,899	5.35%	115,828	148,071	154,432
Special Ed Current Yr		264,634	5.36%	259,890	4,744	346,521
State Lottery - Charter Prop 20		9,897	0.20%	10,404	(507)	13,872
Non-Prop Lottery Education Appointment		39,857	0.81%	37,441	2,416	49,921
Other State Revenue		1,140,668	23.11%	1,133,724	6,944	1,432,464
District pymt in lieu of Prop Tax		962,168	19.49%	822,686	139,482	1,096,913
Property Tax pymt Prior Yr		10,612	0.21%	-	10,612	-
Total operating revenue	\$	4,936,706		\$ 4,800,239	\$ 136,467	\$ 6,321,146
Operating expenses and losses						
Salaries		2,352,284		2,576,150	(223,867)	3,434,867
Employee benefits		320,368		315,890	4,478	421,281
Taxes		176,123		205,446	(29,323)	273,875
Workers Compensation		43,275		46,406	(3,132)	61,875
Total personnel cost	\$	2,892,049	58.8%	\$ 3,143,893	\$ (251,844)	\$ 4,191,898
Building Lease		236,997	4.82%	237,000	(3)	316,000
Professional Services		577,748	11.74%	344,524	233,224	407,116
Special Ed Contract		218,845	4.45%	181,334	37,511	248,834
Special Ed Fair Share		192,850	3.92%	168,317	24,533	232,137
Food Service Contract		158,238	3.22%	165,000	(6,762)	220,000
Utilities		58,045	1.18%	40,500	17,545	54,000
Insurance		80,643	1.64%	49,833	30,810	60,670
Dues & Subscriptions		79,868	1.62%	32,691	47,177	43,588
Accounting		23,792	0.48%	35,740	(11,948)	42,140
Security		68,793	1.40%	48,465	20,328	64,003
Depreciation		68,517	1.39%	37,500	31,017	50,000
Equipment/Bldg & Repairs		25,185	0.51%	29,102	(3,917)	21,242
Supplies		15,897	0.32%	16,508	(610)	21,991
Students Activities		18,212	0.37%	19,000	(788)	28,000
Texbooks		39,768	0.81%	55,850	(16,082)	57,850
Maintenance supplies		20,003	0.41%	17,550	2,453	36,930
Telephone		17,757	0.36%	6,883	10,874	9,010
Staff Development		35,852	0.73%	29,545	6,307	36,019
Advertising & Publicity		21,560	0.44%	11,016	10,545	12,735
Education supplies		14,202	0.29%	13,512	690	18,822
Payroll Fees		23,054	0.47%	17,473	5,581	23,360
Printing and Reproduction		5,694	0.12%	9,963	(4,268)	13,650
Gifts		3,941	0.08%	-	3,941	4,750
Postage & delivery		2,476	0.05%	1,953	523	2,415
LACOE - Administravie Fees		2,250	0.05%	2,250	-	3,000
Meals & Entertainment		5,259	0.11%	-	5,259	-
Furniture & Fixtures		382	0.01%	-	382	-
Computer supplies		783	0.02%	-	783	-
Furniture & equipment		662	0.01%	-	662	-
Equipment lease		6,865	0.14%	3,290	3,575	4,387
Furniture & equipment rental		-	0.00%	22,000	(22,000)	22,000
Meetings & Workshops		379	0.01%	4,200	(3,821)	6,200
Property Tax		185	0.00%	1,184	(999)	1,458
Travel		2,772	0.06%	5,000	(2,228)	7,500
Total Operating Expenses	\$	2,027,476		\$ 1,607,182	\$ 420,294	\$ 2,069,808
Total Expenses	\$	4,919,526		\$ 4,751,075	\$ 168,451	\$ 6,261,706
Operating revenue in excess of operating expenses	\$	17,180		\$ 49,164	\$ (31,984)	\$ 59,440
(Other items considered to be nonoperating)						
Interest income		-		-	-	-
Change in net assets	\$	17,180		\$ 49,164	\$ (31,984)	\$ 59,440
Non-cash items - Depreciation		68,517		37,500	31,017	50,000
	\$	85,698		\$ 86,665	\$ (967)	\$ 109,441
Cost per Student	\$	16,906		\$ 16,327		\$ 21,518

PUENTE Charter School
Statement of Financial Position
As of March 31, 2025

ASSETS	Actual 3/31/2025	Actual 6/30/2024	Change \$
Current assets			
Cash (Charter School Savings)	\$ 790,138	\$ 801,998	\$ (11,860)
Cash (Capital Campaign)	5,833	5,820	13
Cash and cash equivalent	795,972	807,818	(11,847)
Accounts receivable, net	691,225	614,217	77,008
Due from other programs	-	0	-
Receivables (net)	691,225	614,217	77,008
Total Current Assets	1,487,197	1,422,035	65,162
Land, building and equipment			
Furniture, Fixtures & Equipment	655,460	533,572	121,890
Work in Progress	811,418	811,418	-
Less: Depreciation	(297,706)	(230,608)	(67,098)
	1,169,172	1,114,382	54,791
TOTAL ASSETS	\$ 2,656,368	\$ 2,536,417	\$ 119,953
LIABILITIES AND NET ASSETS			
Current liabilities			
Deferred revenue	201,292	416,259	(214,967)
Accrual	-	41,081	(41,081)
Due to other programs	541,949	183,131	358,818
Total Current Liabilities	743,241	640,471	102,770
Net assets			
Change in Net Assets	\$ 17,180	\$	\$ 17,180
With donor restriction	500,136	500,136	-
Without donor restriction	1,395,810	1,395,810	-
Total net assets	1,913,127	1,895,946	17,180
Total liabilities and net assets	\$ 2,656,368	\$ 2,536,417	\$ 119,950
Matrix Analysis:	-	-	
Working Capital	\$ 743,956		
Cash Ratio:	1.07		
Quick Ratio:	2.00		
Burn Rate	\$ 546,614		
Months of Cash on Hand	1.5		
Debt-to-equity ratio	0.388		

PUENTE Charter School
Statement of Cash Flow
For the Month Ended March 31, 2025

	Actual 03/31/2025	Audited 6/30/2024
Cash flows from operating activities:		
Change in total net assets	\$ 17,180	\$ 28,788
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	67,098	77,107
Changes in operating assets and liabilities:		
Accounts receivable	(77,006)	(90,791)
Contributions receivable	-	-
Accrual	(41,081)	41,081
Deferred revenue	(214,967)	(252,314)
Due to other programs to the Center	358,818	34,420
Net cash used by operating activities	110,043	(161,709)
Cash flows from investing activities:		
WIP Contingency purchases	-	(273,246)
Purchase of property and equipment	(121,889)	(68,973)
Net cash used in investing activities	(121,889)	(342,219)
NET DECREASED IN CASH	(11,846)	(503,925)
CASH - BEGINNING	807,818	1,311,741
CASH - ENDING	\$ 795,972	\$ 807,818

PUENTE Charter School
Capital Expenditures
Work in Progress & Completion Percentage

Vendor	FY 2018-19	FY 2019-20	FY 2020-21	FY 2022-23	FY 2023-24	Total	% of Completion
Berliner Architects	109,403	27,002	-	1,874	27,868	166,148	100%
Brandow & Johnston	5,310	-	-	-	-	5,310	100%
BTC	756	-	-	-	-	756	100%
City of Los Angeles	25,437	34,530	-	-	-	59,967	100%
Craig Lawson & Co, LLC	32,508	33,842	-	-	-	66,350	100%
Department of Transportation	1,175	7,480	-	-	-	8,655	100%
GeoSystems Inc.	3,500	3,225	-	-	1,000	7,725	100%
Gibson Transportation	4,000	12,639	-	-	-	16,639	100%
Ter Molen Watkins	-	10,000	-	-	-	10,000	100%
Mata Construction				194,491	148,378	342,869	100%
Marx Okubo				31,000	96,000	127,000	100%
Grand Total	182,089	128,718	-	227,365	273,246	811,418	

MEMORANDUM

To: Finance Committee Members
From: Angelica Castro
Vice President of Finance, PUENTE Charter School
Date: May 20, 2025
Re: Summary of Financial Results as of March 31, 2025

The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of March 31, 2025. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended March 31, 2025 with comparative YTD Budget.
2. Statement of Financial Position as of March 31, 2025.
3. Statement of Cash Flow as of March 31, 2025.

1. Statement of Activities Analysis:

As of March 31, 2025, the Charter School reported total revenue and expenses of \$4,936,706 and \$4,919,526 respectively; with a total net surplus of \$17,180.

Line items to highlight are as follow:

- Personnel Cost: Personnel cost was \$2,892,049 or approximately 58.8% of percentage allocation. Total actuals were below budgeted amount by \$251,844. This was mainly due to savings associated with the temporary outsource of our maintenance department as well as unfilled positions. e.g., Athletic Coach & Behavioral Interventionist.
- Professional Services: Professional Services were \$577,748 or approximately 11.74% of percentage allocation. Total actuals of \$577,748 are above budgeted amount. This was mainly due to the temporary outsource of the maintenance department as well as a Behavioral Interventionist.
- Special Ed Contract: Special Ed Contract expenses were \$218,845 a 4.45% of expense allocation. Expenses were above budgeted amount by approximately \$37,511. This was mainly due to timing and the hiring of Behavior Instructors to oversee the expanded health and wellness component require by the CDE for ESSERS funding.
- Special Ed Fair Share: The Charter School is fiscally responsible for a partial payment of expense associated with Special Education Programs that the School District is responsible for and pays for out of its General Fund.
 - Special Ed Fair Share expenses were \$192,850 or 3.9% expense allocation. It exceeded our annual budgeted amount by approximately \$24,533.
- Dues and Subscription: Dues & Subscription expenses were \$79,868 or approximately 1.62% of expenses allocation. It exceeded budgeted amount by \$47,177. This was mainly due to the addition of new educational subscriptions such as IXL Learning, Committee for Children, Wonders Literacy Grades K-5 & Amplify Education.

2. Statement of Financial Position

- Cash & Cash Equivalent: Cash balance was \$795,972. A decrease of \$11,847 from June 30, 2024. This was mainly due to the following:
 - Accounts Receivable: Increase of accounts receivable of \$77,008.
 - Property Plan & Equipment: Net increase of PP&E of \$119,953.

- Deferred revenue: Deferred revenue was \$201,292. A decrease of \$214,967 in advance payments.

Financial Key Indicators

Working Capital

- The Working Capital: PUENTE has \$743,956 available for current and future use.

Asset performance.

- Cash Ratio is \$1.07: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$1.07 of liquid cash.
- Quick Ratio \$2.00: Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has 1.5 months of cash on hand.

Capitalization structure assesses long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.388. This ratio indicates that most of PUENTE's assets and resources are provided by funding from the school district and not creditors or vendors. PUENTE Charter uses \$0.388 of debt financing for every \$1 of equity financing.

3. Statement of Cash Flow

The Charter School's cash decreased by \$11,846. This decrease was mainly due to the following:

- As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$67,098 is added to the net deficit to reconcile the cash from operations.
- Accounts receivable increased by \$77,006. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$77,006 is subtracted from the net surplus.
- Deferred revenue decreased by \$214,967. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$214,967 is subtracted from net surplus.
- Due to Other Programs increased by \$358,818. Increasing liabilities means that we are paying obligations later rather than sooner increasing available cash. The \$358,818 is added to the net surplus.
- Property/Equipment & WIP increased by a total of \$121,889. This was mainly due to payments related to the purchase of laptops and desktop computers for our students and staff as well as the purchase and installation of Epson Brightlink Interactive Projectors & Whiteboards to all Charter classrooms. The increase resulted in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- The total decrease in cash of \$11,846 is subtracted from the beginning cash of \$807,818 resulting in ending cash balance of \$795,972.

**PUENTE Charter School
Proposed Budget
Fiscal Year Begins
FYE 2025-26**

Average Daily Attendance (ADA)	298	291
Revenue Per Student	\$ 22,275	\$ 21,042
	FYE 2025-26 Proposed Budget	FYE 2024-25 Proposed Budget
Prop 30 - Education Protection Account	580,173	891,403
LCFF - State Aid	2,833,980	2,335,620
ECIA/ESEA/IASA	10,609	10,609
Other Fed Income	176,116	333,060
Special Ed: IDEA Basic Local Assistance - CY	268,173	276,697
State Lottery - Charter Prop 20	25,542	13,872
Non Prop 20 Lottery Education Apportionment K-12	59,495	49,921
Other State Revenue	1,560,703	1,313,051
District pymt in lieu of Prop Tax	1,123,299	1,096,913
Charter School TOTAL	6,638,089	6,321,146
TOTAL REVENUE	6,638,089	6,321,146
EXPENSES		
Salaries	1,712,199	2,029,587
Salaries - Certificated Charter Position	1,665,779	1,405,257
Benefits	452,978	421,281
Payroll Taxes	269,138	273,875
Workers Comp Insurance	60,089	61,875
Salaries, Wages & Benefits	4,160,182	4,191,875
Professional Services	483,030	407,116
Building Lease	405,662	316,000
Food Service Contract	268,418	220,000
Special Ed Contract	293,742	248,834
Special Ed Fair Chair	251,626	232,137
Insurance	61,207	60,670
Security	116,310	64,003
Utilities	75,240	54,000
Dues & Subscriptions	39,816	43,588
Depreciation	50,000	50,000
Textbooks	60,550	57,850
Staff Development	49,848	36,019
Accounting	45,855	42,140
Payroll Fees	26,240	23,360
Maintenance Supplies	28,500	23,250
Advertising & Publicity	13,523	12,735
Student Activities	31,000	28,000
Telephone	10,119	9,010
Supplies	17,941	21,991
Maintenance Contract	14,480	13,680
Education Supplies	22,532	18,822
Equipment & Bldg Repair	22,842	21,242
Equipment Lease	5,587	4,387
Printing and Reproduction	17,400	13,650
Meetings & Workshops	7,200	6,200
Gifts	4,750	4,750
Travel	10,000	7,500
Postage and Delivery	2,520	2,438
LACOE - Administrative Fees	3,000	3,000
Equip & Furniture	22,000	22,000
Property taxes	149	1,458
Operating Expenses	2,461,086	2,069,831
TOTAL EXPENSES	6,621,268	6,261,706
Change in net assets from operations	16,821	59,440
Plus/(Less): Non-Cash Items		
Depreciation	50,000	50,000
Cash Surplus/Deficit (-)	66,821	109,440



2025 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2025

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science				X	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education -N/A					
Health Education Content Standards			X		
Physical Education Model Content Standards					X
Visual and Performing Arts					
World Language – N/A				X	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in

continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes **(Limit responses to 3,000 characters)**

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families .	To build relationships between school staff and families, PUENTE has implemented several collaborative strategies. ParentSquare communication system has served families in having information readily available. This system allows parents to stay up to date with

	<p>school activities, sign documents, message school staff or leave them direct voice messages. Parents are able to comment on posts, and a staff member replies to them within 24 hours. All of the information is available to families in their preferred language. The feedback from the majority of families is that there is great communication at PUENTE as evidenced by the needs assessment survey.</p> <p>Building relationships begins before the school year with an orientation, Meet & Greet, and 1-1 introductory meetings. The orientations are available in the family's preferred language. The majority of our staff is bilingual. The Meet & Greet takes place a couple of weeks before school begins and it gives families and opportunity to meet the entire school staff, sign up for our ASES program, purchase uniforms and get all of their questions answered. The introductory meetings are an additional opportunity for the teacher to get to know the family and incorporate some of their findings to best support the student in the classroom.</p> <p>Additionally, we engage families through our community services and enriching activities. For instance, we maintain regular communication with families to discuss attendance expectations, provide them with resources and support services, and involve parents and caregivers in decision-making through student attendance review meetings (SART meetings). These meetings help us assist families whose students face challenges attending classes regularly and collectively address any achievement gaps identified in interim assessments. We emphasize the importance of strong student attendance to parents, highlighting its impact on student success.</p>
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	<p>Moreover, we offer student counseling services in and outside of the school to provide support to those who may be grappling with social and emotional issues. We recognize our responsibility to continue supporting our Hispanic learners, English Learners, and socially and economically disadvantaged students, as well as all families requiring assistance in improving their student's school attendance and ensuring overall success in school. This year we incorporated Care Solace, a service that connects families to mental health support outside of school. This is available for the entire community.</p> <p>Throughout the year, we have regular monthly family nights, monthly food distribution, monthly Coffee with the Principal, and monthly Coffee with the Counselor. We also have student led conferences twice a year, another opportunity for staff and parents to come together for a common goal. These are some of the current strengths in building relationships.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.</p>	<p>We have a call to action in strengthening and maintaining relationships between school staff and families. We plan to promote the monthly Family Nights and Coffee with the Counselor strategically to increase the participation rate. We must have teachers also promote family nights and provide students/families a "sneak preview" of what they will be seeing during Family Night.</p> <p>In addition, we plan to have information in print for families who prefer hardcopies of information.</p>

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to **Building Relationships Between School Staff and Families.**

To improve the engagement of underrepresented families in building relationships between school staff and families, PUENTE has identified key practices that have been effective during the self-reflection process. These practices will be maintained and sustained throughout the next academic year.

