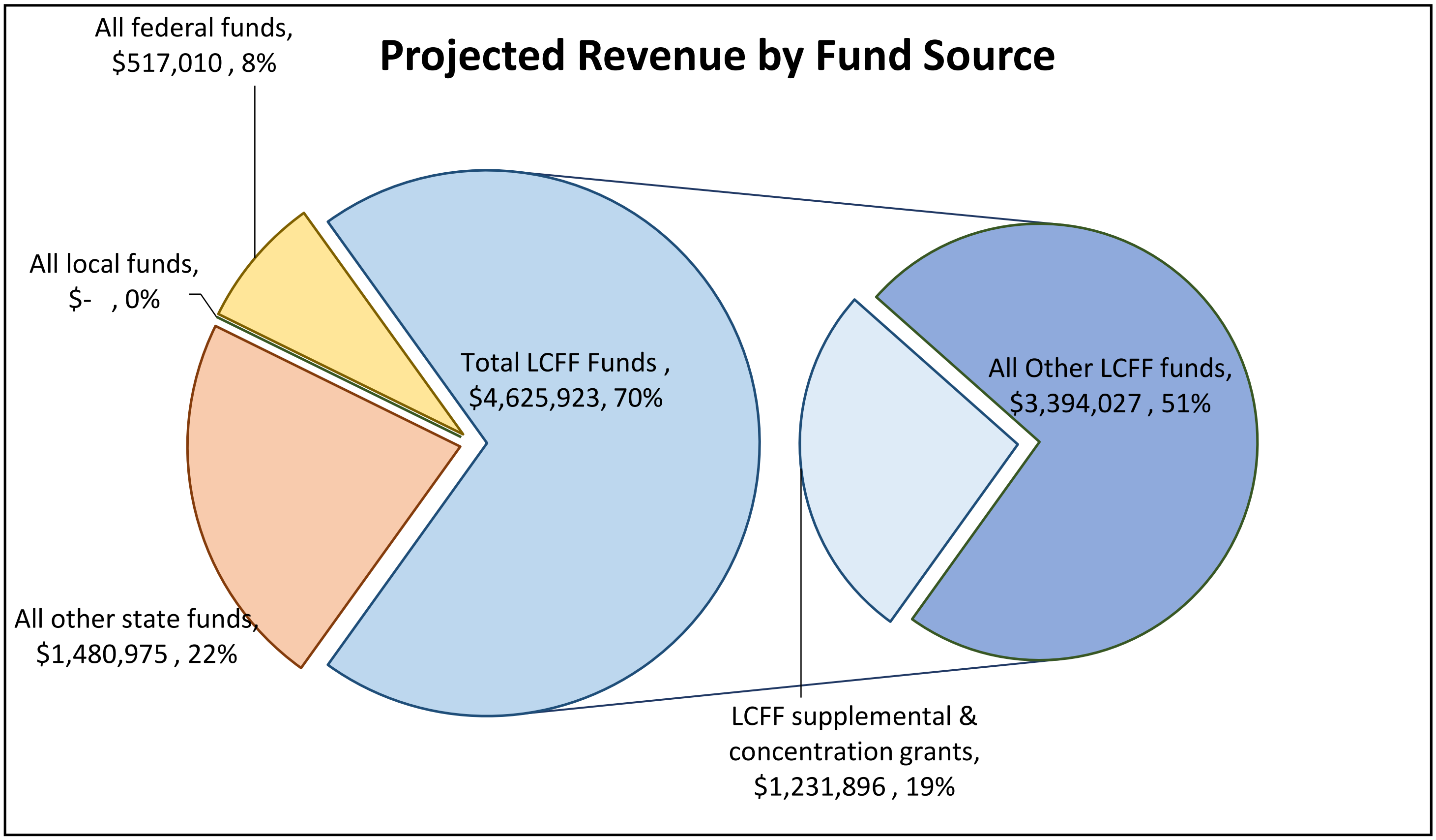
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter
CDS Code: 19 64733 6120471
School Year: 2026-27
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 2026-27 School Year

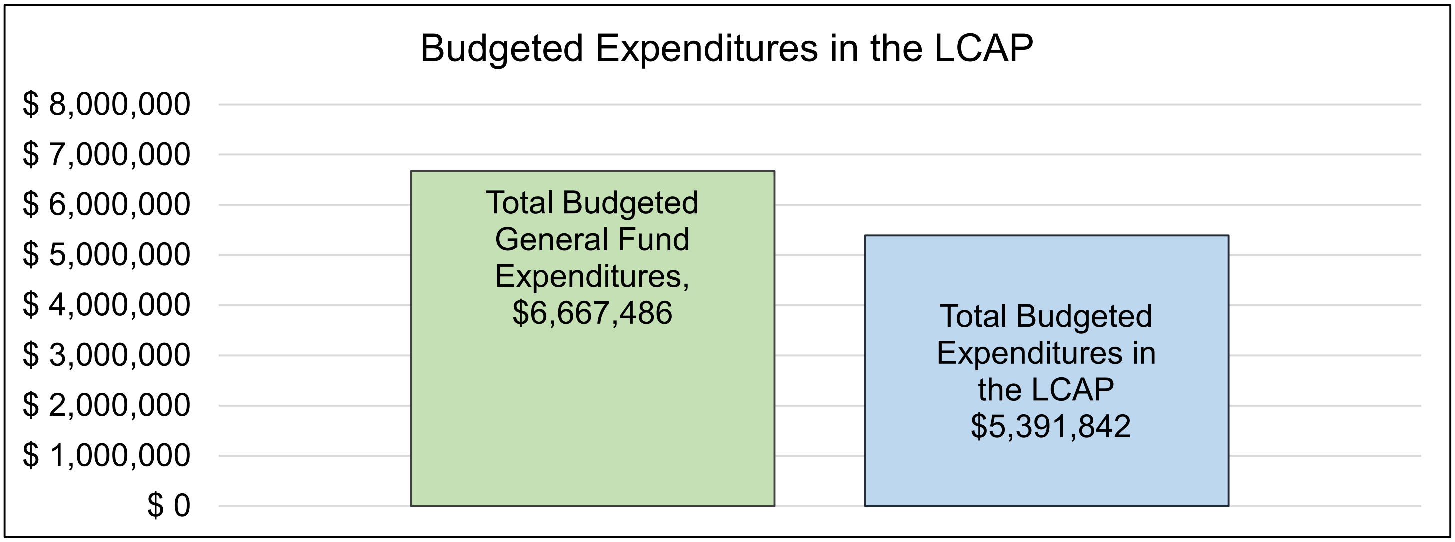


This chart shows the total general purpose revenue PUENTE Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for PUENTE Charter is $6,623,908.00, of which $4,625,923.00 is Local Control Funding Formula (LCFF), $1,480,975.00 is other state funds, $0.00 is local funds, and $517,010.00 is federal funds. Of the $4,625,923.00 in LCFF Funds, $1,231,896.00 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 2026-27. 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 $6,667,486.00 for the 2026-27 school year. Of that amount, $5,391,842.00 is tied to actions/services in the LCAP and $1,275,644.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