Community connections play a vital role in understanding the cultural context and specific needs of underrepresented families. PUENTE has established relationships with community partners, like Comp Therapy and most recently Unidos US for special education, have deepened our understanding and facilitated collaboration and engagement with underrepresented families. We will continue to prioritize and strengthen these community connections.

Additionally, organizing school events and celebrations that recognize and celebrate the cultures, traditions, and contributions of underrepresented families is another effective strategy. This fosters a sense of belonging and pride, encouraging active participation and engagement from underrepresented families. For instance, the increase in newcomers has encouraged us to continue learning about other cultures.

Furthermore, the Parent Advisory Council Committee, Community Schools Steering Committee, ELAC, will be strengthened to ensure representation from underrepresented families. These types of committees provide a platform for families to share their experiences, perspectives, and suggestions, serving as a bridge between the school and underrepresented communities. Their input is actively sought and incorporated into decision-making processes related to programs and practices. Vision y Compromiso

	<p>has also been a partnership that has allowed families to share their ideas and needs. To enhance cultural competence among staff, comprehensive training will be provided. This training enables staff to understand the unique needs, perspectives, and communication styles of underrepresented families, fostering a welcoming and inclusive environment that promotes meaningful engagement. This practice will be continued and improved upon in the upcoming academic year. Professional development on cultural competence, implicit bias, and effective family engagement strategies.</p>
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Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes .	Based on the analysis of educational partner input and local data, PUENTE demonstrates several current strengths and significant progress in Building Partnerships for Student Outcomes. One notable strength lies in the effective collaboration between the instructional team and dedicated paraprofessionals within each classroom. This cohesive effort allows for the implementation

	<p>of a MTSS approach for academics with small group and one-on-one instruction, which proves instrumental in supporting the learning needs of students who are not showing sufficient growth. Data review meetings every 6-8 weeks was effective in identifying the tier of support needed for each student. Such meetings include the teacher, Intervention Coach and Principal.</p> <p>Our SST process has been systemized and clear for all stakeholders. This allows for a clear process for referring students that need additional support and/or accommodations. This system has served as a screener for students that may qualify for special education through an IEP. This is led by the Intervention Coach whom in most instances has worked 1-1 with students being referred to special education services.</p> <p>The monthly family nights, which focus on a different core area, allows parents to understand the grade level standards in each of the areas. Parents walk away with tangible activities and resources that they can use at home to continue supporting their students at home. Student Led Conferences in the Fall and Winter have also allowed for parents to fortify the relationship with school staff.</p>
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes .	An area of growth is the communication and explanation of how to support students at home even if the parent's language is something other than English.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes .	To improve engagement with underrepresented families and building partnerships for student outcomes, PUENTE recognizes the importance of sustaining effective practices. PUENTE prioritizes frequent and consistent communication, delivered in a language that families can understand. This approach ensures that underrepresented families feel connected and informed. Having more opportunities for

	parents to meet in person with school staff may also support this area.
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Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making .	A survey is administered twice a year to all educational partners. The surveys are aligned and measure similar areas for the different groups. The input received by the other partners is reviewed promptly. We use the database system, Panorama, as our hub to

	<p>hold survey results from parents, students, and staff.</p> <p>In addition, we have monthly coffee with the principal and weekly staff meetings, making it very convenient when seeking input for decision-making.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.</p>	<p>We are committed to strengthening our Advisory Council Committee, Community Schools Steering Committee, and ELAC, which include representatives from underrepresented families. These committees serve as a platform for families to share their experiences, perspectives, and suggestions. They act as a bridge between the school and underrepresented communities. During these meetings, we actively seek parental input and involve them in decision-making processes related to programs and practices. An area of growth is to improve the number of participating families. We must provide a flexible approach to accommodate the preferences in time and in person or virtual meeting options for families and increase their participation. We hope to meet families where they are and offer these opportunities during times that are convenient for them to attend.</p>
<p>Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.</p>	<p>Our aim for the upcoming academic year is to engage more families, specifically underrepresented families. In order to achieve this, we must consider the time and day that most families are available. Having families spread the word about the meetings on-site/virtual, is key.</p> <p>In addition, we must seek a higher survey participation rate. Oftentimes, families express that they do not know how to access surveys and prefer a hard copy of the survey.</p>

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. For each prompt **limit response to 3,000 characters**. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Response:

The Winter 2025 Panorama Education survey collected data from 124 students in grades 3-5 at Puente Charter School, measuring three key domains of school climate and student well-being. The survey provides overall scores and national percentile comparisons for each domain.

The current survey data is not disaggregated by student groups (e.g., race/ethnicity, gender, English learner status), which limits deeper analysis of potential disparities in school climate experiences among different populations. Future survey administrations could benefit from collecting and reporting disaggregated data to better identify targeted supports for specific student groups.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response:

Response:

Identified Areas of Strength

Strong Support Networks: The most significant strength revealed in the survey is the robust support system available to students (93% favorable, 80th-99th percentile nationally). This indicates successful relationship-building efforts between:

- School staff and students (94% have a trusted adult at school)
- Students and their families (96% have supportive relationships outside school)
- Peer-to-peer connections (89% have reliable friends)

Improving Emotional Climate: The 5-point increase in Positive Feelings (now 70% favorable) suggests that school initiatives to improve emotional well-being are showing progress. Students report high levels of:

- Excitement (85% favorable)
- Happiness (73% favorable)
- Feeling safe (63% report feeling safe "almost always")

Positive Trajectory: Two of three measured domains show improvement from the previous survey period, indicating that overall school climate is moving in a positive direction despite challenges.

Identified Areas of Need

Critical Social Skills Gap: The Social Awareness domain (55% favorable, 0th-19th percentile nationally) represents an urgent area for improvement, particularly given its 5-point decline. Specific skills needing development include:

- Recognizing others' achievements (only 39% regularly compliment peers)
- Conflict resolution (only 42% can disagree without arguments)
- Emotional articulation (only 49% can clearly describe feelings)
- Self-advocacy without diminishing others (54% favorable)

Peer Relationship Dynamics: While 89% of students report having a supportive friend, the lower scores on getting along with different students (58%) suggest challenges with forming relationships across differences.

Emotional Connection: "Feeling loved" scored lowest (60%) within the otherwise positive Feelings domain, indicating a potential disconnect between supportive structures and emotional fulfillment.

Data Limitations & Implications

The absence of disaggregated data by student groups (race/ethnicity, gender, language status, etc.) limits our ability to identify potential disparities in climate experiences. This represents a significant gap in understanding whether certain student populations experience the school environment differently, particularly regarding:

- Which student groups might be driving the low Social Awareness scores
- Whether all groups experience supportive relationships equally
- If emotional safety varies across student populations

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

Based on the analysis of Puente Charter School's climate survey data, the following modifications to existing structures are recommended to address identified needs while building upon current strengths:

Curriculum and Instructional Policy Revisions

1. **Integrated SEL Curriculum Implementation:** Revise the daily instructional schedule to incorporate 15-20 minutes of explicit social-emotional learning instruction focusing specifically on:
 - Perspective-taking and empathy building exercises
 - Conflict resolution protocols and peaceful disagreement practices
 - Emotion vocabulary development and self-expression techniques
2. **Peer Recognition System:** Establish a formal peer recognition program within each classroom where students nominate peers for weekly acknowledgments, addressing the significantly low rate (39%) of students complimenting others' accomplishments.

Assessment and Data Collection Procedures

3. **Disaggregated Data Collection Protocol:** Modify survey administration procedures to collect demographic information that allows for analysis by student groups (race/ethnicity, gender, language status) while maintaining appropriate privacy protections.
4. **Interim Progress Monitoring:** Implement quarterly mini assessments specifically targeting social awareness skills to track progress between formal survey administrations, rather than waiting for annual data.

Professional Development Adjustments

5. **Staff Training Reallocation:** Redirect 30% of existing professional development time toward targeted training on facilitating student conflict resolution and emotional regulation strategies, based on the identified weaknesses in these specific areas.
6. **Classroom Observation Focus:** Revise the existing teacher observation rubric to include specific indicators for monitoring and supporting social awareness skill development during regular instruction.

Community Partnership Procedures

7. **Family Workshop Series:** Develop a parent/guardian workshop series focused on reinforcing the same social awareness skills at home, creating consistency between school and home environments.
8. **Community Mentorship Program:** Establish procedures for pairing students demonstrating social awareness challenges with appropriate community mentors who model these skills effectively.

Disciplinary Policy Modifications

9. **Restorative Practices Implementation:** Replace punitive elements of the current disciplinary system with restorative justice procedures that explicitly teach conflict resolution skills identified as lacking in the survey data.
10. **Self-Regulation Spaces:** Designate and equip "calm corners" in each classroom and common spaces with tools and visual supports for emotional regulation and reflection.

Administrative Monitoring Procedures

11. **Leadership Team Accountability:** Add social-emotional learning metrics to administrative team meeting agendas with the same priority as academic data review.
12. **Resource Allocation Review:** Conduct quarterly assessment of how time, personnel, and financial resources are supporting the development of identified social awareness skill gaps.

These structural changes aim to systematically address the identified social awareness deficits while preserving and building upon the strong foundation of supportive relationships already established at Puente Charter School.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response:

Puente Charter School uses multiple tools and measures to track student access to and enrollment in a broad course of study across all student groups:

1. **Master Schedule:** Documents the full array of curricular and enrichment offerings by grade level, ensuring all students have scheduled access to core subjects, arts education, and physical education.
2. **Student Course Schedules:** Individual semester schedules verify that each student, including unduplicated pupils and students with disabilities, is enrolled in all required and enrichment courses.
3. **Report Cards:** Track student participation and progress in both core academic subjects and broader course offerings including music, dance, theater, and visual arts.
4. **Student-Led Conferences:** Provide opportunities for students to reflect on their engagement across the full spectrum of their educational program, with documentation of participation in all course areas.
5. **Parent/Conference Reports:** Document discussions about student participation in the broad course of study during family meetings.

These tools collectively allow the school to monitor that 100% of students have access to and participate in the school's comprehensive educational program, which includes core academics, physical education, & arts education (music for all grade levels, theater for TK-2, visual arts for grades 3-5, and dance for all students). The school ensures accommodations and modifications are provided as needed for students with disabilities and English Learners.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response:

Based on Puente Charter School's locally selected measures, 100% of students have access to and are enrolled in a broad course of study that extends beyond core academics. This includes weekly music instruction for all students in grades TK-5, theater arts for TK-2 students, visual arts for grades 3-5 students, and dance instruction which has been expanded to all grade levels. All students also participate in regular physical education, with 100% of fifth graders completing all components of the Physical Fitness Test.

The school's master schedule and student course records confirm that all student groups—including English Learners (22% of enrollment), Students with Disabilities (11%), and Socioeconomically Disadvantaged students (84%)—have equal access to these enrichment opportunities. Accommodations and modifications are provided to ensure meaningful participation for students with disabilities and English Learners, with differentiated instruction documented in lesson plans and IEPs.

Progress over time is evident in the expansion of arts programming. Dance instruction was previously limited to certain grades but now reaches all students. Theater arts was recently added for TK-2 students, enhancing early literacy development through creative expression. The consistent 100% participation rate in enrichment activities indicates the success of the school's inclusive programming approach.

Student-led conferences and report cards demonstrate consistent enrollment and participation across all demographic groups, with no identified access gaps between unduplicated students and their peers.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response:

At Puente Charter School, our analysis of locally selected measures confirms that 100% of students currently have access to a broad course of study, with no identified barriers preventing participation for any student groups. All students, including our English Learners (22%), Students with Disabilities (11%), and Socioeconomically Disadvantaged students (84%), fully participate in both core academic and enrichment programming.

While no current barriers exist, the school remains vigilant in monitoring potential challenges that could emerge:

1. **Facility constraints:** The school recognizes that physical space limitations could potentially impact the expansion of certain programs, particularly as enrichment offerings continue to grow. The school continually evaluates space utilization to ensure all programs have adequate facilities.
2. **Scheduling complexities:** As more specialized programs are introduced, balancing instructional minutes across all required and enrichment subjects requires ongoing attention to prevent scheduling conflicts.

3. **Resource allocation:** Continuing to fund specialized instructors for arts education requires careful budgetary planning to sustain these programs long-term.