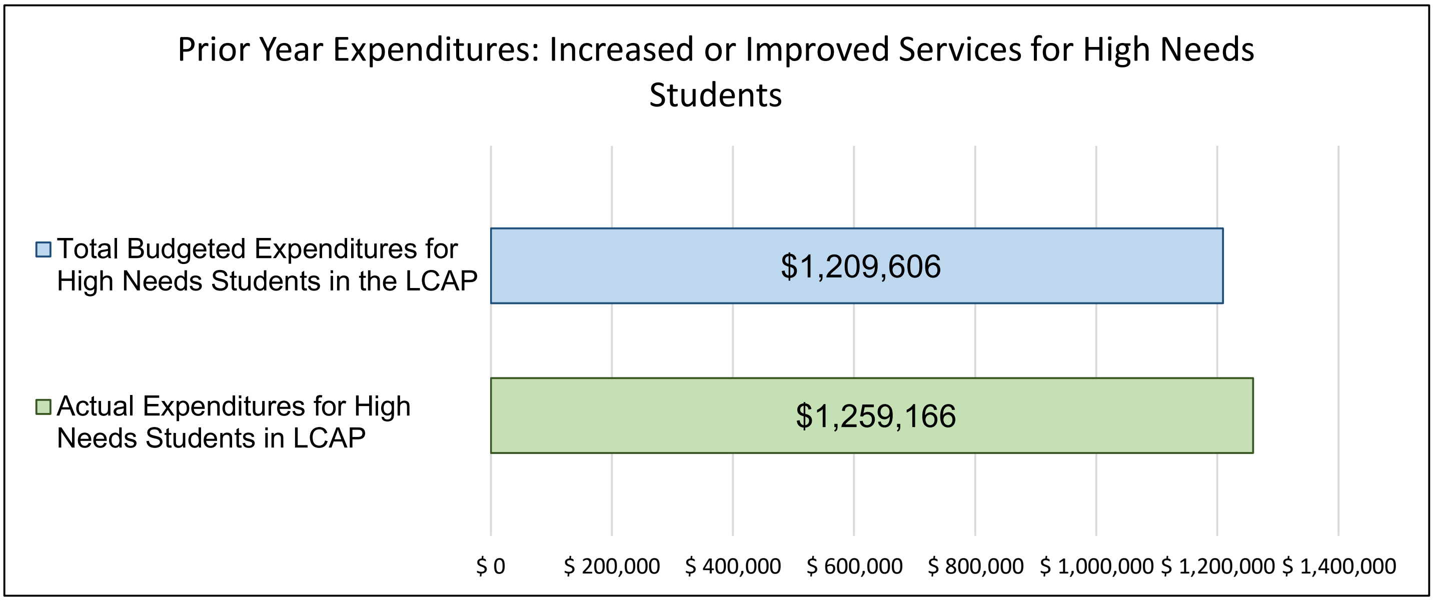
Staffing expenses related to finance and administration and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, PUENTE Charter is projecting it will receive $1,231,896.00 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 $1,240,728.00 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 2025-26



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 2025-26, PUENTE Charter's LCAP budgeted $1,209,606.00 for planned actions to increase or improve services for high needs students. PUENTE Charter actually spent $1,259,166.00 for actions to increase or improve services for high needs students in 2025-26.

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 2026-27

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 305 students in grades TK through 5. Current student demographics reflect a population that is 99% Hispanic, and 1% White, with 12% Students with Disabilities (SWD), 19% English Learners (EL), 1% Homeless, 1% Foster Youth, and 82% Socioeconomically Disadvantaged (SED).

Educational Approach

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

History and Development

Founded in 2002 by dedicated educators and parents, Puente Charter School became the first charter school in Boyle Heights. Building on the foundation established by Puente Learning Center in 1985, the school has cultivated meaningful partnerships with the community to connect families with essential educational resources. From 2002 to 2017, Puente served only kindergarten students. Following a successful charter revision, the school expanded to include grades 1 through 5, fulfilling its commitment to provide high-quality education that addresses community needs, particularly for English Learners.

Educational Frameworks

Puente implements several integrated educational frameworks that work together to support student learning. The Multi-Tiered System of Supports (MTSS) provides a comprehensive framework for data-based decision-making across all school levels, focusing on aligning initiatives, supports, and resources to address the needs of all students, including gifted learners. Response to Intervention (RtI) coordinates resources from the school and community to support struggling students before they fall behind. Positive Behavioral Interventions and Supports (PBIS) addresses emotional and behavioral learning to increase student engagement and decrease problematic behavior over time.

As a recipient of the California Community Schools Partnership Program (CCSPP) Implementation Grant, Puente also implements the California Community Schools Framework, which emphasizes four key pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Opportunities. These frameworks align with Puente's Expanded Learning Opportunities Program (ELOP) and Universal Transitional Kindergarten (UTK) program to create a supportive, inclusive environment that takes a whole-child approach to student success.

Strategic Plan and LCAP Alignment

Puente's 2024-2027 Strategic Plan, the 2026-27 Local Control and Accountability Plan (LCAP), and the California Community Schools Partnership grant goals work together in a cohesive educational framework. This alignment ensures that Puente's long-term vision directly shapes annual priorities and resource allocation. The Strategic Plan's four pillars correspond with Puente's three LCAP goals, and both frameworks incorporate MTSS and the California Community Schools Framework, an alignment that is particularly important for Puente's diverse student population.

Charter Renewal and SUMS MTSS Recognition

Puente Charter School recently received a six-year charter renewal from LAUSD, with a term from 2025 to 2031. Puente also received the SUMS MTSS grant to implement comprehensive staff training and the SWIFT Fidelity Integrity Assessment (FIA). This grant enables Puente to provide targeted interventions across three support levels, using data-driven decision-making to maximize student outcomes.

Recent Achievements

Puente Charter School has accomplished the following milestones in recent years:

- **Charter Authorization and Attendance:** Secured a six-year charter renewal from LAUSD (2025-2031) and reduced chronic absenteeism by over 15%.
- **Grants and Initiatives:** Currently in Year 1 of a five-year California Community Schools Partnership Program Implementation Grant and recipient of the Community Engagement Initiative (Cohort VI) Grant.
- **Staff Retention:** Retained 100 percent of credentialed instructors.
- **Community Partnerships:** Established partnerships with College Corps and Angeleno Corps for dedicated after-school tutoring, collaborated with Neighborhood Music School and Theatre of Hearts/Youth First for music and performing arts instruction across all grade levels, and partnered with the UCLA Jules Stein Eye Institute and the USC Dental Clinic for on-site vision and dental screenings with follow-up care.
- **Family Engagement:** Developed a comprehensive Parent/Caregiver Workshop and Information Session Series.

Compliance and Stakeholder Engagement

Puente Charter School, a Title I Charter School, has developed a one-year LCAP for the 2026-27 school year that aligns with California's MTSS Framework and that also serves as Puente's School Plan for Student Achievement (SPSA). Puente meets all stakeholder engagement requirements outlined in California Education Code Section 52062(a), including consultation with the SELPA under EC 52062(a)(5), engagement with the Parent Advisory Committee under EC 52062(a)(1), participation of the English Learner Parent Advisory Committee under EC 52062(a)(2), and the provision of written responses to committee comments.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Puente Charter School has $45,000 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Puente Charter School is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

The following table presents Puente Charter School's performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

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

The Whole Child, the Whole Community: Puente's Path to Zero Suspensions: Puente Charter School received a Blue performance level for the Suspension Rate Indicator on the 2025 California School Dashboard for All Students and for every reported student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. The Blue performance level reflects Puente's zero suspension rate, which the school has sustained for three consecutive school years (2022-23, 2023-24, and 2024-25).

This consistent performance can be attributed to Puente's commitment to providing an integrated, Multi-Tiered System of Supports (MTSS) that addresses students' social, emotional, behavioral, mental health, and attendance needs. By addressing the underlying conditions that often drive student behavior, the school has been able to prevent escalation, support student regulation, and respond to behavioral concerns through restorative and instructional approaches rather than exclusionary discipline.

Counseling services play a central role in this work. The School Counselor leads monthly classroom social-emotional learning lessons, facilitates Tier 3 social skills groups, and supports families through Coffee with the Counselor sessions and referrals to Care Solace for mental health services. The Vice Principal oversees student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives, and the Behavior Interventionist partners with teachers to develop and implement individualized behavior plans, model classroom strategies, and build staff capacity for de-escalation.

Community partnerships further strengthen Puente's capacity to support the whole child. As a California Community Schools Partnership Program (CCSPP) Implementation Grant recipient, Puente employs a Community Schools Coordinator who serves as the foster youth and homeless liaison, connecting families to essential resources and leading parent workshops that support the social-emotional and mental health needs of students. The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework.

Taken together, these integrated supports have established a positive school climate that prioritizes student and staff safety, fosters belonging, and ensures that students receive the relationships, resources, and interventions necessary to remain engaged in school. The sustained Blue performance level on the Suspension Rate Indicator across All Students and every reported student group reflects the effectiveness of this whole-child, MTSS-aligned approach.

Comprehensive Needs Assessment

Puente Charter School conducts a comprehensive needs assessment annually as part of its commitment to data-driven decision-making and continuous improvement. The needs assessment serves several integrated purposes.

First, as a Title I school, Puente is required to conduct an annual needs assessment to ensure the appropriate allocation of federal funds and to measure program effectiveness across all student groups. This annual process aligns with the federal requirements that govern Title I schoolwide programs and helps ensure that resources are directed toward the priorities most likely to improve outcomes for the school's low-income student population.

Second, Puente conducted a focused needs assessment to inform the allocation of Learning Recovery Emergency Block Grant (LREBG) funds. This assessment supported the identification of learning recovery priorities and informed the planned expenditure of Puente's remaining $45,000 in LREBG funds during the 2026-27 school year. The needs assessment ensures that LREBG investments respond to documented student needs reflected in the 2025 California School Dashboard and in Puente's local data.

Third, the comprehensive needs assessment reflects Puente's broader commitment to embedding a data-driven culture across the school. The needs assessment draws on two complementary data sources: the most recent California School Dashboard, which provides state-reported performance data for the 2025 reporting cycle across the Academic Indicators, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate, disaggregated by student group; and local internal data generated within the school, including NWEA MAP, ELPAC, Interim ELPAC, Running Records, Spelling Inventory, the K-2 Reading Difficulties Risk Screener, classroom observations, attendance and behavioral indicators tracked through Panorama Education, and educational partner feedback. The combination of Dashboard and local data ensures that Puente has both a state-level perspective on outcomes and a real-time, classroom-level view of student progress and need.

Finally, the needs assessment allows school administration to present comprehensive data to educational partners, including teachers, classified staff, parents, students, the ELAC, DELAC, EL-PAC, PAC, and the SELPA, to support more informed decision-making on the allocation of fiscal resources. The findings, recommendations, and stakeholder input gathered through this process have been embedded and integrated into the 2026-27 LCAP, ensuring that the plan reflects both objective data and the voices of the school community.

ELA Academic Indicator (2025 Dashboard)

The 2025 California School Dashboard reflects continued underperformance in English Language Arts for Puente Charter School across all reported student groups. All Students received an Orange performance level with a Distance from Standard (DFS) of -26. The English Learner student group received an Orange performance level with a DFS of -69.5, the Socioeconomically Disadvantaged student group received an Orange performance level with a DFS of -31.8, and the Hispanic student group received an Orange performance level with a DFS of -26.3. These results, combined with the elevated need reflected in the English Learner DFS, identify ELA as a priority focus area for the 2026-27 LCAP.

Data Sources Analyzed

Puente analyzed multiple quantitative and qualitative data sources to inform this needs assessment. Quantitative sources included CAASPP ELA results, NWEA MAP Reading data, Interim Comprehensive Assessment (ICA) results, ELPAC data, and Reading Screener results. Qualitative and classroom-level data sources included classroom observations and Running Records administered every 6 to 8 weeks. Together, these sources provided a comprehensive view of student performance, growth trajectories, and instructional implementation across classrooms.

Educational Partner Engagement

Puente engaged educational partners in the analysis of ELA performance through structured, recurring meetings throughout the school year. Weekly School Leadership Team meetings provided ongoing review of schoolwide ELA data and instructional priorities. Weekly teacher planning meetings and professional development sessions ensured that classroom teachers were active partners in identifying trends and refining instructional practice. Support staff participated in weekly professional development and team check-ins to align Tier 2 and Tier 3 supports with classroom instruction. Parent engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and monthly Coffee with the Principal sessions, providing families with consistent opportunities to share perspectives on ELA priorities.

Strengths and Demonstrated Growth

Although the 2025 Dashboard reflects continued underperformance in ELA, the data also shows that more than 70% of Puente students improved their ELA score compared to the prior year. This level of year-over-year growth is evidence that Puente's instructional design is conducive to student learning and provides a foundation on which to build additional gains. Building on this evidence, Puente identified the need to deepen instructional practice through increased coaching, strategic professional development in phonics, vocabulary, and the art of teaching reading, and more rigorous data-driven planning. Data analysis meetings have continued with greater rigor and intentional planning, and Puente has refined after-school tutoring supports for students. Puente will continue to provide intentional coaching cycles in these instructional areas throughout the 2026-27 school year.

Greatest Needs and Student Groups: Puente continues to identify a need to ensure that students are reading at grade level by the end of each school year. The Dashboard data indicates that English Learners face the largest gap relative to standard at -69.5 DFS, followed by Socioeconomically Disadvantaged students at -31.8 DFS, Hispanic students at -26.3 DFS, and All Students at -26 DFS. To address these needs, Puente will focus on data-driven intervention supports by training teachers and staff on differentiation strategies, and will purchase additional leveled sets of books to support targeted reading instruction across grade levels.

Services Implemented in the Current Year: Throughout the current school year, Puente implemented a coordinated set of ELA services aligned with the school's Multi-Tiered System of Supports (MTSS). Staff engaged in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. Puente strengthened the structure and expectations for data analysis meetings to ensure more intentional instructional planning and timely identification of students needing Tier 2 and Tier 3 support. After-school tutoring was refined to better align with classroom instruction and address documented student learning needs.

Teachers received ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also received more intentional support to strengthen their ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals. Puente fully implemented an expanded tutoring model by increasing the number of after-school tutors and providing structured professional development facilitated by the Intervention Coach. Tutoring was aligned to core instructional approaches, targeted to needs identified by classroom teachers, and designed to reinforce priority skills. To extend learning support, students also received winter packets aligned to their specific areas of need.

Successes Identified: Key successes from the current year include the intentional training provided to teachers and paraprofessionals, which strengthened implementation quality and supported the sustainability of Tier 2 and Tier 3 interventions. Another success has been the impact of a skilled Community Schools Navigator who is actively connecting families to resources and strengthening school and home support systems.

Challenges Identified: A primary challenge during the current year was scheduling intervention groups during the core instructional day, particularly because of staffing transitions that reduced the number of available paraprofessionals to support interventions. Tutoring staffing also required ongoing coordination because many tutors are college students whose availability changes each semester, creating variability in schedules and continuity of support.

Resource Inequities: Puente Charter School conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool] developed by the [Alliance for Resource Equity]. Puente identified that less staff was available to support targeted, tiered intervention than originally planned. As a result, the school made several adjustments throughout the year to maintain coverage and continuity of services for students.

Root Cause Analysis: The root cause analysis identified several paraprofessional transitions and one teacher transition throughout the year as the primary contributors to staffing-related disruptions in tiered ELA intervention. These transitions reduced the number of adults available to deliver small-group support during the core instructional day and required ongoing schedule adjustments.

2026-27 Action Plan: For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified needs.

Puente will establish an after-school Homework Hub in response to feedback from families, particularly those who are non-English speaking. Many parents have shared that language barriers make it difficult to support their children with homework, including knowing whether assignments have been completed or how to assist with them. The Homework Hub is designed to ensure that students have consistent academic support beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment.

Puente will also invest in a new Benchmark Phonics Intervention curriculum resource, at an estimated cost of $6,500, that will be used by the Intervention Coach during out-of-classroom support. This resource will strengthen the school's ability to deliver targeted Tier 2 and Tier 3 phonics intervention aligned with current research on foundational reading skills.

These actions will primarily serve students reading below grade level, with particular attention to the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups identified through the Dashboard data analysis.

Math Academic Indicator (2025 Dashboard)

The 2025 California School Dashboard reflects continued underperformance in Mathematics for Puente Charter School across all reported student groups. All Students received an Orange performance level with a Distance from Standard (DFS) of -40.8. The English Learner student group received an Orange performance level with a DFS of -65.3, the Socioeconomically Disadvantaged student group received an Orange performance level with a DFS of -47, and the Hispanic student group received an Orange performance level with a DFS of -40.4. These results identify Mathematics as a priority focus area for the 2026-27 LCAP, alongside English Language Arts.

Data Sources Analyzed

Puente analyzed multiple quantitative and qualitative data sources to inform this needs assessment. Quantitative sources included CAASPP Mathematics results, NWEA MAP Mathematics data, and Interim Comprehensive Assessment (ICA) results. Qualitative and classroom-level data sources included classroom observations of math instruction. Together, these sources provided a comprehensive view of student performance, growth trajectories, and the consistency of instructional implementation across classrooms.