Puente Charter School will continue systematic monitoring through its established data collection tools to ensure all students maintain equitable access to the full educational program, regardless of demographic factors or learning needs, and will proactively address any barriers should they emerge.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Response:

In response to identified barriers, Puente Charter School has implemented or plans to implement the following actions:

1. **Arts Program Expansion:** The school has enhanced student access by expanding dance instruction to all grade levels and adding theater arts for TK-2 students to support early literacy development through creative expression.
2. **Tiered Intervention System:** The school has fully implemented its MTSS framework with all staff earning certification, enabling more effective identification and support of students with academic, behavioral, and attendance challenges.
3. **Individualized Attendance Plans:** To address chronic absenteeism, Puente has developed case-by-case attendance intervention strategies, including early identification of at-risk families, relationship-building initiatives, and a Student Attendance Review Team for personalized support.
4. **Technology Access:** The school ensures every student has access to technology resources by maintaining sufficient device inventory and providing comprehensive IT support to close the digital divide.
5. **Enhanced Support Personnel:** Additional paraprofessionals provide classroom assistance through small-group instruction for diverse learners, while a behavior interventionist helps address behavioral barriers to learning.
6. **Extended Learning Opportunities:** After-school programming has been expanded to six cohorts serving 120 students, with additional tutoring options for students requiring Tier 3 support.
7. **English Learner Support:** A dedicated 4-week summer program for newcomers, one-on-one paraprofessional support, and the Rosetta Stone language program accelerate English acquisition for better curriculum access.
8. **Professional Development:** Enhanced teacher training on differentiated instruction and evidence-based strategies addresses barriers faced by diverse learners.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter

CDS Code: 19 64733 6120471

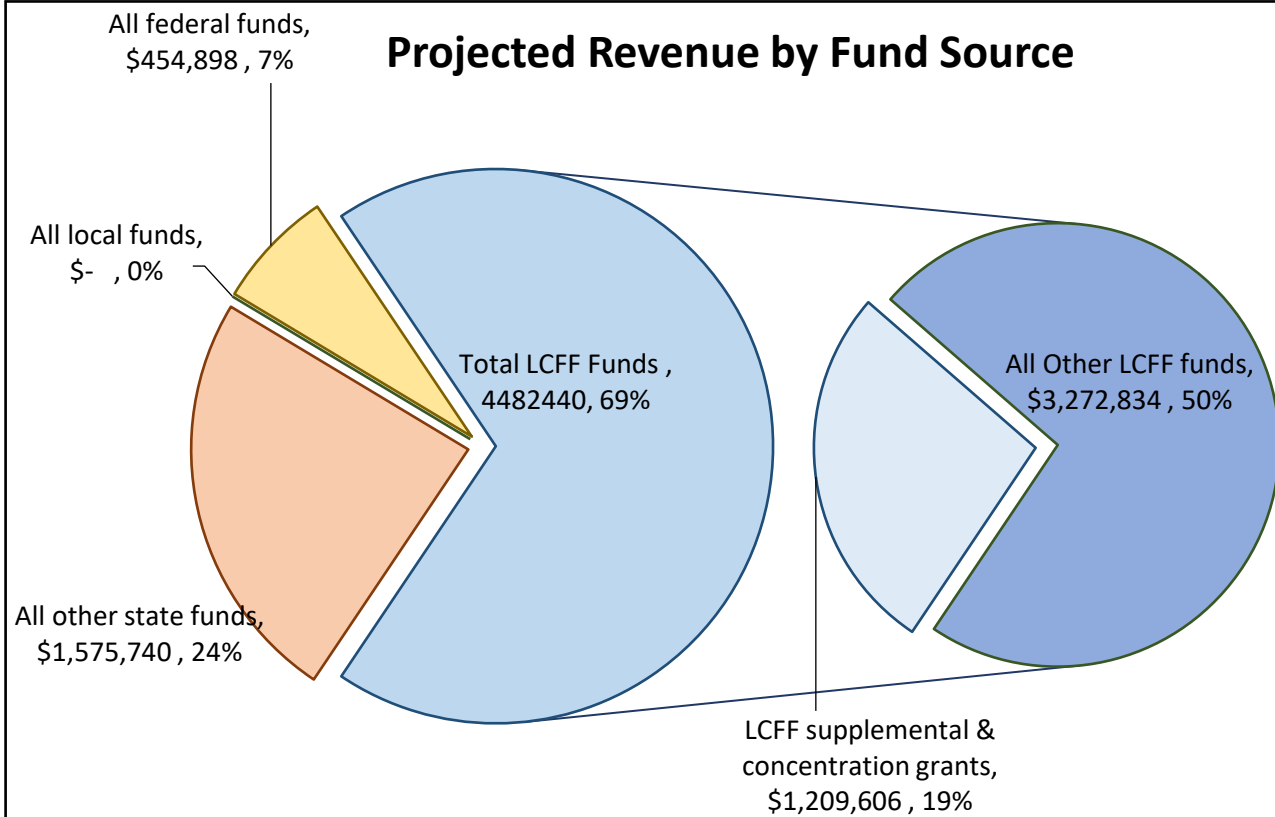
School Year: 2025-26

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 2025-26 School Year

Projected Revenue by Fund Source

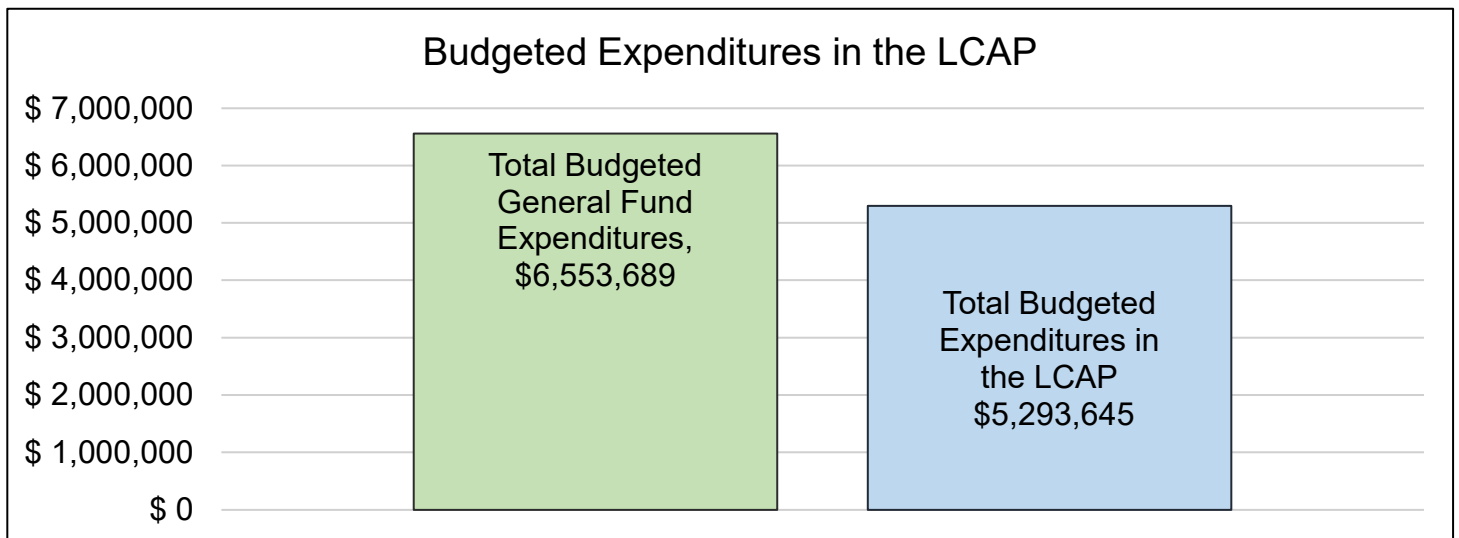


This chart shows the total general purpose revenue PUENTE Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUENTE Charter is \$6,513,078.00, of which \$4,482,440.00 is Local Control Funding Formula (LCFF), \$1,575,740.00 is other state funds, \$0.00 is local funds, and \$454,898.00 is federal funds. Of the \$4,482,440.00 in LCFF Funds, \$1,209,606.00 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 2025-26. 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 \$6,553,689.00 for the 2025-26 school year. Of that amount, \$5,293,645.00 is tied to actions/services in the LCAP and \$1,260,044.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

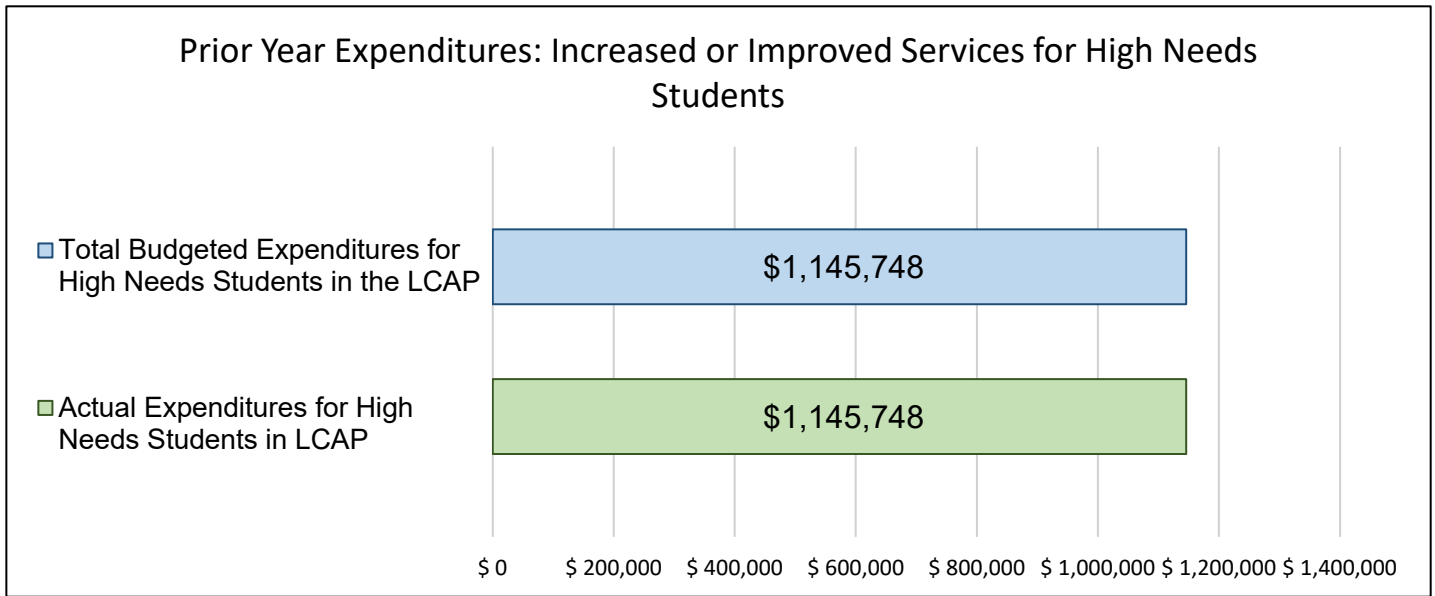
Staffing expenses related to finance and administration and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, PUENTE Charter is projecting it will receive \$1,209,606.00 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 \$1,209,606.00 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 2024-25



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 2024-25, PUENTE Charter's LCAP budgeted \$1,145,748.00 for planned actions to increase or improve services for high needs students. PUENTE Charter actually spent \$1,145,748.00 for actions to increase or improve services for high needs students in 2024-25.

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 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 300 students in grades TK-5. Our current student demographics reflect 96% Hispanic, 2% White, 1% African American, 1% Two or More Races, 11% Students with Disabilities (SWD), 22% English Learners (EL), and 84% Socioeconomically Disadvantaged (SED).

Educational Approach

Puente provides academically challenging curriculum that supports each child's intellectual, social, and emotional growth. We combine Common Core standards with project-based learning to foster creativity, digital literacy, and problem-solving skills, nurturing a lifelong love of learning.

History and Development

Founded in 2002 by dedicated educators and parents, Puente Charter Elementary was the first charter school in Boyle Heights. Building on the foundation of Puente Learning Center (established 1985), we've created meaningful partnerships with the community to connect families with educational resources.

Initially offering only kindergarten services from 2002-2017, we expanded to include grades 1-5 following a successful charter revision. This growth fulfills our commitment to provide high-quality education that addresses our community's needs, particularly for English Learners.

Strategic Plan and LCAP Alignment

Our 2024-2027 Strategic Plan, 2025-26 Local Control and Accountability Plan (LCAP), and CA Community Schools Partnership grant goals work together in a cohesive educational framework. This alignment ensures our long-term vision directly shapes our annual priorities and resource allocation.

Puente’s Strategic Plan's four pillars correspond with our three LCAP goals:

Strategic Plan Pillars	LCAP Goals
Integrated Supports	Whole-Child Approaches
Family & Community Engagement	Family Partnerships
Extended Learning	Professional Development
Collaborative Leadership	

Both frameworks incorporate Multi-Tiered System of Supports (MTSS) and the California Community Schools Framework, particularly important for our diverse student population.

Academic Performance and Recognition

Puente Charter School continues to meet the "[high tier](#)" performance criteria as measured by the 2023 and 2024 CA School Dashboards. Our charter was recently renewed by LAUSD earning a six-year term (2025-2031).

We received the [SUMS MTSS grant](#) to implement comprehensive staff training and the SWIFT Fidelity Integrity Assessment (FIA). This enables us to provide targeted interventions across three support levels, using data-driven decision-making to maximize student outcomes.

Educational Frameworks

Puente implements several integrated frameworks:

1. **Multi-Tiered System of Supports (MTSS):** A comprehensive framework for data-based decision-making across all school levels. [MTSS](#) has a broader scope than Response to Intervention (Rtl), focusing on aligning initiatives, supports, and resources to address the needs of all students, including gifted learners.
2. **Response to Intervention (Rtl):** Focuses on struggling students by coordinating resources from the school, district, and community to promote success before students fall behind.
3. **Positive Behavioral Interventions and Supports (PBIS):** Addresses emotional and behavioral learning to increase engagement and decrease problematic behavior over time.
4. **California Community Schools Framework:** As recipients of the [CA Community Schools Partnership Program \(CCSPP\)](#) Implementation Grant, we implement four key pillars:
 - Integrated Student Supports
 - Family & Community Engagement
 - Collaborative Leadership
 - Extended Learning Opportunities

These frameworks align with our Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program to create a supportive, inclusive environment with a whole-child approach.

Compliance and Engagement

Puente Charter School is not eligible for Equity Multiplier Funds and has expended its Learning Recovery Emergency Block Grant (LREBG). Puente Charter School, a Title I Charter School, has developed a one-year LCAP that aligns with California's MTSS Framework and serves as our School Plan for Student Achievement (SPSA). We meet all stakeholder engagement requirements outlined in California Education Code CA EC 52062(a), including:

- Consultation with SELPA (EC 52062(a)(5))
- Parent Advisory Committee engagement (EC 52062(a)(1))
- English Learner Parent Advisory Committee participation (EC 52062(a)(2))
- Written responses to committee comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table reflects PUENTE Charter School's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Blue	N/A	Orange	Yellow
English Learners	Blue	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	N/A	--	N/A	N/A	N/A

Chronic Absenteeism: On the 2023 CA Schools Dashboard, Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups. The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

As a recipient of the [CA Community Schools Partnership Program](#) (CCSPP) Implementation Grant, a critical funding source that will support the expansion of our Community School using the CCSPP Framework program, Puente will implement strategies to ensure authentic family and community engagement, in alignment to the [4 Pillars of Community Schools](#).