Educational Partner Engagement: Puente engaged educational partners in the analysis of Mathematics performance through structured, recurring meetings throughout the school year. Weekly School Leadership Team meetings provided ongoing review of schoolwide math data and instructional priorities. Weekly teacher planning meetings and professional development sessions ensured that classroom teachers were active partners in identifying trends and refining math instruction. Support staff participated in weekly professional development and team check-ins to align Tier 2 and Tier 3 math supports with classroom instruction. Parent engagement occurred through the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and monthly Coffee with the Principal sessions, providing families with consistent opportunities to share perspectives on math priorities.

Strengths and Demonstrated Growth: Although the 2025 Dashboard reflects continued underperformance in Mathematics, the data also shows that approximately 54% of Puente students improved their math score compared to the prior year. This year-over-year growth indicates that the schoolwide math instructional model is moving students forward, and provides a foundation for continued gains. In response to the Dashboard data, Puente revisited and strengthened the schoolwide math instructional model to ensure that Math Workshop is implemented consistently across all classrooms. The school also reinforced the use of a Cognitively Guided Instruction (CGI) approach to teaching mathematics, and additional coaching support has been built into the annual calendar. Puente has also refined the after-school tutoring support available to students in mathematics.

Greatest Needs and Student Groups: A primary area of focus for Puente is strengthening math instruction through the CGI approach. Teachers have received additional training and support in this instructional model, which establishes a clear math structure that gives students opportunities to think critically and collaborate with peers. This structure is designed to foster independence and promote critical thinking skills in mathematics. The Dashboard data indicates that English Learners face the largest gap relative to standard at -65.3 DFS, followed by Socioeconomically Disadvantaged students at -47 DFS, All Students at -40.8 DFS, and Hispanic students at -40.4 DFS, with the EL and SED student groups requiring the most intensive support.

A second area of focus is the intervention support provided by paraprofessionals. Paraprofessionals have received additional support from the Intervention Coach during the current school year through monthly coaching, weekly lesson-planning sessions, and peer observations. Intervention is provided throughout the school day so that students who need additional math support receive it in close alignment with core instruction.

Services Implemented in the Current Year

Throughout the current school year, Puente implemented a coordinated set of math services aligned with the school's Multi-Tiered System of Supports (MTSS). The school revisited and strengthened the schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The Cognitively Guided Instruction approach was reinforced as the schoolwide method for promoting conceptual understanding and mathematical reasoning. Additional coaching was built into the annual calendar to support consistent implementation and to strengthen targeted intervention practices, and after-school tutoring supports were refined to address math learning needs aligned to core instruction. Paraprofessionals received structured coaching, planning support, and peer observations from the Intervention Coach so that small-group math intervention could be delivered with greater consistency across classrooms.

Resource Inequities: Puente Charter School conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity. Puente identified that less staff was available to support targeted, tiered math intervention than originally planned. As a result, the school made several adjustments throughout the year to maintain coverage and continuity of math services for students.

Root Cause Analysis: The root cause analysis identified several paraprofessional transitions and one teacher transition throughout the year as the primary contributors to staffing-related disruptions in tiered math intervention. These transitions reduced the number of adults available to deliver small-group math support during the core instructional day and required ongoing schedule adjustments.

2026-27 Action Plan: For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified math needs. The after-school Homework Hub described in the ELA needs assessment will also serve students who need math support, providing consistent, supervised academic assistance beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment. Puente will also continue to expand Tier 2 and Tier 3 math support within classrooms, building on the structured coaching, lesson planning, and peer observation model that has strengthened paraprofessional instructional practice during the current year.

These actions will primarily serve students performing below grade level in mathematics, with particular attention to the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups identified through the Dashboard data analysis.

English Learner Progress Indicator (2025 Dashboard)

The English Learner Progress Indicator (ELPI) measures the percentage of English Learners making progress toward English language proficiency, as determined by year-over-year ELPAC results. Puente Charter School has experienced a significant three-year decline in ELPI performance across consecutive California School Dashboard reporting cycles. On the 2023 Dashboard, Puente received a Blue performance level with an ELPI rate of 75.6%. On the 2024 Dashboard, performance declined to a Green level with an ELPI rate of 70.4%. On the 2025 Dashboard, performance declined further to an Orange level with an ELPI rate of 50.9%. This trajectory identifies ELPI as a priority focus area for the 2026-27 LCAP.

In addition to ELPI, two related indicators inform the needs assessment. ELPAC proficiency rates have fluctuated across recent administrations, with 26.2% in 2022-23, 32.5% in 2023-24, and 24.2% in 2024-25. Reclassification rates have shown a similar pattern, with 21.2% in 2022-23, 28.7% in 2023-24, and 26.8% in 2024-25. The 2024-25 reclassification rate represents a slight decline from the prior year and underscores the need to strengthen English Learner supports.

Data Sources Analyzed: Puente analyzed multiple quantitative data sources to inform this needs assessment. Quantitative sources included the 2025 ELPAC summative assessment results and NWEA MAP data. These sources provided a comprehensive view of English Learner performance, language proficiency growth, and the relationship between language acquisition and broader academic progress.

Educational Partner Engagement: Puente engaged educational partners in the analysis of English Learner performance through structured, recurring meetings throughout the school year. The English Learner Advisory Committee (ELAC) met to review ELPI data and identify priorities for English Learner instructional support, including the April 15 meeting that focused on this analysis. Teachers met weekly to review English Learner data and align instructional planning across grade levels. The School Leadership Team met weekly to monitor schoolwide ELPI trends and to coordinate ELD instructional priorities. Parents engaged monthly through Coffee with the Principal and ELAC sessions, providing families with consistent opportunities to share perspectives on English Learner supports.

Strengths and Demonstrated Growth: Puente continues to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on the academic content standards and on evidence-based pedagogical strategies that ensure the diverse learning needs of students are met and that barriers to learning are addressed. Puente revised its year-long professional development plan to ensure that mathematics, English Language Development, and social-emotional support remain at the forefront of the school's professional learning priorities. Providing professional development in these areas has been crucial for the teaching team, and the School Leadership Team has also participated in leadership development sessions.

Significant strides have been made this year in engaging parents and families as partners in supporting student learning through home-school collaboration and culturally responsive community partnerships. This progress has been driven by the intentional work of the new Community Schools Coordinator. Puente continues to provide learning opportunities for families and structures that ensure authentic family engagement and a culture of trust, with the goal of re-engaging and improving outcomes for all students. Monthly family nights and student-led conferences have allowed the school to stay connected with families, although attendance at these events remains an area for continued growth.

Puente is also part of Cohort VI of the Community Engagement Initiative (CEI). The school's CEI team is composed of the Principal, Operations Coordinator, Community Schools Coordinator, Vice President of Programs, a parent, and a 5th grade student. This team is identifying a problem of practice in community engagement and will develop and implement an improvement plan over a two-year commitment. This work will support Puente in strengthening community engagement that benefits English Learners and their families.

Greatest Needs and Student Groups: According to the 2025 California School Dashboard, Puente's English Learners underperformed compared to the state average. During the 2023-24 and 2024-25 school years, Puente welcomed an increased number of newcomer students in grades 3 through 5. To support these students, Puente facilitated a four-week summer program designed to help newcomers advance their vocabulary and other foundational skills needed for academic success. In addition, the school has increased coaching, peer observations, and planning support for ELD instruction across all grade levels. Puente has also refined the after-school tutoring support available to English Learners.

Issues Identified This Year: Puente recorded a slightly lower reclassification rate in 2025 than in the previous year, and the school experienced a significantly lower ELPI rate compared to the prior year. The drop from 70.4% (Green) on the 2024 Dashboard to 50.9% (Orange) on the 2025 Dashboard represents the largest year-over-year change in the three-year trajectory and warranted close root cause analysis.

Root Cause Analysis: Two root causes were identified through this analysis. First, TK students are no longer taking the ELPAC, which has reduced the size of the student pool eligible to demonstrate progress on ELPI and to be reclassified each year. This structural change has affected both the ELPI calculation and the reclassification percentage. Second, Puente experienced an influx of newcomer students two years ago. Many of these students had received only one full year of English Language Development instruction at the time of the 2025 ELPAC administration, which is not sufficient time for students to master a new language, and which directly affected the ELPI progress measure.

2026-27 Action Plan: For the 2026-27 school year, Puente will implement the following evidence-based interventions to address the identified English Learner needs. The school will provide additional coaching and training for teachers and paraprofessionals on effective English Language Development practices. Additional accountability structures will be implemented to support consistent delivery of tiered intervention for English Learners in the classroom. ELD center instruction will be planned more intentionally to ensure that all language domains, including listening, speaking, reading, and writing, are practiced regularly. These actions will primarily serve the English Learner student group, with particular attention to newcomer students in grades 3 through 5.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG), established under California Education Code Section 32526, provides time-limited funding to local educational agencies (LEAs) to accelerate learning recovery for pupils who experienced learning loss and disengagement during and following the COVID-19 pandemic. Pursuant to EC Section 32526(d)(1), an LEA receiving LREBG funds must develop a needs assessment regarding the use and expenditure of funds for the 2025-26, 2026-27, and 2027-28 school years. The needs assessment must identify the pupils in greatest need of learning recovery supports and the interventions selected to address those needs and must include a review of academic performance in ELA and Mathematics and chronic absenteeism, disaggregated by pupil group and at the LEA level. LREBG-funded interventions must be evidence-based and aligned to the needs identified through the assessment.

Total Allocation: Puente Charter School has $45,000 in LREBG funds available for the 2026-27 school year. These funds will be fully expended during the 2026-27 school year to support the Intervention Coach role described in Goal 1, Action 2 (MTSS Academic Interventions).

Needs Assessment: Puente completed a comprehensive needs assessment for the 2026-27 school year that draws on two complementary data sources: the most recent California School Dashboard (2025 reporting cycle), and local internal school data generated within Puente. Dashboard data reviewed includes the Academic Indicators for ELA and Mathematics, the English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate, disaggregated by student group. Local data reviewed includes NWEA MAP Reading and Mathematics administered three times annually, ELPAC, Interim ELPAC, Fountas and

Pinnell Running Records administered every six to eight weeks, the K-2 Reading Difficulties Risk Screener required under EC Section 53008, Spelling Inventory results, classroom observations, and attendance and behavioral indicators tracked through Panorama Education.

Through this needs assessment, Puente identified the following pupils as those in the greatest need of learning recovery supports. In ELA and Mathematics, the 2025 California School Dashboard reflects Orange performance levels (Low status) for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. The Distance from Standard (DFS) figures show the largest gaps falling on English Learners (ELA DFS -69.5; Math DFS -65.3) and Socioeconomically Disadvantaged students (ELA DFS -31.8; Math DFS -47). Within these student groups, Puente has further identified individual pupils whose NWEA MAP RIT scores place them in the lowest achievement level or on the low end of the second-lowest achievement level. In Chronic Absenteeism, the 2025 Dashboard reflects a Yellow performance level (Medium status) for All Students at 18.3%, English Learners at 16.2%, Socioeconomically Disadvantaged students at 17.8%, Students with Disabilities at 19%, and Hispanic students at 17.9%. Individual pupils reported as chronically absent (defined as missing 10% or more of instructional days) are a priority population for attendance learning recovery supports.

Expenditure: The $45,000 in LREBG funds will be fully expended during the 2026-27 school year to support the salary and benefits of the Intervention Coach role, which delivers direct tiered intervention to the priority pupil populations identified through the needs assessment and provides coaching to teachers and paraprofessionals delivering Tier 2 and Tier 3 support.

Funded Position: Intervention Coach (Partial Funding with LREBG)

LCAP Goal and Action: Goal 1, Action 2 (MTSS Academic Interventions)

Amount of LREBG Funds: $45,000

Rationale: The Intervention Coach is the position most directly responsible for delivering learning recovery supports to the students identified through the needs assessment. The role addresses identified needs in four specific ways: (1) provides targeted Tier 2 and Tier 3 small-group instruction in ELA and Mathematics to students performing in the lowest achievement levels, which directly accelerates learning recovery for the pupils most affected by post-pandemic learning loss; (2) leads implementation of the new Benchmark Phonics Intervention curriculum for students performing below grade level in foundational reading, addressing the largest Dashboard gap (EL student group ELA DFS -69.5) through research-aligned phonics instruction; (3) delivers structured coaching cycles for teachers and paraprofessionals through monthly coaching, weekly lesson-planning sessions, and peer observations, which multiplies the impact of LREBG funds by improving the instructional skills of every adult delivering intervention; and (4) supports after-school tutoring and summer programming alignment with classroom instruction, extending learning recovery support beyond the core school day for the priority pupil populations. This role is anchored in the MTSS framework and aligned with the California Community Schools Framework, ensuring that learning recovery is integrated within Puente's broader whole-child approach.

Evidence Tier: Tier 2 (Moderate Evidence). The Intervention Coach role implements a combination of evidence-based practices that meet the Tier 2 (Moderate Evidence) threshold under the Every Student Succeeds Act (ESSA) evidence-based standards. The practices include tiered small-group instruction within an MTSS framework, structured instructional coaching for teachers and paraprofessionals, and the use of evidence-based intervention curricula such as Benchmark Phonics. These practices are supported by research studies that have demonstrated moderate evidence of effectiveness in improving outcomes for students performing below grade level, English Learners, and Socioeconomically Disadvantaged students.

Metric: The effectiveness of the Intervention Coach role in producing learning recovery for identified students will be measured through the following metrics: NWEA MAP growth across Fall, Winter, and Spring administrations for students receiving Tier 2 and Tier 3 intervention, with disaggregated review for English Learners and Socioeconomically Disadvantaged students; and CAASPP ELA and Mathematics outcomes. Findings will be reported through the LCAP Annual Update process and through the Reflections: Annual Performance section of the 2027-28 LCAP.

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: Puente's 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.

2023 CA School Dashboard

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.

Reflections: Technical Assistance

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

Puente Charter School is not eligible for Technical Assistance.

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
Administration/Principal	Puente Charter School engaged its administration and principal leadership in structured weekly meetings throughout the 2025-26 school year. These meetings, held on Thursdays from September 2025 through May 2026, served as the primary forum for ongoing review of schoolwide performance data, instructional priorities, operational planning, and LCAP development. The weekly cadence ensured that leadership remained continuously engaged in identifying student needs, monitoring the implementation of LCAP actions, and refining priorities for the 2026-27 plan year. During these meetings, administration reviewed Dashboard performance data, MTSS progress monitoring data, attendance trends, English Learner progress, and student behavioral and social-emotional indicators. The Thursday meetings also included sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Leadership discussed using LREBG funds to support learning recovery investments that respond to the post-pandemic acceleration needs reflected in the 2025 Dashboard, including continued coaching cycles, professional development on adopted instructional approaches, and Tier 2 and Tier 3 intervention staffing. Leadership discussed using Title I funds to support staffing and instructional resources that benefit the school's low-income student population, including continued investment in the School Counselor role, paraprofessional coaching, and supplemental instructional materials. Leadership also discussed the relationship between identified staffing needs and available funding categories, recognizing that the final allocations for 2026-27 priorities would be reflected in the LCAP Action Tables and budget narrative. **Feedback Received:** Administration and principal leadership provided the following feedback during the weekly Thursday meetings, which directly informed the development of the 2026-27 LCAP: • **Reduce student screen time during school hours.** Leadership recommended reducing the proportion of instructional time delivered through digital platforms in favor of teacher-led, small-group, and hands-on instruction. • **Continue accountability for adopted instructional approaches.** Leadership emphasized the importance of sustaining continuous classroom observations and coaching sessions to monitor implementation fidelity for Math Workshop, the Cognitively Guided Instruction (CGI) approach, ELD instruction, and Tier 2 and Tier 3 small-group instruction.