2024 CA School Dashboard

The following table reflects PUENTE Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Green	Green
English Learners	Green	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Green
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Orange	Blue	N/A	Green	Green
White	N/A	--	--	N/A	--	--

Chronic Absenteeism: Needs Assessment

Chronic Absenteeism: The 2024 California School Dashboard data show PUENTE Charter School has made significant progress in addressing chronic absenteeism, improving from a **RED to ORANGE performance level**. This improvement demonstrates the effectiveness of the school's comprehensive, multi-faceted approach to attendance.

Puente Charter School has identified chronic absenteeism as a priority area for improvement.

- **Greatest Needs & Root Causes:** Data reveals higher absence rates in TK-1 grades, with illness consistently being the primary reason for absences across all grade levels. Transportation challenges, medical appointments, and family circumstances (parent illness, bereavement) also contribute significantly. Survey data indicates some parents lack awareness about chronic absenteeism definitions, with varying expectations about acceptable attendance rates.
- **Areas of Strength:** The school has implemented creative engagement strategies to strengthen teacher-family connections, including personalized messages when students return and targeted outreach to absent students. A structured Student Attendance Review Team (SART) provides individualized support, working within their well-established MTSS framework. The school has also expanded PBIS with incentives and appealing extracurricular activities (Cooking, Spanish, Crafts, Sports, Dance, Music, Coding and Robotics).
- **Resource Inequities:** Transportation access remains uneven among families, creating barriers to consistent attendance. Healthcare timing and accessibility issues result in full-day absences for medical appointments. Family support systems vary significantly, with childcare limitations and scheduling inflexibility preventing both attendance and parental participation in school activities.
- **Action Plan:** Puente Charter should continue expanding their tiered response system, from preventative letters after 1-2 absences through Tier 3 SART meetings for persistent cases. Enhanced campus cleaning in TK-1 classrooms can address illness-related absences. The school should expand morning activities to support working parents, explore transportation assistance options, and strengthen parent education about chronic absenteeism impacts. Continued enhancement of attendance incentives and community-building events will leverage existing PBIS systems while addressing specific barriers causing absenteeism.

By strategically addressing these needs while building upon established strengths, Puente Charter School can effectively reduce chronic absenteeism rates and further improve student outcomes.

Key Effectiveness Elements:

1. The individualized attendance plan strategy, developed after thorough needs assessment and root cause analysis, effectively addressed the case-by-case nature of attendance challenges, particularly in TK-1 grades.

2. The proactive family engagement approach proved highly effective, with early identification of at-risk families, relationship-building initiatives, and the Family Attendance Survey establishing strong communication channels before attendance issues escalated.
3. The MTSS-based prevention framework effectively created a structured intervention system through early identification, personalized SART support, and ongoing data analysis that continuously refined intervention strategies.
4. Teacher-led communication strategies effectively reinforced the importance of attendance through positive messaging when students were absent and visual attendance tracking with incentives in classrooms.
5. The enhanced social-emotional supports (Second Step curriculum, Calm Classroom, restorative circles) effectively addressed underlying causes of absenteeism by creating a more supportive school environment where students felt connected.
6. The coordinated roles of the Counselor and Behavior Interventionist created an effective support system that addressed both social-emotional needs and behavioral challenges affecting attendance.

The improvement from RED to ORANGE performance level validates the effectiveness of this comprehensive approach, demonstrating meaningful progress toward the school's attendance goals while establishing sustainable systems for continued improvement.

Academic Performance Improvement: ELA & Math Academic Indicators (All students)

The 2024 California School Dashboard reveals remarkable effectiveness in PUENTE Charter's academic strategies, with exceptional performance in both English Language Arts and Mathematics that surpasses neighboring schools and state averages. This analysis examines the key factors contributing to this success.

Multi-Tiered System of Supports (MTSS) Implementation: PUENTE's comprehensive implementation of the MTSS framework has proven highly effective in driving academic gains. The strategic use of universal academic screeners (NWEA MAP, F&P) created an effective foundation by establishing baseline performance, identifying learning gaps, and setting measurable growth targets. This data-driven approach enabled precise intervention placement and continuous progress monitoring.

The tiered instructional model demonstrated exceptional effectiveness through clearly defined roles:

- Classroom teachers effectively delivered Tiers 1-2 support
- Intervention teachers provided targeted Tier 3 support in reading and math
- Paraprofessionals effectively supported small-group instruction

This structured approach created a comprehensive support system that addressed diverse learning needs at every level.

Strategic Instructional Programming: Several instructional strategies proved particularly effective:

1. The embedded intervention block maximized instructional time by providing support within the school day, eliminating scheduling barriers that might otherwise limit intervention effectiveness.
2. The strategic implementation of digital platforms (iXL Math, iXL ELA, Raz Kids, Epic) effectively reinforced skills and addressed learning gaps through personalized, adaptive instruction.

3. The expanded learning opportunities through Think Together (now serving 120 students across six cohorts) effectively extended learning time for nearly half the student population, with additional after-school tutoring options for Tier 3 students.

Collaborative Implementation Model: The documented collaboration between teachers and paraprofessionals demonstrated exceptional effectiveness in improving student outcomes. The strategic instructional planning process, evidenced in lesson plans and classroom observations, created consistent implementation of accommodations and interventions.

This collaborative approach is further validated by measurable improvements across multiple assessments, including substantial CAASPP gains in both ELA and Mathematics, and the remarkable 13.3 percentage point increase in California Science test results (from 20.9% to 34.2% meeting/exceeding standards). The overall effectiveness of PUENTE's academic improvement strategies is confirmed by the school's performance surpassing both neighboring schools and state averages, establishing the school as a model for effective academic intervention and support.

ELA & Math Academic Indicator: English Learners

Current Status and Progress: PUENTE Charter has shown strong performance in supporting English Learners (ELs), outperforming both neighboring schools and state averages according to the 2024 California School Dashboard results. The school has made a notable achievement in increasing reclassification rates from 21.2% in 2022-23 to 28.7% in 2023-24, indicating successful basic language acquisition for many students.

However, the data reveals important areas for growth. English Learners showed minimal improvement in ELA, with Distance from Standard (DFS) improving only 1 point (-35.2 to -34.2). Math performance for ELs declined, with DFS worsening from -35.7 to -37.2 (a 1.5-point decline). English learners remained at the Orange performance level on the 2024 CA School Dashboard. The percentage of EL students advancing at least one level on the English Language Proficiency Indicator (ELPI) decreased from 75.6% in 2023 to 70.4% in 2024, though this remains a strong indicator of growth.

Current Services for English Learners: PUENTE currently implements several supports for ELs including a four-week summer program for newcomers offering small-group instruction to strengthen vocabulary and foundational language skills. The school has invested in the Rosetta Stone program to support language acquisition and provides designated ELD classroom guidance and visits. The vice principal serves as ELPAC coordinator, holding monthly meetings with teachers to review student data, refine groupings, and prepare student portfolios. Additional support comes from the Intervention Coach who provides targeted academic support including small group instruction, while teachers use interim ELPAC assessments to familiarize students with the testing format.

Root Causes of Achievement Gaps: The influx of Newcomer Students who are just beginning their language acquisition journey affects year-to-year comparisons. Second, there appears to be a gap between conversational English proficiency and the academic language needed for success in ELA and math assessments. Third, the greater decline in math performance suggests difficulties with mathematical academic language and concepts.

2025-26 LCAP Plan for English Learners (Goal 1, Action 5): PUENTE's 2025-26 LCAP outlines a comprehensive approach to supporting English Learners. The summer and foundational programs include a 4-week summer program specifically for newcomers (students in the U.S. less than 24 months), utilization of Rosetta Stone language program to accelerate English acquisition, and Benchmark Phonics instruction with one-to-one paraprofessional support to strengthen foundational literacy skills.

- Targeted intervention will be provided by the Intervention Coach through tiered academic support and small group instruction, focusing on improving both CAASPP and ELPAC performance to increase reclassification rates. The coach will also deliver professional training for teachers and paraprofessionals on evidence-based strategies for diverse language learning needs.
- Classroom instruction will include implementation of both designated and integrated ELD for all English Learners, ongoing professional development for teachers on effective vocabulary development and reading comprehension strategies, and administration of Interim ELPAC assessments to familiarize students with the format and reduce testing anxiety.
- Monitoring and support will consist of regular progress monitoring of EL growth toward language proficiency benchmarks, analysis of multiple data sources to adjust instructional approaches, and individualized support services based on each English Learner's unique needs.

Additional Planned Interventions for 2025-26: To further address identified challenges, PUENTE plans to implement additional focused strategies. Academic language development will be strengthened by implementing specific strategies to bridge the gap between basic English proficiency and academic language, developing targeted vocabulary instruction for math and ELA, and creating content-specific language support materials.

- Math instruction for ELs will be enhanced through specialized professional development, visual supports and manipulatives specifically for math concepts, language-accessible explanations of key math concepts, and strategies that separate language demands from mathematical thinking.
- Support will be differentiated by proficiency level by creating separate systems for newcomers versus long-term ELs, developing distinct growth targets and interventions based on language proficiency levels, and implementing targeted instruction based on specific language needs.
- Data analysis will be expanded through detailed item analysis of test results to identify specific language barriers, tracking correlation between ELPAC levels and performance on content assessments, and using data to target specific academic language needs.

The school aims to address the disconnect between increasing reclassification rates and academic performance among English Learners, with particular attention to improving math outcomes, which showed the most significant decline.

Puente Charter School has expended its Learning Recovery Emergency Block Grant (LREBG).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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 is 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>Administrators/Principal</p>	<p>Date: January – May 2025 (weekly meetings on Fridays)</p> <p>Process used: In-person meetings discussed the 2024-25 LCAP Midyear Update; 2025-26 LCAP Goals, Actions, metrics, local data, including survey results.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Identified need to provide additional training for paraprofessionals • Professional Development (all staff): de-escalation strategies to address student behavioral issues • Professional Development for teachers): English Language Development (ELD); and pedagogical strategies to support “newcomers” with English language acquisition. • Professional development (for teachers) on effective strategies to improve and accelerate vocabulary development for students. • Need for a full-time Resource teacher
<p>Teachers</p>	<p>Date: January 2025: Discussion took place on the 2024-25 LCAP Midyear update during a staffwide meeting.</p> <p>Date: January – May 2025 – Weekly grade level meetings; and weekly staffwide meetings</p> <p>Process used: Onsite staffwide weekly meetings to solicit input for the 2025-26 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Increased instructional coaching for paraprofessionals • Additional support for students identified with dyslexia

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> Continue with Paraprofessional who are essential support staff.
Other School Personnel	<p>Date: January 2025: Discussion took place on the 2024-25 LCAP Midyear update during a staffwide meeting.</p> <p>Date: January – May 2025 – Weekly grade level meetings; and weekly staffwide meetings</p> <p>Process used: Onsite staffwide weekly meetings to solicit input for the 2025-26 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> Continue providing campus aides – safety and supervision. Provide additional training of food handling, and administrative task handling.
Students	<p>Date: February 2025 Survey administered to grades 3-5</p> <p>Process used: Survey administered to solicit input on school programming, school safety, and connectedness.</p> <p>Student feedback provided:</p> <ul style="list-style-type: none"> Requested additional field trips Larger (expansion) play space Additional clubs Counseling services/Counselor Additional lunch choices.
Parents including those representing Unduplicated Pupils & Students with Disabilities	<p>Date: 2/14/25</p> <p>Process used: Parents participated in a Needs assessment survey.</p> <p>Dates: February 2025-May 2025: Monthly Coffee with the Administration.</p> <p>Feedback provided from monthly meetings and needs assessment survey:</p> <ul style="list-style-type: none"> Expand physical play area to provide more physical activities for students Provide additional tutoring opportunities

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Continue to implement student-led conferences • Continue to provide security/supervision staff
Parent Advisory Committee (PAC)	<p>Dates: 9/1/24; 12/3/24; & 2/18/25</p> <p>Process used: PAC meetings took place to discuss the implementation of the 2024-25 LCAP, LCAP Midyear Update and solicit input for the 2025-26 LCAP Goals, Actions, Use of LCFF S&C Funds and Title I, II, III & IV Funding.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to add street signage for student safety. • Continue to provide paraprofessionals in the classroom to support students struggling academically. <p>On June 10, 2025 – the 2025-26 LCAP was presented to the PAC, who reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C; and approved the 2025-26 LCAP for submission to Puente’s governing board. No additional feedback provided.</p>
English Learner Parent Advisory Committee (EL-PAC)	<p>Meetings took place the second Wednesday of each Month throughout the 2024-25 school year.</p> <p>Process used: EL-PAC meetings took place to discuss the implementation of the 2024-25 LCAP, LCAP Midyear Update and solicit input for the 2025-26 LCAP Goals, Actions, Use of LCFF S&C Funds and Title I, II, III & IV Funding.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need for additional tutoring opportunities • Additional programs outside of school <p>On June 4, 2025 – – the 2025-26 LCAP was presented to the PAC, who reviewed the 2025-26 LCAP and the allocation of Title funds, LCFF S&C; and approved the 2025-26 LCAP for submission to Puente’s governing board. No additional feedback provided.</p>

Educational Partner(s)	Process for Engagement
<p>SELPA Administrator</p>	<p>Our Administrators participated in a combination of electronic correspondence and virtual Zoom meetings with the LAUSD SELPA throughout the 2024-25 school year to discuss data, programming, placement, services, professional development, and planning for the 2025-26 school year as identified in LCAP Goal 1, Action 4.</p> <p>On April 30th, our administrator consulted with our SELPA that included the Special Education LCAP action that was shared and discussed with our SELPA.</p> <p>Feedback provided: No additional feedback was provided.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

- Paraprofessionals to provide Tier 1 support: Goal 1, Action 1
- After-school tutoring and social-enrichment programming: Goal 1, Action 2
- Behavior Interventionists: Goal 1, Action 3
- Counselor (Title I Funded): Goal 1, Action 3
- After-school tutoring and social-enrichment programming: Goal 1, Action 2
- Professional development for teachers and support staff: Goal 2, Action 2
- Continue to implement Student-led conferences: Goal 3, Action 1
- School Safety Team: Goal 3, Action 1

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to implement a “whole child approach” in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to implement a comprehensive "whole child approach" in alignment with the California Community Schools Framework and strengthened Multi-Tiered System of Supports (MTSS) for several critical reasons:

Our performance data indicates significant needs across multiple dimensions of student development. The chronic absenteeism rate (32.2% overall, with similar rates for English Learners, Socioeconomically Disadvantaged, and Hispanic student groups) demonstrates the necessity for integrated support systems that address underlying causes of disengagement. Additionally, academic performance metrics suggest that students benefit from approaches that connect classroom learning to real-world contexts.

Research consistently shows that addressing students' academic needs in isolation is insufficient for sustained achievement. By implementing a whole child approach that systematically identifies and addresses academic, social-emotional, behavioral, and mental health needs, we can create the conditions necessary for learning and development. This integrated framework allows us to respond to the diverse factors affecting student success, particularly following periods of educational disruption.