Educational Partner(s)	Process for Engagement
	• **Plan intentional professional development topics for the start of the school year.** Leadership recommended that beginning-of-year teacher training be designed around the priority instructional approaches identified through data analysis, rather than as general training. • **Add Behavior Intervention Implementer (BII) capacity to support classroom behavior.** Leadership identified a need for additional BII staffing to support teachers with disruptive classroom behavior, de-escalate student behavioral issues, and train teachers on de-escalation strategies they can implement in the classroom. • **Continue Assistant Principal leadership of SEL, behavioral, and attendance supports.** Leadership affirmed that the Assistant Principal should continue leading social-emotional learning, behavioral, and attendance initiatives, since this leadership structure has supported the schoolwide progress reflected in the 2025 Dashboard.
Teachers	Puente Charter School engaged its teaching staff in multiple structured engagement opportunities throughout the 2025-26 school year. Weekly Grade Level Planning meetings, held from September 2025 through May 2026, provided dedicated time for teachers to collaborate on instructional planning, review student data, and identify schoolwide instructional priorities. Weekly Professional Development sessions provided ongoing learning opportunities aligned with the priorities identified through data analysis and classroom observations. Mid-year and end-of-year evaluation meetings, along with mid-year and end-of-year surveys, provided formal opportunities for teachers to reflect on instructional implementation, share feedback on student progress, and identify resource and support needs for the upcoming school year. During these engagement opportunities, teachers reviewed Dashboard performance data, NWEA MAP and ICA results, ELPAC and Reading Screener data, classroom observation feedback, and MTSS progress monitoring data. Teachers also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Teachers discussed using LREBG funds to support learning recovery investments such as targeted intervention staffing, tutoring program expansion, and instructional materials aligned to identified student needs. Teachers discussed using Title I funds to support staffing and instructional resources that benefit Puente's low-income student population, including paraprofessional coaching, intervention support, and supplemental instructional materials. Teachers shared perspectives on how these funding sources could best support classroom-level instruction and small-group intervention for the upcoming school year, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received:** Teachers provided the following feedback during weekly planning meetings, professional development sessions, evaluation meetings, and mid-year and end-of-year surveys, which directly informed the development of the 2026-27 LCAP: • **Provide more intentional intervention training to paraprofessionals.** Teachers requested deeper and more consistent training for paraprofessionals on small-group intervention practices, instructional delivery, and progress monitoring so that paraprofessional support is more aligned with classroom Tier 2 and Tier 3 instructional goals.

Educational Partner(s)	Process for Engagement
	• **Add campus aide capacity.** Teachers identified a need for additional campus aides to support student supervision and safety across campus and to reduce demands on instructional staff during non-instructional times. • **Maintain Intervention Coach support for tiered academic intervention.** Teachers affirmed the value of the Intervention Coach role in providing targeted, tiered academic support and recommended that this position continue to lead Tier 2 and Tier 3 intervention planning and delivery for the 2026-27 school year. • **Add paraprofessional staffing.** Teachers identified a need for additional paraprofessional staffing to support small-group instruction, address student learning gaps, and provide consistent in-classroom intervention support. • **Establish a school library.** Teachers recommended creating a dedicated school library to expand student access to leveled texts, support independent reading, and strengthen the school's literacy environment. • **Continue and strengthen tutoring services and summer programming.** Teachers recommended continuing and strengthening after-school tutoring services and summer programming to extend learning time for students who need additional academic support, particularly English Learners and students performing below grade level. • **Add Behavior Interventionist (BII) capacity.** Teachers identified a need for additional Behavior Interventionist staffing to support classroom behavior management, address disruptive student behaviors, and provide consistent in-classroom support for students with behavior intervention plans.
Other School Personnel	Puente Charter School engaged its other personnel and classified staff in structured engagement opportunities throughout the 2025-26 school year. Weekly Professional Development sessions, held from September 2025 through May 2026, provided ongoing learning opportunities aligned with the priorities identified through schoolwide data analysis and supported alignment between classified staff practices and the school's MTSS framework. Mid-year and end-of-year evaluation meetings, along with mid-year and end-of-year surveys, provided formal opportunities for classified staff to reflect on their work, share feedback on student needs observed across the school day, and identify resource and support needs for the upcoming school year. During these engagement opportunities, classified staff reviewed schoolwide data and shared observations about student needs based on their daily interactions with students across instructional, supervisory, and support contexts. Classified staff also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Classified staff discussed how these funding sources could support staffing, supervision, and family engagement priorities, including investments in additional supervision and behavior support staff, and family-facing programming aligned with student health and wellness. Classified staff perspectives on day-to-day campus operations and student support needs informed the discussion of how to deploy these funds most effectively, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative.

Educational Partner(s)	Process for Engagement
	Feedback Received: Other personnel and classified staff provided the following feedback during weekly professional development sessions, evaluation meetings, and mid-year and end-of-year surveys, which directly informed the development of the 2026-27 LCAP: • **Add supervision and Behavior Interventionist (BII) staffing.** Classified staff identified a need for additional supervision staff and Behavior Interventionist staffing to support student safety across campus, address disruptive student behaviors, and provide consistent behavioral support during instructional and non-instructional times. • **Provide parent training on healthier student snacks.** Classified staff recommended offering parent training focused on healthier student snack options to support student nutrition, encourage healthy eating habits, and align family practices with the school's broader commitment to student health and wellness.
Students	Puente Charter School engaged its students in the LCAP development process through the Spring 2026 Student Survey. The survey provided students in grades TK through 5 with a structured, age-appropriate opportunity to share feedback about their school experience, identify the parts of school they value most, and recommend changes they would like to see in the upcoming school year. Student survey responses were reviewed by school leadership and incorporated into the broader analysis of educational partner feedback that informed the development of the 2026-27 LCAP. The student feedback was also reviewed in the context of Puente's fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. While students were not directly engaged in fiscal decisions, leadership considered student priorities when discussing how LREBG and Title I funds could support investments that benefit students directly, including continued enrichment programming, expanded learning opportunities, and student support services. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received:** Students provided the following feedback through the Spring 2026 Student Survey, which directly informed the development of the 2026-27 LCAP: • **Stricter consequences for bullying.** Students recommended stronger and more consistent consequences for bullying behavior to support a safe and respectful school climate. • **Continue music class.** Students valued music instruction and recommended continuing the music programming currently offered as part of Puente's enrichment program. • **Continue dance class.** Students valued dance instruction and recommended continuing the dance programming currently offered as part of Puente's enrichment program. • **Longer recess time.** Students recommended extending recess time to provide additional opportunities for physical activity, social interaction, and rest during the school day.

Educational Partner(s)	Process for Engagement
	• **Bigger play area.** Students recommended expanding the available play area to provide more space for active play during recess and physical education.
Parent Advisory Committee (PAC)	Puente Charter School engaged its Parent Advisory Committee (PAC) in structured quarterly meetings throughout the 2025-26 school year. The PAC met on September 9, 2025, November 14, 2025, February 10, 2026, April 15, 2026 (held in person), and May 20, 2026 (held in person). These meetings served as the primary forum for the PAC to review schoolwide priorities, provide input on the LCAP, and engage in dialogue with school leadership about student needs, instructional supports, and resource allocation for the 2026-27 plan year. During these meetings, the PAC reviewed Dashboard performance data, attendance trends, English Learner progress, and updates on schoolwide programming. The PAC also engaged in sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. The PAC discussed how LREBG funds could support learning recovery investments that benefit students, including academic support during the instructional day, after-school tutoring, summer programming, and English Language Development supports for newcomer students. The PAC discussed how Title I funds could support staffing and instructional resources that benefit Puente's low-income student population, including paraprofessional staffing, counseling and mental health services, and family-facing programming. The PAC shared parent and family perspectives on which investments would most directly benefit students and families, with final allocations to be reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received** The Parent Advisory Committee provided the following feedback during quarterly meetings, which directly informed the development of the 2026-27 LCAP: • **Expand after-school programming and clubs.** The PAC recommended expanding after-school programming, including the addition of student clubs, to provide students with broader enrichment opportunities and structured learning beyond the school day. • **Add parenting classes.** The PAC recommended adding parenting classes to support families with skills, strategies, and resources that strengthen home-school partnerships and reinforce student learning at home. • **Strengthen academic support during the instructional day.** The PAC recommended additional academic support during the instructional day, including paraprofessional staffing, after-school tutoring, and summer programming, to address student learning needs reflected in the 2025 Dashboard. • **Expand the playground.** The PAC recommended expanding the school playground to provide students with more space for physical activity and play during recess and physical education. • **Add safeguards on Boyle Avenue.** The PAC recommended additional safety measures on Boyle Avenue near the school, including a crossing guard, blinking lights, and additional signage, to support student safety during arrival and dismissal.