The California Community Schools Framework provides an evidence-based structure for coordinating school and community resources to support student wellbeing and achievement. By aligning our practices with this framework and strengthening our MTSS implementation, we can provide tiered interventions that match the intensity of student needs while maintaining a preventative, proactive approach to student support.

Finally, real-world learning experiences serve as powerful engagement tools that connect academic content to authentic contexts, increasing motivation and relevance for students. This approach particularly benefits our student population by making learning meaningful and accessible while developing critical 21st-century skills.

This goal represents our commitment to educating the whole child by creating integrated systems of support that address barriers to learning and provide engaging educational experiences for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -9.5 Hispanic -11.5 EL -34.2 SED -15.7	2023-24 ELA CAASPP DFS All Students -0.7 Hispanic -1.3 EL -35.2 SED -6.5		2024-25 ELA CAASPP DFS All Students +0 Hispanic +0 EL -34 SED -5	All: +8.8 Hispanic: +10.2 EL: -1 SED: +9.2
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -24.3 Hispanic -26 EL -35.7 SED -31.7	2023-24 Math CAASPP DFS All Students -13.2 Hispanic -14.4 EL -37.2 SED -15		2024-25 Math CAASPP DFS All Students -12.5 Hispanic -13.5 EL -36 SED -14.5	All: +11.1 Hispanic: +21.6 EL: -1.5 SED: +16.7
3	CA Science Test % Met/exceeded Source: caaspp-elpac.ets.org	2022-23 CAST % All Students 20.9% Hispanic 19.1% SED 13.9%	2023-24 CAST % All Students 34.2% Hispanic 34.2% SED 29.0%		2024-25 CAST % All Students 34.5% Hispanic 34.5% SED 29.5%	All: 13.3% Hispanic: 15.1% SED: 15.1%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	75.6% Source: 2023 Dashboard	70.4% Source: 2024 Dashboard		>70%	Declined: 5.2%
5	% students English Language Proficiency	2022-23: 26.2% Proficient	2023-24: 32.53% Proficient		2024-25: 34%	Increased 6.33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	for Summative ELPAC Source: ELPAC website					
6	Reclassification Rate Source: Dataquest	2022-23: 21.2%	2023-24: 28.7%		2024-25: 26.5%	7.5%
7	Attendance Rate Source: CALPADS	2022-23: 92%	2023-24: 91.78%		2024-25: 92%	-0.22%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Student Group Rate All Students 34.1% Hispanic 33.1% EL 41.4% SED 35.9% SWD 42.1%	2023-24: Chronic Absenteeism Student Group Rate All Students 32.2% Hispanic 31.7% EL 33.3% SED 32.2% SWD 40.0%		2024-25 Chronic absenteeism Student Group Rate All Students 25.0% Hispanic 25.0% EL 25.0% SED 27.0% SWD 30.0%	All: -1.9% Hispanic: -1.4% EL: -8.1% SED: -3.7% SWD: -2.1%
9	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2023-24: 100%		2024-25: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%		2024-25: 100%	0%

NOTE: Puente Charter School currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- **Priority 4:**
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- **Priority 5:**
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Puente continues to implement its 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results in alignment with MTSS, and the CA Community Schools Framework. This process is used to measure student progress, identify gaps in learning for tiered intervention, monitor student and schoolwide growth, and measure program effectiveness. Data review meetings are consistently held with each grade level every 6-8 weeks. The school maintains a high assessment completion rate, with over 95% of students participating in the designated assessments.

Action 2: This action was fully implemented. Puente has utilized universal academic screeners (NWEA MAP, F&P) to establish student baseline performance, identify learning gaps, MTSS referral, establish annual growth targets for students, and measure program effectiveness.

Using the MTSS framework, all classroom teachers provided Tiers 1 and 2 support; and the Intervention teacher provided Tier 3 academic support for identified students in reading and math. Paraprofessionals assisted classroom teachers and provided Tier 1 support through small-group instruction. An intervention block was embedded throughout the instructional day to support struggling learners including intervention platforms (iXL Math, iXL ELA, Raz Kids, Epic) to further reinforce skills and gaps in learning. Puente provided students with additional academic support through the expanded learning opportunities program that took place afterschool, and through summer programming.

The afterschool program has expanded to include a 6th cohort, serving approximately 120 students through Think Together, which benefited almost half of the student population. Additionally, students in Tier 3 had the option to enroll in after school tutoring.

Action 3: This action was partially implemented. The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. The analysis revealed that chronic absenteeism was a case-by-case situation, leading Puente to implement individualized attendance plans to improve overall daily attendance. The team focused on providing targeted assistance and correcting misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

Prior to the start of the school year, leadership identified at-risk families in need of resources and focused on building stronger relationships with those families. Regular communication channels were established to foster engagement and ensure interactions were not solely problem focused. The team worked to strengthen relationships with these families to better understand and support their challenges. A Family Attendance Survey was administered during orientation to understand each family's perspective on attendance policies and their views on school attendance, allowing the team to address concerns early in the school year.

The school implemented a preventative approach through MTSS, which included early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers contacted families when students were absent, delivering positive messages to show that students were missed. Teachers also used attendance charts and provided incentives for regular attendance to strengthen relationships with families.

Puente strengthened social-emotional supports through schoolwide implementation of Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles. The Counselor led monthly theme-based class lessons and regular social skills groups for students identified for Tier 3 supports using the MTSS Framework. The Counselor also led SEL curriculum implementation with teachers and hosted monthly Coffee with the Counselor to meet with families and refer them to Care Solace for mental health services.

The Behavior Interventionist collaborated with teachers to develop and implement student behavior plans and modeled strategies for use in the classroom to address behavior challenges. They worked to develop schoolwide practices to improve student interaction skills, including identifying and changing learned behavior that negatively impacted students. The BII provided professional development on addressing student behavioral challenges and implementing classroom structures to ensure consistency, facilitated parent/staff engagement activities and events to foster a culture of community and respect. They also monitored daily student attendance, implemented and led SART meetings, met with families, including home visits, and ensured adherence to the school's attendance policy.

Despite these implementations, the school faced staffing challenges. Attempts to hire a Dean of Engagement and Community Schools Coordinator were unsuccessful, and most counselor candidates lacked experience working in elementary settings.

Action 4: This action was fully implemented. Puente Charter School continues to participate in Option 2 – LAUSD SELPA. Puente Charter School's SWD performance on the ELA and Math CAASPP has improved (as measured by distance from standard, scale scores) by implementing a multifaceted approach. This involved hiring a dedicated resource teacher to work with students both in and out of the classroom and maintaining a heightened focus on delivering direct instruction tailored to individual student needs. Using highly qualified related service providers, administrators, classified staff and personalized teaching strategies, the school empowered students with disabilities to achieve greater success in state assessments, ultimately ensuring their proficiency in meeting state content standards.

Action 5: This action was fully implemented. PUENTE Charter's commitment to academic excellence was evident in its continued support for English Learners. According to the 2024 California School Dashboard, 70.4% of EL students advanced at least one level on the English Language Proficiency Indicator (ELPI). Although this marked a slight decline from 75.6% in 2023, it remained a strong indicator of growth, particularly given the steady enrollment of newcomer students. These students faced unique challenges in developing foundational English skills, making year-to-year comparisons more complex. Despite this, PUENTE Charter's EL students continued to outperform those in neighboring schools and exceeded state averages in language development. This progress was driven by PUENTE's focused ELD instruction, designated ELD classroom guidance and visits, and the continuous professional development provided to teachers on effective strategies for supporting Newcomers.

PUENTE Charter's consistent academic growth resulted from a collective effort by a dedicated staff team working to maintain a supportive and inclusive learning environment where high expectations were consistently upheld. The school's strong family partnerships, culturally responsive teaching practices, and safe, welcoming climate further engaged students and families in the educational process. This shared commitment to excellence positioned PUENTE Charter as a leader in academic achievement and student growth, setting a high standard within the Boyle Heights community.

Work with English Language Learners yielded meaningful advancements and benefited significantly from MTSS training, which emphasized differentiated instruction and equity-focused practices. Support for ELLs began in the summer with professional development sessions for teachers focused on differentiated instruction and effective strategies for designated ELD. Additionally, newcomer students attended a four-week summer program offering small-group instruction to strengthen vocabulary and foundational language skills. PUENTE's investment in the Rosetta Stone program further supported language acquisition for these students. Throughout the school year, the vice principal, as the ELPAC primary coordinator, held monthly meetings with teachers to review student data, refine groupings, and prepare student portfolios. Teachers also received observations and feedback on their designated ELD lessons. Peer learning opportunities, such as observing best practices from colleagues, enhanced instructional expertise. Students working toward reclassification participated in targeted preparation, including the new interim ELPAC assessments, practice tests, and test-taking strategies.

While Puente achieved a Green performance level on the 2024 CA Dashboard for English Learner Progress with 70.4% of students making gains, we also acknowledged a 5.2% decline from the previous year. This decrease reflected the addition of several Newcomer students in the data, who were understandably just beginning their language acquisition journey and required time and support to advance. We were encouraged by the consistent progress of our ELL students and maintained our commitment to providing the resources they needed to succeed.

Action 6: This action was fully implemented. All students at Puente Charter have access to a broad course of study. This school year all students had access to music, dance and visual arts programming. We also expanded the dance course to all grade levels; and Theatre was added (TK-2).

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, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 1. All actions were implemented as

planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: The implementation of Panorama for student progress monitoring has proven effective in making progress toward our goal. This system enables consistent tracking and monitoring of student data, providing teachers with comprehensive resources to support differentiated instruction based on individual student needs. The centralized nature of Panorama allows for more efficient data analysis, helping educators identify trends and intervention needs more quickly than previous monitoring systems. Additionally, the wide array of resources available through Panorama empowers teachers with evidence-based strategies that directly address identified student challenges. This has resulted in more targeted support for students and a more cohesive approach to progress monitoring across classrooms and grade levels.

Action 2: PUENTE Charter School demonstrated exceptional academic performance in 2024, surpassing both neighboring schools and state averages in English Language Arts, Mathematics, and English Language Learner support according to California School Dashboard results. In English Language Arts, PUENTE's success stemmed from targeted interventions, differentiated instruction, and daily support from the Intervention Coach and Principal, who conducted SST meetings with families to collaboratively address Tier 2 and 3 student needs. Mathematics performance similarly exceeded local and state benchmarks, reflecting effective implementation of data-driven strategies, the MTSS framework, small collaborative learning groups, and ongoing professional development. Faculty advancement through MTSS certification has enhanced educators' ability to address diverse learning needs, directly contributing to improved academic outcomes.

The collaborative approach between teachers and paraprofessionals in implementing tiered instruction has demonstrated significant effectiveness in making progress toward our goal. This strategic instructional planning, documented in teacher lesson plans, has yielded measurable improvements in student achievement across multiple assessments. The substantial gains in ELA and Math CAASPP results provide strong evidence that this collaborative instructional model is working effectively. Additionally, the remarkable improvement in California Science test results, with an increase from 20.9% to 34.2% of students meeting or exceeding standards, further validates the effectiveness of this action. This 13.3 percentage point increase represents a substantial positive impact on student learning outcomes, suggesting that the structured collaboration and intentional planning of tiered instruction is successfully addressing diverse student needs and supporting academic growth.

Action 3: The implementation of enhanced systems, strategies, and programs at PUENTE Charter has demonstrated significant effectiveness in advancing goals across multiple priority areas. The foundation of this success is the school-wide adoption of the Multi-Tiered System of Supports (MTSS) framework, with all staff earning MTSS certification through a comprehensive two-year program. This professional development has markedly improved the school's capacity to serve students equitably, as evidenced by improved outcomes in ELA, Math, and English Language Learner progress.

The school's approach to chronic absenteeism, while still developing, shows promising early results through innovative relationship-building strategies. These include personalized teacher communications celebrating student returns, supportive outreach when students are absent, and

structured SART team interventions. These efforts effectively foster student belonging and strengthen school-home connections, addressing attendance concerns through positive reinforcement rather than punitive measures.

Classroom observations confirm the successful implementation of three key instructional strategies that directly support school goals:

- Social-Emotional Learning through strategically designed Calm Corners provides effective Tier 1 universal supports for emotional regulation, creating the foundational conditions for academic success.
- Targeted support for newcomer students through research-based ELD practices (visuals, sentence frames, graphic organizers, and structured academic conversations) has proven effective in accelerating language acquisition, as evidenced by strong EL progress metrics.
- Small collaborative learning groups, strategically formed using formative assessment data, effectively deliver differentiated instruction across all tiers of support, meeting diverse student needs while promoting engagement and deeper understanding.

This comprehensive, integrated approach demonstrates PUENTE's effective implementation of evidence-based practices that holistically address both academic and social-emotional needs, creating a positive learning environment that drives continued student growth and success.

Action 4: The collaboration between the instructional team and SPED Director has proven highly effective in supporting Students with Disabilities. The systematic review of lesson plans and classroom observations has ensured proper implementation of accommodations and services, establishing clear accountability that directly impacts student progress.

PUENTE's strategic approach includes three pre-scheduled annual Special Education professional developments covering essential topics from legal requirements to behavior interventions. This year's utilization of LAUSD's COP Behavior Support services enhanced the school's capacity to address behavioral challenges through evidence-based approaches.

Additionally, paraprofessionals participated in targeted MyPLN training for behavior intervention strategies, creating a cohesive support team with consistent skills throughout the school day. This comprehensive system of professional development with structured accountability measures has effectively built school-wide capacity to meet diverse needs of Students with Disabilities, directly supporting academic and social-emotional goals.

Action 5: PUENTE Charter has demonstrated significant effectiveness in supporting English Learners, achieving a Green performance level on the 2024 California School Dashboard with 70.4% of EL students advancing at least one level on the English Language Proficiency Indicator. Despite a slight 5.2% decline from 2023 (75.6%), this performance remains strong and continues to exceed both neighboring schools and state averages.

The intentional designated ELD instruction has been particularly effective, with teachers providing daily language development lessons aligned with ELPAC domains (listening, speaking, reading, and writing). These structured approaches—including sentence frames, academic talk, speech functions, opinion writing, and graphic organizers—have successfully built foundational skills essential for accessing grade-level content and improving performance on CAASPP assessments. The implementation of small-group instruction has further enhanced effectiveness by providing differentiated support tailored to various proficiency levels.

In response to growing newcomer enrollment, PUENTE launched a specialized 2024 summer program offering intensive English instruction that developed oral language skills, foundational literacy, and academic vocabulary. This proactive approach enabled newcomers to begin the

school year with greater confidence and classroom readiness. The addition of Rosetta Stone curriculum for Level 1 ELs and newcomers provided complementary technology-based support through interactive activities that reinforced foundational language skills.

This comprehensive approach is supported by:

1. Strategic summer preparation including teacher professional development on differentiated instruction and a four-week program for newcomers
2. Implementation of Rosetta Stone to support language acquisition
3. Monthly data review meetings led by the vice principal (ELPAC coordinator)
4. Regular classroom observations with feedback on designated ELD lessons
5. Peer learning opportunities for teachers to enhance instructional practices
6. Targeted preparation for students approaching reclassification

Despite the challenges presented by changing student demographics, PUENTE's multi-faceted strategy has successfully maintained strong EL progress, demonstrating the effectiveness of their actions in advancing language development goals while establishing a foundation for continued academic success.

Action 6: This action was effectively implemented, demonstrating substantial progress toward the goal of providing all students with a comprehensive educational experience. The expansion of arts programming has proven highly effective in enriching student learning across multiple dimensions. All PUENTE Charter students now have access to a significantly broadened course of study that includes music, dance, and visual arts programming.

The strategic expansion of dance instruction to all grade levels has effectively increased student engagement and physical activity while supporting social-emotional development through creative expression. Additionally, the introduction of Theatre arts for TK-2 students has been particularly effective in developing oral language skills, confidence, and collaborative abilities among our youngest learners. These programmatic enhancements have effectively created a more well-rounded educational experience that develops the whole child, supporting not only academic growth but also creativity, self-expression, and cultural awareness. Student participation rates and enthusiasm for these programs indicate the effectiveness of this action in advancing our goal of providing an equitable, comprehensive education for all students.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school's dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	<p>To effectively measure student academic performance, monitor student progress, identify learning gaps, and accelerate student learning, Puente Charter School will implement a comprehensive assessment system. All students will participate in the following assessments, which will inform instruction and identify students requiring academic support through our Multi-Tiered System of Supports (MTSS):</p> <p>Academic Progress Monitoring</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Mathematics: Administered three times annually (Fall, Winter, Spring) for all students in TK-5 • Fountas & Pinnell Running Records: Conducted every 6-8 weeks for all students in TK-5 to monitor reading fluency and comprehension • Foundational Skills Assessments: <ul style="list-style-type: none"> ○ Sound/Letter Recognition (TK/K) ○ Number Recognition (TK/K) • Curriculum-Based Measures: <ul style="list-style-type: none"> ○ Reading Unit Assessments (K-5) ○ Writing Unit Assessments (K-5) ○ Mathematics Unit Assessments (K-5) • Spelling Inventory: Administered every 6-8 weeks for all students in TK-5 <p>Benchmark and State Assessments</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments: Administered twice annually for grades 3-5 • State-Mandated Assessments: <ul style="list-style-type: none"> ○ California Assessment of Student Performance and Progress (CAASPP)/Smarter Balanced Assessment Consortium (SBAC) 	\$4,500	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> English Language Proficiency Assessments for California (ELPAC) Physical Fitness Test (PFT) California Science Test (CAST) Screening for Risk of Reading Difficulties (K-2) as required by EC Section 53008 <p>Data Analysis Protocol</p> <p>Puente Charter School will continue to implement its established 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results. This systematic approach aligns with our MTSS framework and the California Community Schools Framework to:</p> <ol style="list-style-type: none"> 1. Measure individual student progress toward grade-level standards 2. Identify specific learning gaps requiring targeted intervention 3. Monitor student growth and schoolwide achievement trends 4. Evaluate program effectiveness and inform instructional decisions 5. Guide resource allocation for tiered academic supports <p>Data review meetings will be conducted every 6-8 weeks with grade-level teams, instructional coaches, and administrators to ensure timely response to student needs and continuous improvement of instructional practices.</p>		
2	MTSS: ACADEMIC INTERVENTIONS	<p>Assessment and Identification</p> <p>Puente Charter School will implement a systematic approach to identify and support students with academic needs through our Multi-Tiered System of Supports (MTSS) framework. Universal academic screeners (NWEA MAP, Fountas & Pinnell) will establish student baseline performance, identify specific learning gaps, facilitate MTSS referrals, establish personalized annual growth targets, and measure program effectiveness.</p> <p>Tiered Support Structure</p>	\$1,458,107	Y

Action #	Title	Description	Total Funds	Contributing
		<p>Classroom teachers will deliver high-quality Tier 1 core instruction for all students and provide Tier 2 targeted support for some students through small-group instruction. Paraprofessionals will assist classroom teachers by supporting both Tier 1 and Tier 2 instruction through focused small-group and/or one-on-one assistance. The dedicated Intervention Teacher will provide intensive Tier 3 academic support for identified students with significant needs in reading and mathematics.</p> <p>Digital intervention platforms including iXL Mathematics, iXL English Language Arts, Raz Kids, and Epic! will be utilized to reinforce skills and address learning gaps. A dedicated intervention block will be embedded throughout the instructional day to support struggling learners.</p> <p>Extended Learning Opportunities</p> <p>Puente Charter School will provide additional academic support through expanded learning opportunities including afterschool programming, summer school, and targeted tutoring sessions. After school tutoring will be specifically available for students requiring Tier 3 support.</p> <p>Progress Monitoring</p> <p>Regular assessment cycles and data review meetings will monitor student progress toward academic goals, evaluate intervention effectiveness, and guide necessary adjustments. Student movement between tiers will remain fluid based on ongoing performance data, ensuring all students receive the appropriate level of support to achieve grade-level proficiency.</p> <p>This comprehensive MTSS framework aligns with California's Multi-Tiered System of Support and the Community Schools Model to ensure equitable access to effective academic interventions.</p>		
3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>Puente Charter School received an ORANGE Performance level for chronic absenteeism on the 2024 CA Schools Dashboard across all student groups: All Students (32.2%), English Learners (33.3%), Socioeconomically Disadvantaged (32.2%), and Hispanic (31.7%). Following a comprehensive needs assessment and root cause analysis, we</p>	\$339,875	Y

Action #	Title	Description	Total Funds	Contributing
		<p>recognize that chronic absenteeism requires individualized attention and targeted interventions.</p> <p>Prior to the 2025-26 school year, our leadership team will identify at-risk families requiring additional resources and focus on building stronger relationships with these families. We will establish regular communication channels that foster engagement beyond problem-focused interactions, allowing us to better understand and support their unique challenges. A Family Attendance Survey will be administered during orientation to understand family perspectives on attendance policies, enabling our team to address misconceptions early in the school year.</p> <p>Once school begins, we will implement a preventative approach through our MTSS framework. This includes early identification of at-risk students, targeted family communication, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers will contact families when students are absent with positive messages emphasizing that the student was missed. They will also utilize attendance charts and provide incentives to encourage regular attendance.</p> <p>Social-Emotional Learning Supports</p> <p>Puente is committed to strengthening social-emotional supports through schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, and restorative justice community circles.</p> <p>The School Counselor (Title I Funded: \$99,276) will lead monthly theme-based classroom lessons and facilitate regular social skills groups for students identified for Tier 3 supports. Additionally, the Counselor will guide SEL curriculum implementation with teachers and host monthly "Coffee with the Counselor" sessions to connect with families and provide referrals to Care Solace for mental health services.</p> <p>Behavioral Support System</p> <p>The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. The Behavior Interventionist will collaborate with teachers to develop and</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>implement individualized student behavior plans while modeling effective classroom strategies to address behavioral challenges.</p> <p>Working with the Vice Principal, the Behavior Interventionist will develop schoolwide practices to improve student interaction skills and help identify and modify negative learned behaviors. They will provide professional development on addressing behavioral challenges and implementing consistent classroom structures. The Behavior Interventionist will also facilitate parent/staff engagement activities to foster a culture of community and respect, monitor daily student attendance, lead SART meetings, conduct family meetings including home visits, and ensure adherence to the school's attendance policy.</p> <p>Community Support</p> <p>The Community Schools Coordinator serves as the foster youth and homeless liaison, connecting families with essential resources and leading parent workshops to support the social-emotional and mental health needs of our students and families.</p> <p>This comprehensive approach addresses the whole child by integrating academic, social-emotional, behavioral, and mental health supports within our MTSS framework to ensure all students have equitable access to the resources needed for success.</p>		
4	SPECIAL EDUCATION SERVICES	<p>Puente Charter School participates in Option 2 of the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA), ensuring compliance with all federal and state requirements regarding services for students with disabilities.</p> <p>Commitment to Achievement</p> <p>Puente Charter School is dedicated to improving academic outcomes for students with disabilities by narrowing the achievement gap between students who have not yet met standards and those who have. Our approach focuses on enhancing performance on state assessments through targeted, evidence-based interventions aligned with individual student needs.</p>	\$494,089	N

Action #	Title	Description	Total Funds	Contributing
		<p>Program Enhancements</p> <p>For the 2025-26 school year, Puente will strengthen its special education program by expanding our team of highly qualified special education staff and teachers to provide more intensive and specialized support. We will enhance individualized direct instruction using research-validated methodologies and curricula while implementing a co-teaching model in general education classrooms to support inclusive practices. Additionally, we will provide targeted professional development for all staff on differentiating instruction for diverse learners.</p> <p>Collaborative Approach</p> <p>Our special education team maintains sustained collaboration with related service providers, school administrators, general education teachers, paraprofessionals, and families. This collaborative approach ensures consistent implementation of individualized education programs (IEPs) across all learning environments and maximizes student success through coordinated support systems.</p> <p>Data-Driven Practices</p> <p>We will utilize ongoing assessment data to monitor student progress, adjust instructional practices, and evaluate program effectiveness. Regular reviews of student achievement data will inform decisions about resource allocation and program improvements to maximize student outcomes.</p> <p>Through this comprehensive approach to special education services, Puente Charter School remains committed to empowering all students to reach their full potential academically, socially, and emotionally within our inclusive school community.</p>		
5	EL/ELD SUPPORT SERVICES	Puente Charter School will provide comprehensive services to support English Learners with language acquisition. A four-week summer program will be offered for newcomers (students new to the U.S. within 24 months), utilizing the Rosetta Stone language program to accelerate English language development. Additionally, Benchmark Phonics	\$116,981	N

Action #	Title	Description	Total Funds	Contributing
		<p>instruction with one-to-one paraprofessional support will strengthen foundational literacy skills for English Learners.</p> <p>Targeted Intervention</p> <p>The Intervention Coach will provide targeted, tiered academic support to address language acquisition needs for English Learners through small group instruction designed to improve performance on both the CAASPP and Summative ELPAC assessments, ultimately increasing reclassification rates. The Intervention Coach will also deliver professional training for teachers and paraprofessionals on evidence-based pedagogical strategies to support the diverse language learning needs of English Learners.</p> <p>Classroom Instruction</p> <p>Teachers will implement both designated and integrated English Language Development (ELD) for all English Learners. To enhance language acquisition, teachers will participate in ongoing professional development focused on effective strategies to support vocabulary development and reading comprehension. Teachers will also administer the Interim ELPAC assessment tool to familiarize English Learners with the assessment format and reduce student testing anxiety.</p> <p>Monitoring and Support</p> <p>Regular progress monitoring will be conducted to track English Learner growth toward language proficiency benchmarks. Data from multiple sources will be analyzed to adjust instructional approaches and ensure appropriate support services are provided to meet the unique needs of each English Learner student. This comprehensive approach aligns with research-based practices for effective English language acquisition and academic achievement.</p>		
6	BROAD COURSE OF STUDY	Puente Charter School is committed to providing all students with a well-rounded educational experience that extends beyond the core academic subjects of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Our enrichment program is designed to develop	\$62,000	N

Action #	Title	Description	Total Funds	Contributing
		<p>the whole child through meaningful exposure to the arts and other enrichment opportunities.</p> <p>Arts Education Program</p> <p>For the 2025-26 school year, Puente will implement a structured arts education program that includes age-appropriate instruction in various artistic disciplines. All students in grades TK-5 will receive weekly music instruction focused on developing musical literacy, performance skills, and appreciation of diverse musical traditions. Students in grades TK-2 will participate in theater arts education that fosters creative expression, collaboration, and communication skills through dramatic play and performance. Students in grades 3-5 will engage in visual arts education that develops technical skills, aesthetic awareness, and creative problem-solving through various media and techniques.</p> <p>Integration and Application</p> <p>These enrichment subjects will be integrated with core academic content when appropriate to reinforce learning across disciplines. Arts education will incorporate culturally responsive teaching practices that honor and celebrate the diverse cultural backgrounds of our student population.</p> <p>Equitable Access</p> <p>Puente Charter School ensures that all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved populations, have full access to this broad course of study. Modifications and accommodations will be provided as needed to support participation and achievement for all learners.</p> <p>Program Assessment</p> <p>The effectiveness of our broad course of study will be regularly evaluated through student engagement metrics, showcase opportunities, and alignment with California content standards for the arts. Feedback from students, families, and staff will inform ongoing program refinements to maximize educational impact.</p> <p>Through this comprehensive approach to curriculum, Puente Charter School strives to develop well-rounded individuals who possess both</p>		

Action #	Title	Description	Total Funds	Contributing
		academic knowledge and creative capabilities that prepare them for future success.		

Goal

Goal #	Description	Type of Goal
2	Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators on the academic content standards, evidence-based pedagogical strategies to ensure the diverse learning needs of our students are met; and address barriers to learning.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators based on critical performance data and identified needs within our educational community.

Our performance indicators reveal achievement gaps in various student groups, suggesting the need for enhanced instructional approaches tailored to diverse learning profiles. The chronic absenteeism rates (32.2% overall) further indicate that educators need additional strategies to address barriers to learning and engagement. For our English Learners and students with disabilities, targeted pedagogical approaches are essential to accelerate academic progress.

By focusing on high-quality professional learning aligned with academic content standards, we strengthen our collective capacity to implement effective instruction. This approach directly addresses our commitment to closing achievement gaps and ensuring all students receive equitable access to rigorous, standards-aligned curriculum delivered through evidence-based instructional practices.

The professional learning goal aligns with our Multi-Tiered System of Supports and California Community Schools Framework, creating coherence across our educational initiatives. By investing in professional growth, we build our staff's ability to identify and address the academic, social-emotional, and behavioral needs of our students. This comprehensive approach enables educators to implement differentiated instruction, culturally responsive teaching practices, and targeted interventions that address specific barriers to learning.

This goal represents our understanding that teacher effectiveness is the single most important school-based factor in student achievement. By developing a culture of continuous improvement through robust professional learning, we enhance our ability to meet the diverse needs of all students and create an educational environment where every child can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 81.8%	2022-23: 84.6%		2023-24: 100%	+2.8%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool -	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: NA	<u>2024-25</u> ELA: 5 ELD: 5 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 3 PE: 5 VAPA: 4 World Language: NA		<u>2025-26</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: 0 ELD: +1 Math: -1 Social Science: 0 Science: -1 CTE: NA Health: 0 PE: +1 VAPA: 0 World Language: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Local Indicator CA School Dashboard)					

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Puente Charter School employs a principal and appropriately credentialed teachers, who teach all core subject areas: ELA, Math, Science & Social Studies, and Physical Education serving grades TK-5, as part of the school's base educational program. Puente Charter School provides all students with a longer school day and longer school year that includes 178 instructional days, exceeding the CA State requirement of 175, a 2-day reduction due to the LA County Wildfires in January 2025.