Educational Partner(s)	Process for Engagement
	• **Continue counseling services and mental health support systems.** The PAC affirmed the value of the School Counselor and mental health supports currently in place and recommended continued investment in these services for the 2026-27 school year. • **Add ELD support for newcomers.** The PAC recommended additional English Language Development support for newcomer students, recognizing the growing population of newcomer students at Puente and the intensive language acquisition support they require. • **Provide culturally relevant books for newcomers.** The PAC recommended purchasing culturally relevant reading books for newcomer students to support both language acquisition and a sense of cultural connection and belonging.
English Learner Parent Advisory Committee (EL-PAC)	Puente Charter School engaged its English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) in a combined, year-long series of structured meetings throughout the 2025-26 school year. The engagement process began in September 2025 with outreach to families through phone calls, meeting invitations, and ELAC nomination information distributed to ensure broad and representative family participation. The committee then met in person on October 22, 2025, December 10, 2025, February 11, 2026, March 11, 2026, April 15, 2026, and May 20, 2026, providing families with consistent and accessible opportunities to engage with school leadership on English Learner programming and LCAP priorities. During these meetings, the committee reviewed and discussed a wide range of English Learner data and program information, including Puente's EL Master Plan, the English Learner Progress Indicator (ELPI) performance on the California School Dashboard, the ELA and Mathematics Academic Indicators on the Dashboard, NWEA MAP assessment results, and the Reclassification criteria and rates used to determine when English Learners are eligible to be reclassified as Fluent English Proficient. These discussions provided families with a comprehensive picture of how English Learners are performing across multiple measures, what the school is doing to support language acquisition and academic achievement, and how progress is monitored over time. The meetings also included sustained discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title funds. The committee discussed how LREBG funds could support learning recovery investments that benefit English Learners, including after-school tutoring, summer programming, and additional academic support during and after the school day. The committee discussed how Title funds could support staffing, instructional resources, and family-facing programming that directly benefit Puente's English Learner population and their families. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received** The combined ELAC, DELAC, and EL-PAC committee provided the following feedback during the in-person meetings, which directly informed the development of the 2026-27 LCAP: • **Provide information for parents on how to support their children at home when families do not speak English.** The committee recommended developing family-facing resources and guidance that help non-

Educational Partner(s)	Process for Engagement
	English-speaking parents support their children's learning at home, including strategies for engaging with school assignments and supporting language development across home and school contexts. • **Strengthen tutoring, summer programming, and academic support for English Learners.** The committee recommended continuing and expanding after-school tutoring, summer programming, and additional academic support for English Learners during the instructional day, after school, and during the summer, to address the academic and language acquisition needs identified through Dashboard data and classroom data.
Parents including those representing Unduplicated Pupils & Students with Disabilities	Puente Charter School engaged parents, including those representing Unduplicated Pupils and students with disabilities, through structured, recurring engagement opportunities throughout the 2025-26 school year. Monthly Coffee with the Principal sessions provided a consistent, low-barrier forum for parents to meet with school leadership, share feedback, learn about school priorities, and raise questions about student support and instructional programming. Individualized Education Program (IEP) meetings provided dedicated opportunities for parents of students with disabilities to engage directly with the Director of Special Education, classroom teachers, related service providers, and school administrators on the academic, behavioral, and social-emotional needs of their children. Together, these engagement opportunities ensured that parents representing Puente's most historically underserved student populations had multiple, accessible avenues for sharing their perspectives on LCAP priorities. During these engagement opportunities, parents reviewed schoolwide data and program updates, discussed the academic and social-emotional progress of their children, and shared family perspectives on how Puente could strengthen supports for English Learners, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, and students with disabilities. Parents also engaged in discussion of fiscal planning for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. Parents discussed how these funding sources could support investments that directly benefit Unduplicated Pupils and students with disabilities, including counseling and mental health services, paraprofessional staffing for in-classroom academic and behavioral support, and family-facing engagement opportunities. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received** Parents, including those representing Unduplicated Pupils and students with disabilities, provided the following feedback during monthly Coffee with the Principal sessions and IEP meetings, which directly informed the development of the 2026-27 LCAP: • **Offer Coffee with the Counselor sessions via Zoom.** Parents recommended offering Coffee with the Counselor sessions through Zoom, in addition to in-person sessions, to expand access for families who face transportation, work schedule, or other barriers to attending in person. Virtual access would allow more parents to engage with the School Counselor on social-emotional learning, mental health, and family support topics. • **Provide counseling and paraprofessional support in classrooms to address achievement gaps and student behavioral issues.** Parents recommended additional counseling and paraprofessional staffing in classrooms to

Educational Partner(s)	Process for Engagement
	address both academic achievement gaps and student behavioral needs in real time, during the instructional day. Parents specifically connected this request to the achievement gaps reflected in the 2025 Dashboard and to the behavioral needs that benefit from immediate, in-classroom support.
SELPA Administrator	Puente Charter School engaged the Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) throughout the 2025-26 school year through structured, topic-specific consultations conducted via Zoom, phone, and email. These consultations supported Puente's compliance with all federal and state requirements for serving students with disabilities and ensured that the school's special education program continued to align with SELPA guidance, technical assistance, and best practices. SELPA consultations conducted via Zoom and phone addressed the following topics: service minutes on June 10, 2025; Welligent delay codes on July 17, 2025; Special Day Class (SDC) placement and alternate curriculum on January 28, 2026; Pre-Service Team (PST) consultation slide deck review on February 23, 2026; and SDC placement and IEP language on April 9, 2026. SELPA consultations conducted via email addressed the following topics: IEP notifications with Spanish copy on August 11, 2026; re-evaluation versus amendment and annual review on September 25, 2026; the Brigance assessment library on September 30, 2026; the Self Review Checklist on October 17, 2026; Option 3 LAUSD placement on February 11, 2026; ISANA co-teaching professional development on February 26, 2026; and the program visit on March 19, 2026. In May 2026, the Director of Special Education consulted with the LAUSD SELPA specifically on LCAP Goal 1, Action 4 (Special Education Services), as required for charter school LCAP development per California Education Code Section 52062(a)(5). The SELPA consultations also informed Puente's fiscal planning discussions for the 2026-27 LCAP, including the use of Puente's Learning Recovery Emergency Block Grant (LREBG) funds and Title I funds. While the SELPA itself does not directly determine Puente's use of LREBG or Title I funds, the consultation topics on service delivery, placement, professional development, and program review informed leadership decisions about which special education priorities to support through these funding sources. Final allocations are reflected in the 2026-27 LCAP Action Tables and budget narrative. **Feedback Received** The LAUSD SELPA did not provide additional feedback for inclusion in the 2026-27 LCAP development process. The May 2026 consultation between the Director of Special Education and the SELPA, focused specifically on LCAP Goal 1, Action 4 (Special Education Services), concluded with no additional feedback from the SELPA on this LCAP action.

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

The 2026-27 Local Control and Accountability Plan reflects the sustained engagement of Puente Charter School's educational partners throughout the 2025-26 school year. Feedback gathered through weekly leadership meetings, teacher planning meetings and surveys, classified staff sessions, the Spring 2026 Student Climate Survey, monthly Coffee with the Principal sessions, IEP meetings, the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), and SELPA consultations directly informed the design of the 2026-27 LCAP. Several themes emerged across partner groups that shaped specific actions, investments, and revisions.