The principal and all teachers participate in 10 days of intensive summer professional learning, in addition to 5 non-instructional days, and weekly professional development during the academic school year.

Action 2: This action was fully implemented. Puente Charter School implemented a comprehensive professional development program for all educators, including both General Education and Special Education staff. The program consists of ten days of intensive summer learning, five non-instructional development days throughout the year, and weekly professional learning sessions during the academic year. Teachers participated in the planned professional development including the MTSS certification and Diversity, Equity, Inclusion and Justice.

Action 3: This action was fully implemented. Puente Charter School ensures all students have access to standards-aligned curriculum and instructional materials through systematic planning and procurement. Puente Charter has successfully acquired and implemented all planned curricular and instructional materials for the academic year.

Action 4: This action was fully implemented. Puente Charter School ensured all students have access to a device, with ongoing monitoring and support to ensure all technology remains fully operational and ready for student use. We continued to work towards connecting the ISTE standards schoolwide.

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, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 2. All actions were implemented as planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was effective with increasing the percentage of appropriately credentialed teachers. Puente has a rigorous hiring process to ensure educators know and understand our school's mission, vision and our commitment to high-quality, rigorous instruction, through a diversity and equity lens.

Action 2: This action has been highly effective. Puente's staff has fully completed the 18-month MTSS certification. This action has been fully and effectively implemented, demonstrating substantial progress toward building staff capacity to support student achievement. The completion of the 18-month MTSS certification program has proven highly effective, with all paraprofessionals and teachers now certified, creating a cohesive, school-wide approach to student support that directly enhances instructional quality and intervention effectiveness.

The positive feedback received on professional development topics indicates the effectiveness of the PD program in meeting staff needs and addressing priority areas. This responsive approach to professional learning has effectively built staff capacity to implement evidence-based practices across the curriculum. Additionally, the school's teacher development pipeline has shown notable effectiveness, with two interns successfully completing their programs and advancing to preliminary status. The progression of two additional teachers through the induction program toward cleared credentials further demonstrates the effectiveness of PUENTE's professional growth system in developing and retaining highly qualified educators. This comprehensive professional development approach has effectively created a more skilled, cohesive instructional team equipped with the knowledge and strategies needed to support diverse student needs and advance academic outcomes.

Action 3: This action has been effective since ensuring all students have access to curricular and instructional materials which is essential for learning.

Action 4: The implementation of SMART boards has proven highly effective in enhancing both classroom instruction and home-school communication. Teachers effectively utilize the boards' digital capture functionality to save instructional notes which are later posted on ParentSquare, creating a seamless learning connection between school and home environments. This technology integration has been particularly effective in supporting student learning through extended access to classroom content. By making instructional notes available digitally for homework reference, students can review teacher explanations and examples when working independently, effectively reinforcing concepts and providing consistent academic support outside school hours. Additionally, this feature has effectively strengthened parent

engagement by giving families visibility into daily classroom instruction, enabling them to better support their children's learning at home. The consistent posting of classroom notes has created an effective feedback loop that extends the learning day and provides continuity between school and home learning environments.

This strategic use of SMART board technology demonstrates the effectiveness of PUENTE's thoughtful technology implementation in supporting student achievement through enhanced accessibility to learning resources and strengthened home-school connections.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school’s dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CORE EDUCATIONAL PROGRAM: EDUCATORS	<p>Puente Charter School will employ a dedicated principal and appropriately credentialed teachers to deliver a rigorous academic program serving students in grades TK-5. All teachers will be fully qualified and possess the necessary credentials to teach the core curriculum areas: English Language Arts, Mathematics, Science, Social Studies, and Physical Education.</p> <p>The school will provide all students with an extended school day and year, offering 180 instructional days, which exceeds California's 175-day requirement.</p> <p>All instructional staff will participate in 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions throughout the academic year to ensure high-quality instruction and continuous improvement.</p> <p>Teachers will implement standards-aligned curriculum with regular assessment to monitor student progress and adjust instruction, accordingly,</p>	\$1,292,422	N

		creating a strong educational foundation that prepares students for academic success.		
2	PROFESSIONAL LEARNING	<p>Puente Charter School will strengthen teacher capacity, expertise, and retention through robust professional learning opportunities including instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and peer observations.</p> <p>Extended Learning Structure</p> <p>All teachers and instructional support staff will participate in 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions throughout the academic year.</p> <p>Focus Areas</p> <p>Based on a comprehensive needs assessment, classroom observations, and teacher feedback, professional development will address:</p> <ol style="list-style-type: none"> 1. Curriculum and Instruction: Culturally relevant curriculum, foundational literacy and math skills, Health Standards implementation, Eureka² Math curriculum, and differentiated instruction strategies for ELA and Math. 2. Special Education: IDEA and FAPE requirements, accommodations and modifications, co-teaching models, and IEP interpretation and implementation. 3. Student Support: Non-violent crisis intervention techniques, behavior intervention plans, social-emotional learning, Positive Behavioral Intervention & Supports (PBIS), and strategies to improve designated/integrated ELD. 4. Health and Safety: CPR certification, active shooter protocols, and comprehensive emergency response procedures. <p>This targeted professional learning program will build collective teacher efficacy, improve instructional practice, and ultimately enhance student outcomes across all demographic groups.</p>	\$105,000	N

3	CORE CURRICULAR NEEDS	<p>Puente Charter School will provide all students with access to standards-aligned curriculum and instructional materials across all disciplines. The school will conduct annual inventory assessments and purchase new materials as needed, including consumables for student use. This ensures all students, including those with diverse learning needs, have equitable access to high-quality print and digital learning resources that support rigorous instruction and content mastery.</p>	\$48,000	N
4	CLOSING THE DIGITAL DIVIDE	<p>Puente Charter School will ensure all students have equitable access to technology resources to support their learning. The school will maintain a sufficient inventory of devices for all students to access digital curricular and instructional materials. Comprehensive IT technical support will be provided to maintain equipment functionality and assist users with technical issues. The school will maintain necessary subscriptions for virtual meeting platforms and educational software to enhance learning opportunities.</p> <p>All teachers will implement the International Society for Technology in Education (ISTE) Standards to guide effective technology integration into teaching and learning practices. Every classroom will be equipped with an interactive SMART Board to facilitate engaging, technology-enhanced instruction that supports diverse learning styles and promotes digital literacy skills across all grade levels.</p>	\$128,828	N

Goal

Goal #	Description	Type of Goal
3	Engage parents/families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. Continue to provide learning opportunities for families as well as structures and opportunities to ensure authentic family engagement and a culture of trust to further re-engage and improve outcomes for all students.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Puente Charter School has developed this goal to engage parents and families as partners based on compelling evidence from our performance data and community feedback that indicates stronger home-school collaboration is essential for student success.

Our chronic absenteeism data (32.2% overall with similar rates for English Learners, Socioeconomically Disadvantaged, and Hispanic student groups) signals a critical need to strengthen family engagement and deepen trust between home and school. Research consistently demonstrates that when families are authentically involved in their children's education, attendance improves, academic achievement increases, and social-emotional development is enhanced.

The goal aligns with our implementation of the California Community Schools Framework, which emphasizes family and community engagement as a foundational pillar. Our needs assessment revealed that many families desire additional opportunities to participate meaningfully in school decision-making and would benefit from culturally responsive workshops that address their specific needs and interests.

For our diverse student population, including English Learners and students with disabilities, family engagement is particularly crucial. By creating structures for authentic family participation and building a culture of trust, we can leverage the unique strengths, knowledge, and resources that families contribute to the educational partnership. This approach recognizes parents as their children's first teachers and essential collaborators in the educational process.

Additionally, by providing learning opportunities for families through workshops and resources that address their identified needs, we strengthen their capacity to support student learning at home. This two-generation approach addresses barriers to learning by building family capabilities alongside student development.

This goal represents our commitment to fostering genuine partnerships with families that honor their cultural assets, respect their perspectives, and engage them as meaningful participants in their children's education, ultimately improving outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary		2025-26: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 4 10. 5 11. 5 12. 4	<u>2024-25:</u> 9. 5 10. 5 11. 5 12. 5		<u>2025-26:</u> 9. 5 10. 5 11. 5 12. 5	9. +1 10. 0 11. 0 12. +1
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial	<u>2023-24:</u> 1. 5 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 4		<u>2025-26:</u> 1. 5 2. 5 3. 4 4. 4	1. -1 2. -1 3. 0 4. -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self- reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 100% Sense of Safety 100% School connectedness	<u>2024-25:</u> 98% Sense of Safety 94% School Connectedness		<u>2025-26:</u> >95% Sense of Safety >95% School Connectedness	-2% Sense of Safety +6% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Needs Assessment Survey	<u>2023-24:</u> 97% Sense of Safety 96% School connectedness	<u>2024-25:</u> 100% Sense of Safety 99% School Connectedness		<u>2025-26:</u> >95% Sense of Safety >95% School Connectedness	+3% Sense of Safety +3% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 92% Sense of Safety 92% School connectedness	<u>2024-25:</u> 95% Sense of Safety 95% School Connectedness		<u>2025-26:</u> >90% Sense of Safety >90% School Connectedness	+3% Sense of Safety +3% School Connectedness

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Puente implemented multiple strategies to foster a positive school climate and ensure student safety. A comprehensive behavior plan was consistently enforced to prevent bullying, keeping student safety as the top priority. Monthly recognition ceremonies celebrated student achievements, contributing to increased student engagement and improved attendance rates.

The school enriched student experiences through various programs including:

- Field trips for all grade levels
- Student-led conferences, which received consistently positive parent feedback
- Seasonal student clubs including robotics, dance, cheer, music, cooking, Girls on the Run, and arts/crafts
- Health screenings scheduled for February

The combination of these programs and activities created an engaging learning environment that encouraged regular student attendance, as evidenced by improved chronic absenteeism rates.

Action 2: The action was fully implemented. Parent committee attendance remained steady throughout the year. While overall participation rates were moderate, the school maintained a consistent core group of engaged parents who regularly attended committee meetings.

Action 3: The action was fully implemented. Puente facilitated broad parent engagement through multiple channels throughout the year. We’ve held introductory parent meetings and maintained consistent monthly coffee sessions with the principal. Parent access was enhanced by offering both virtual and in-person meeting options. Parent workshops were conducted 2-3 times monthly, and all school-wide events and conferences took place as scheduled. Communication with families was maintained through ParentSquare, which provided information in parents' preferred languages.

Action 4: The action was fully implemented. Puente Charter School maintains a commitment to providing safe and clean facilities for all students and staff. The annual Facility Inspection Tool (FIT) evaluation has been completed and is being incorporated into the School Accountability Report Card (SARC). This assessment, which is also included in the Local Control Accountability Plan (LCAP) and Local Indicators Report, ensures systematic monitoring of facility conditions. Any findings from the FIT report are addressed promptly to maintain optimal learning environments.

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, nor between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for any actions under Goal 3. All actions were implemented as planned, and actual expenditures closely aligned with the budgeted amounts. As a result, no substantive explanation of material differences is required for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: PUENTE Charter's strategic approach to promoting a positive school climate, health, and safety has demonstrated significant effectiveness through its multi-tiered implementation. The integration of Social-Emotional Learning (SEL) lessons throughout the instructional day has proven particularly effective in addressing the specific growth area of self-efficacy identified by the universal SEL screener. This targeted approach has effectively built students' confidence, resilience, and problem-solving abilities, creating a more positive classroom environment.

The implementation of a teacher-led behavior management system for Tier 2 and Tier 3 behaviors has effectively reduced office referrals and classroom disruptions. By empowering teachers to address these behaviors before escalation to administrative intervention, the school has created more consistent behavior management and maintained instructional continuity. This approach has effectively built teacher capacity while fostering stronger student-teacher relationships that support positive behavioral choices.

The incentive-based field trip program tied to attendance and behavior has demonstrated remarkable effectiveness as a motivation strategy. By creating clear, attainable goals with meaningful rewards, this initiative has effectively improved both attendance rates and behavioral outcomes. Student participation data indicates that this positive reinforcement approach has successfully motivated students across multiple domains, including academic engagement, consistent attendance, and positive behavioral choices. Together, these complementary strategies have effectively created a comprehensive approach to school climate that addresses both prevention and intervention, resulting in a safer, more positive learning environment where students can thrive academically and socially.

Action 2: PUENTE Charter has implemented a highly effective parent engagement structure that meaningfully incorporates parent voice in school decision-making processes. The establishment of multiple advisory committees—including the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), EL Parent Advisory Committee (EL-PAC), Parent Advisory Committee (PAC), Parent Advisory Council, and CCSPP Steering Committee—has created comprehensive opportunities for diverse parent perspectives to influence school policies and programs.

The effectiveness of these advisory structures is significantly enhanced by the consistent provision of both Spanish interpreters and American Sign Language (ASL) services at all committee meetings and upon request. This language access approach has proven particularly effective in removing barriers to participation for linguistically diverse families, resulting in more representative input that reflects the full spectrum of the school community.

Data from committee participation rates and subsequent policy implementations demonstrates that these structures have effectively amplified parent voices in critical decision-making processes as required by California Education Code 52062(a)(1) and 52062(a)(2). The integration of parent feedback through these formalized channels has led to more responsive, community-aligned programs and policies that effectively address student and family needs. This multi-faceted approach to parent engagement has created an inclusive school governance model that effectively leverages family perspectives to strengthen school programs and build a collaborative school community.

Action 3: PUENTE Charter has implemented a highly effective parent engagement strategy that successfully connects families with their children's education through multiple complementary approaches. The consistent monthly Coffee with Administration meetings, while experiencing lower participation rates, represent just one component of a comprehensive engagement system that has demonstrated remarkable effectiveness through other channels.

The school's introductory 1:1 meetings achieved an exceptional 98% participation rate, creating strong foundational relationships between families and staff. This same outstanding participation level was maintained for student-led conferences, demonstrating the effectiveness of PUENTE's approach to meaningful parent involvement in academic progress discussions.

The implementation of varied meeting formats (virtual and in-person) has proven effective in accommodating diverse family schedules and preferences, removing barriers to participation. This flexibility, combined with consistent multilingual communication through ParentSquare, has effectively created accessible pathways for all families to engage with school information regardless of language background.

Particularly effective has been the school's responsive approach to parent workshops, offering 2-3 sessions monthly based on identified needs and direct parent requests. The high participation rates in these targeted workshops demonstrate their effectiveness in addressing family interests and building parent capacity to support student learning. Overall, PUENTE's multi-faceted parent engagement strategy has created an inclusive school community where families are effectively integrated as partners in their children's education, as evidenced by the consistently high participation across multiple engagement formats.

Action 4: PUENTE Charter has implemented a highly effective facilities management program that prioritizes safety, cleanliness, and operational excellence. The school's exceptional score of 100% on the annual Facility Inspection Tool (FIT) demonstrates the effectiveness of its comprehensive approach to maintaining optimal learning environments, reflecting meticulous attention to all facility standards.

Despite experiencing significant custodial staff turnover this year, the administration has effectively maintained high facility standards through strategic adaptations. The implementation of contracted services has proven particularly effective in addressing staffing gaps while maintaining consistent cleaning standards. This proactive solution, combined with regular administrative oversight of systems and procedures, has effectively ensured campus cleanliness without disruption to the learning environment.

The administration's hands-on approach to facilities monitoring has created an effective accountability system that maintains high standards even during staffing transitions. This consistent oversight has effectively prevented deterioration in facility conditions that might otherwise occur during periods of custodial staff changes.

While the school continues its efforts to fill permanent custodial positions, the current hybrid staffing model has demonstrated remarkable effectiveness in sustaining a safe, clean campus environment that supports student learning and wellbeing, as validated by the perfect FIT assessment score.

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

After reflecting on our prior practices and current progress, there are no changes planned for the 2025-26 LCAP goals, metrics, and target outcomes. The actions will provide additional details, context and align to the school’s dashboard, strategic plan and feedback from its educational partners. Puente Charter School will continue to implement our established plan as previously outlined.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	<p>School Safety Measures</p> <p>Puente Charter School will maintain a comprehensive School Safety Plan, reviewed and revised annually with input from educational partners. A Bullying Prevention Plan will be incorporated into this safety framework. Security guards and campus aides will provide additional supervision to ensure student safety, responding directly to feedback from educational partners.</p> <p>Positive Climate Initiatives</p> <p>The school will foster student engagement through anti-bullying assemblies, monthly student recognition ceremonies, and student-led conferences where learners reflect on their progress with parents and teachers. Students will participate in standards-aligned field trips that provide enriching real-world learning experiences. School climate surveys will be administered regularly to identify strengths and areas for improvement.</p> <p>Health Services</p>	\$243,577	N

		Puente Charter School has established partnerships with the UCLA Eye Institute and USC Dental Clinic to provide essential health screenings for students. The school participates in the universal meals program, ensuring all students have access to nutritious food throughout the school day.		
2	PARENT INPUT IN DECISION-MAKING	<p>Puente Charter School values parent voice and ensures meaningful opportunities for families to participate in school governance and decision-making processes. The school facilitates parent engagement through several structured committees:</p> <p>The English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide platforms for parents of English Learners to advise on programs and services in accordance with California Education Code 52062(a)(2).</p> <p>The Parent Advisory Committee (PAC) serves as the primary parent governance body as required by California Education Code 52062(a)(1), offering input on school policies, budget priorities, and the Local Control Accountability Plan.</p> <p>The Parent Advisory Council works collaboratively with school leadership on broader school initiatives and community partnerships.</p> <p>The Community Schools Partnership Program (CCSPP) Steering Committee includes parent representatives who guide the implementation of the community schools' model and integration of support services.</p> <p>To ensure equitable access and participation, qualified interpreters are available at all committee meetings and provided upon request for any school communication or event.</p>	\$8,500	N
3	PARENT ENGAGEMENT & PARTICIPATION	<p>Relationship Building</p> <p>Prior to the start of the school year, teachers will schedule introductory meetings with all families to welcome them to our school, communicate expectations, build positive relationships, inform them of school resources, review the attendance policy, and identify family/student needs.</p>	\$144,383	N

		<p>Engagement Opportunities</p> <p>Puente Charter School will provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child's education through monthly Coffee with the Principal sessions, integrated services workshops covering college/career readiness, counseling services, health and wellness, nutrition, immigration rights, tenant rights, and social media.</p> <p>Families will be invited to participate in schoolwide events including monthly Family Nights, Back to School Night, Open House, Meet & Greet gatherings, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences.</p> <p>Communication Systems</p> <p>The Operations Coordinator will conduct outreach efforts with families, provide interpreter services, distribute the monthly newsletter, and monitor ParentSquare, including maintaining the calendar of events. Parents will have access to Infinite Campus Parent Portal where they can view their child's academic progress, attendance records, and communicate with staff.</p> <p>All correspondence sent to families 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, including American Sign Language (ASL), are available for all parent events and upon request.</p>		
4	MAINTAINING A SAFE & CLEAN FACILITY	<p>Puente Charter School is committed to providing a safe, clean, and well-maintained learning environment for all students and staff. The school implements comprehensive facility maintenance protocols and security measures to ensure campus safety.</p> <p>The facilities team conducts regular inspections and performs prompt repairs to address any issues identified. Annual completion of the Facility Inspection Tool (FIT) report provides formal documentation of facility conditions, with results reported transparently on the School</p>	\$510,662	N

		<p>Accountability Report Card (SARC), Local Control Accountability Plan (LCAP), and Local Indicators Report on the California School Dashboard.</p> <p>Daily custodial services maintain cleanliness throughout all campus areas, with enhanced cleaning protocols implemented in high-traffic zones. Security systems and procedures are regularly reviewed and updated to address evolving safety concerns, as informed by stakeholder feedback and best practices in school safety.</p> <p>The school administration works closely with maintenance staff to prioritize facility improvement projects that enhance the learning environment while maintaining fiscal responsibility. This proactive approach to facility management ensures Puente Charter School provides an optimal setting for student achievement and wellbeing.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,209,606	\$149,928

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
36.959%	0%	\$0	36.959%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	As evidenced in the 2024 CA School Dashboard, there are achievement gaps among EL and SED student groups for both ELA and Mathematics.	Assessment and Identification Puente Charter School will implement a systematic approach to identify and support students with academic needs through our Multi-Tiered System of Supports (MTSS) framework. Universal academic screeners (NWEA MAP, Fountas & Pinnell) will establish student baseline performance, identify specific learning gaps, facilitate MTSS referrals, establish personalized annual growth targets, and measure program effectiveness.	The metrics that will be used to monitor effectiveness: <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

	<table><tr><th colspan="2">2023-24 Math CAASPP</th></tr><tr><td></td><td>DFS</td></tr><tr><td>All Students</td><td>-13.2</td></tr><tr><td>Hispanic</td><td>-14.4</td></tr><tr><td>EL</td><td>-37.2</td></tr><tr><td>SED</td><td>-15</td></tr></table>	2023-24 Math CAASPP			DFS	All Students	-13.2	Hispanic	-14.4	EL	-37.2	SED	-15	Tiered Support Structure Classroom teachers will deliver high-quality Tier 1 core instruction for all students and provide Tier 2 targeted support for some students through small-group instruction. Paraprofessionals will assist classroom teachers by supporting both Tier 1 and Tier 2 instruction through focused small-group and/or one-on-one assistance. The dedicated Intervention Teacher will provide intensive Tier 3 academic support for identified students with significant needs in reading and mathematics. This action will be provided on a schoolwide basis because it will benefit all students and student groups to improve academic outcomes and close achievement gaps.			
2023-24 Math CAASPP																	
	DFS																
All Students	-13.2																
Hispanic	-14.4																
EL	-37.2																
SED	-15																
Goal 1, Action 3	<p>Puente Charter School received an ORANGE Performance level for chronic absenteeism on the 2024 CA Schools Dashboard across all student groups: All Students (32.2%), English Learners (33.3%), Socioeconomically Disadvantaged (32.2%), and Hispanic (31.7%). Following a comprehensive needs assessment and root cause analysis, we recognize that chronic absenteeism requires individualized attention and targeted interventions.</p> <table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><td>Student Group</td><td>Rate</td></tr><tr><td>All Students</td><td>32.2%</td></tr><tr><td>Hispanic</td><td>31.7%</td></tr><tr><td>EL</td><td>33.3%</td></tr><tr><td>SED</td><td>32.2%</td></tr><tr><td>SWD</td><td>40.0%</td></tr></table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	32.2%	Hispanic	31.7%	EL	33.3%	SED	32.2%	SWD	40.0%	<p>Prior to the 2025-26 school year, our leadership team will identify at-risk families requiring additional resources and focus on building stronger relationships with these families. We will establish regular communication channels that foster engagement beyond problem-focused interactions, allowing us to better understand and support their unique challenges. A Family Attendance Survey will be administered during orientation to understand family perspectives on attendance policies, enabling our team to address misconceptions early in the school year.</p> <p>Once school begins, we will implement a preventative approach through our MTSS framework. This includes early identification of at-risk students, targeted family communication, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine interventions. Teachers will contact families when students are absent with positive</p>	<p>The metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none">#8: Chronic Absenteeism Rates
2023-24: Chronic Absenteeism																	
Student Group	Rate																
All Students	32.2%																
Hispanic	31.7%																
EL	33.3%																
SED	32.2%																
SWD	40.0%																

		<p>messages emphasizing that the student was missed. They will also utilize attendance charts and provide incentives to encourage regular attendance.</p> <p>Social-Emotional Learning Supports</p> <p>Puente is committed to strengthening social-emotional supports through schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, and restorative justice community circles.</p> <p>The School Counselor (Title I Funded: \$99,276) will lead monthly theme-based classroom lessons and facilitate regular social skills groups for students identified for Tier 3 supports. Additionally, the Counselor will guide SEL curriculum implementation with teachers and host monthly "Coffee with the Counselor" sessions to connect with families and provide referrals to Care Solace for mental health services.</p> <p>Behavioral Support System</p> <p>The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. The Behavior Interventionist will collaborate with teachers to develop and implement individualized student behavior plans while modeling effective classroom strategies to address behavioral challenges.</p> <p>Working with the Vice Principal, the Behavior Interventionist will develop schoolwide practices to improve student interaction skills and help identify and modify negative learned behaviors. They will provide professional development on addressing behavioral challenges and implementing consistent classroom structures. The</p>	
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		Behavior Interventionist will also facilitate parent/staff engagement activities to foster a culture of community and respect, monitor daily student attendance, lead SART meetings, conduct family meetings including home visits, and ensure adherence to the school's attendance policy.	
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited 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, as applicable.

Not applicable

Additional Concentration Grant Funding

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 additional grant add-on funds to fund Paraprofessionals to provide tiered small group intervention and support (See Goal 1, Action 2).

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

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,097,034.00	\$ 6,097,034.00

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	\$ 4,185	\$ 4,185
1	2	MTSS: ACADEMIC INTERVENTIONS	Yes	\$ 2,255,622	\$ 2,255,622
1	3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$ 832,046	\$ 832,046
1	4	SPECIAL EDUCATION SERVICES	No	\$ 470,807	\$ 470,807
1	5	EL/ELD SUPPORT SERVICES	No	\$ 113,970	\$ 113,970
1	6	BROAD COURSE OF STUDY	No	\$ 32,500	\$ 32,500
2	1	CORE EDUCATIONAL PROGRAM: EDUCATORS	No	\$ 1,362,346	\$ 1,362,346
2	2	PROFESSIONAL LEARNING	No	\$ 114,000	\$ 114,000
2	3	CORE CURRICULAR NEEDS	No	\$ 32,000	\$ 32,000
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 128,828	\$ 128,828
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	\$ 135,327	\$ 135,327
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ 8,500	\$ 8,500
3	3	PARENT ENGAGEMENT & PARTICIPATION	No	\$ 191,903	\$ 191,903
3	4	MAINTAINING A SAFE & CLEAN FACILITY	No	\$ 415,000	\$ 415,000

2024-2025 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 (%)
\$1,145,134.00	\$1,145,748	\$1,145,748	\$0.00 - No Difference	0.000%	0.000%

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)
1	2	MTSS: ACADEMIC INTERVENTIONS	Yes	\$845,979	\$845,979.00
1	3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	\$299,769	\$299,769.00

2024-2025 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)
\$ 3,138,880	\$ 1,145,134	0.000%	36.482%	\$ 1,145,748	0.000%	36.502%	\$0.00 - No Carryover	0.00% - No Carryover

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	\$ 3,272,834	\$ 1,209,606	36.959%	0.000%	36.959%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,713,829	\$ 1,134,947	\$ -	\$ 444,869	\$ 5,293,645.00	\$ 3,256,214	\$ 2,037,431

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ASSESSMENTS OF LEARNING	All	No					\$ -	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500	0.000%
1	2.1	MTSS: ACADEMIC INTERVENTIONS	All	No					\$ 37,862	\$ 527,975	\$ -	\$ 565,837	\$ -	\$ -	\$ 565,837	0.000%
1	2.2	MTSS: ACADEMIC INTERVENTIONS	All	Yes	Schoolwide	All	Puente Charter School	2025-26	\$ 879,240	\$ 13,030	\$ 879,270	\$ 13,000	\$ -	\$ -	\$ 892,270	0.000%
1	3.1	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No					\$ 177,365	\$ 39,000	\$ 84,089	\$ 33,000	\$ -	\$ 99,276	\$ 216,365	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	Puente Charter School	2025-26	\$ 381,187	\$ -	\$ 330,336	\$ 50,851	\$ -	\$ -	\$ 381,187	0.000%
1	4	SPECIAL EDUCATION SERVICES	SWD	No					\$ 174,089	\$ 320,000	\$ 142,809	\$ 5,687	\$ -	\$ 345,593	\$ 494,089	0.000%
1	5	EL/ELD SUPPORT SERVICES	EL	No					\$ 88,981	\$ 28,000	\$ 108,082	\$ 8,899	\$ -	\$ -	\$ 116,981	0.000%
1	6	BROAD COURSE OF STUDY	All	No					\$ -	\$ 62,000	\$ -	\$ 62,000	\$ -	\$ -	\$ 62,000	0.000%
2	1	CORE EDUCATIONAL PROGRAM: EDUCATORS	All	No					\$ 1,132,422	\$ 160,000	\$ 1,253,378	\$ 39,044	\$ -	\$ -	\$ 1,292,422	0.000%
2	2	PROFESSIONAL LEARNING	All	No					\$ -	\$ 105,000	\$ 105,000	\$ -	\$ -	\$ -	\$ 105,000	0.000%
2	3	CORE CURRICULAR NEEDS	All	No					\$ -	\$ 48,000	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ 81,108	\$ 47,720	\$ 116,828	\$ 12,000	\$ -	\$ -	\$ 128,828	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					\$ 163,077	\$ 80,500	\$ 204,846	\$ 38,731	\$ -	\$ -	\$ 243,577	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ -	\$ 8,500	\$ -	\$ 8,500	\$ -	\$ -	\$ 8,500	0.000%
3	3	PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ 140,883	\$ 82,544	\$ 130,294	\$ 93,133	\$ -	\$ -	\$ 223,427	0.000%
3	4	MAINTAINING A SAFE & CLEAN FACILITY	All	No					\$ -	\$ 510,662	\$ 306,397	\$ 204,265	\$ -	\$ -	\$ 510,662	0.000%

2025-2026 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
\$ 3,272,834	\$ 1,209,606	36.959%	0.000%	36.959%	\$ 1,209,606	0.000%	36.959%	Total:	\$ 1,209,606
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 1,209,606

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	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	Schoolwide	All	Puente Charter School	\$ 879,270	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HI	Yes	Schoolwide	All	Puente Charter School	\$ 330,336	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA’s 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA’s current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 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 plus 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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