- **Family Support for Non-English-Speaking Households**: Feedback from the PAC, the combined ELAC, DELAC, and EL-PAC, and from monthly Coffee with the Principal sessions consistently identified the need for greater support for non-English-speaking families who want to help their children with homework but face language barriers. In response, Puente established a new after-school Homework Hub for 2026-27, supervised by the Community Schools Navigator and staffed by college interns. This Homework Hub is integrated into Goal 1, Action 2 (MTSS Academic Interventions). The same family feedback also informed the planned addition of parenting classes (recommended by the PAC) and the planned offering of Coffee with the Counselor sessions via Zoom (recommended by parents of Unduplicated Pupils and students with disabilities).
- **Strengthened English Learner and Newcomer Supports**: The combined ELAC, DELAC, and EL-PAC, the PAC, and teacher feedback consistently identified the need for expanded English Language Development supports, including additional tutoring, summer programming, and culturally relevant reading materials for newcomers. In response, Puente has prioritized continued investment in the four-week newcomer summer program using Rosetta Stone, the restructured ELD instructional block, ELPAC preparation by the Vice Principal, daily ELOP intervention, and the purchase of culturally relevant reading books for English Learners and newcomers. These investments are reflected in Goal 1, Action 5 (EL/ELD Support Services), with LCFF supplemental and concentration funds and Title funds supporting these targeted supports for English Learners.
- **Intervention Coaching, Paraprofessional Capacity, and Tutoring**: Teachers, the PAC, classified staff, and parents of Unduplicated Pupils all identified the need for additional paraprofessional capacity, continued Intervention Coach support, and strengthened tutoring services to address the academic gaps reflected in the 2025 Dashboard. In response, Puente has prioritized continued and expanded paraprofessional staffing, retained the Intervention Coach role with structured coaching cycles for teachers and paraprofessionals, and expanded after-school tutoring and summer programming. These investments are reflected in Goal 1, Action 2 (MTSS Academic Interventions).
- **Behavioral Support, SEL, and Mental Health**: Administration, teachers, classified staff, the PAC, and parents of Unduplicated Pupils consistently identified the need for additional Behavior Interventionist capacity, sustained counseling and mental health support, and continued Assistant Principal leadership of SEL, behavioral, and attendance initiatives. The Spring 2026 Student Climate Survey also identified stricter consequences for bullying as a student priority. In response, Puente will continue and expand its investment in Behavior Interventionist staffing, the School Counselor role, Care Solace mental health referrals, the Bullying Prevention Plan, and Assistant Principal leadership of SEL and attendance. The new art therapy initiative also responds to identified social-emotional needs. These investments are reflected in Goal 1, Action 3 (MTSS Social-Emotional, Behavioral, and Mental Health Needs).
- **Enrichment, Recess, and Play Space**: Student feedback through the Spring 2026 Student Climate Survey identified strong student support for continuing music and dance programming, along with requests for longer recess time and a bigger play area. The PAC also recommended expanding the playground. In response, Puente will continue music and dance enrichment for all students in grades TK through 5 and will restore theater arts (grades TK through 2) and visual arts (grades 3 through 5) for 2026-27. This restoration is reflected in Goal 1, Action 6 (Broad Course of Study).
- **Professional Learning Priorities**: Administration and teachers identified the need for sustained accountability for adopted instructional approaches, intentional beginning-of-year professional development, and continued coaching cycles for Math Workshop, Cognitively Guided Instruction (CGI), and ELD. In response, Puente's 2026-27 professional learning calendar prioritizes these instructional approaches across 10 days of intensive summer

professional learning, 5 additional non-instructional planning days, and weekly professional development sessions. These investments are reflected in Goal 2 (Professional Learning) and across Goal 1 actions.

- **Special Education Services**: The SELPA consultation in May 2026 specifically addressed Goal 1, Action 4 (Special Education Services). While the SELPA did not provide additional feedback for inclusion in the LCAP, the year-long SELPA consultations on service minutes, Welligent delay codes, SDC placement, PST consultation, Option 3 LAUSD placement, ISANA co-teaching professional development, the Brigance assessment library, and the Self Review Checklist informed Puente's 2026-27 plan to apply for Option 3 status, expand staffing with an additional Behavior Interventionist and a Speech and Language Pathologist, and implement the Woodcock-Johnson V assessment.
- **Family Engagement Structures**: The PAC, ELAC, DELAC, and EL-PAC, and parents of Unduplicated Pupils consistently identified the need for expanded family engagement opportunities, including parenting classes, expanded after-school programming and clubs, Coffee with the Counselor via Zoom, and additional safety measures on Boyle Avenue. In response, Puente will continue and expand its family engagement structures, including the Community Schools Coordinator and Navigator roles, monthly Family Nights, student-led conferences, and the Parent/Caregiver Workshop and Information Session Series, all reflected in Goal 3 (Parent and Family Engagement).

The 2026-27 LCAP reflects the collective voice of Puente's educational partners. Feedback gathered through sustained engagement with administration, teachers, classified staff, students, parents, the PAC, ELAC, DELAC, EL-PAC, parents of Unduplicated Pupils and students with disabilities, and the SELPA shaped the specific actions, investments, and priorities embedded in the plan. Puente will continue to engage these partners throughout the 2026-27 school year through the same structured meetings, surveys, and consultations, ensuring that the LCAP remains a living plan responsive to the school community.

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 developed this goal in response to evidence from the 2025 California School Dashboard, from Puente's needs assessments, and from the experiences of educators, families, and students that demonstrate the interconnected nature of academic, social-emotional, behavioral, and mental health needs. The 2025 Dashboard reflected an Orange performance level for ELA and Mathematics for all reported student groups, a Yellow performance level for Chronic Absenteeism following a three-year decline from a Red performance level in 2023, and an Orange performance level for the English Learner Progress Indicator. Puente's student population is 99% Hispanic, 82% Socioeconomically Disadvantaged, 19% English Learners, with 12% Students with Disabilities, 1% Foster Youth, and 1% experiencing homelessness. These demographics, combined with the academic and attendance data, indicate that Puente serves students whose academic outcomes are deeply connected to social-emotional, behavioral, and mental health factors, and to the broader supports available to their families and communities. Addressing these interconnected needs requires an integrated, whole-child approach rather than siloed academic, behavioral, or social-emotional programming.

Connection to Student Outcomes: This goal recognizes that students cannot achieve their academic potential when their social-emotional, behavioral, mental health, or basic needs go unmet. Research and Puente's own implementation experience consistently show that students attend school more regularly, engage more fully in instruction, and demonstrate stronger academic growth when they feel safe, supported, and connected to caring adults. Puente's significant progress on chronic absenteeism, with rates declining from 34.1% in 2023 to 18.3% in 2025, has been driven in large part by the school's investment in MTSS, expanded mental health and counseling supports, restorative practices, and community partnerships that address barriers to attendance and engagement. Sustaining this progress and accelerating academic growth require continued investment in the integrated, whole-child supports this goal supports.

Framework Alignment: The goal is anchored in two complementary frameworks that guide Puente's whole-child work. The Multi-Tiered System of Supports (MTSS) framework provides the structure for data-based decision-making across academic, behavioral, and social-emotional domains, with tiered supports that range from universal Tier 1 practices for all students to intensive Tier 3 interventions for students with significant needs. The California Community

Schools Framework, of which Puente is an implementation grant recipient through the California Community Schools Partnership Program (CCSPP), provides the broader vision of schools as community hubs that integrate four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership, and Extended Learning Opportunities. Together, these frameworks position Puente to identify student needs across all domains and to coordinate responses that draw on school resources, family partnerships, and community-based services. The integration of MTSS and the California Community Schools Framework is central to how Puente serves its diverse student population.

Responding to Identified Needs: The goal is also informed by specific student and family needs identified through Puente's annual needs assessment and through educational partner feedback gathered during the 2025-26 LCAP engagement process. Educational partners have identified ongoing needs for expanded behavioral support, additional Behavior Interventionist staffing, continued counseling services and mental health support systems, art therapy, and family-facing programming that supports the whole child. Families have shared that they want their children to have access to consistent academic support, enrichment opportunities, and real-world learning experiences that connect classroom learning to the communities they live in. Students themselves have shared the value they place on enrichment programming such as music and dance and on a safe and respectful school climate. The growing population of newcomer students in grades 3 through 5 has also intensified the need for coordinated supports across language acquisition, social-emotional adjustment, and academic acceleration. This goal is designed to ensure that Puente's response to these needs is integrated, sustained, and informed by both data and stakeholder voice.

Planned Whole-Child Supports and Outcomes: Through this goal, Puente will continue to implement a coordinated set of whole-child supports grounded in MTSS and the California Community Schools Framework. These supports include schoolwide implementation of the Second Step SEL Curriculum, Calm Classroom practices, restorative justice community circles, Positive Behavioral Interventions and Supports (PBIS), monthly Coffee with the Counselor sessions, the work of the School Counselor and Behavior Interventionist, mental health referrals through Care Solace, and the coordinated work of the Community Schools Navigator in connecting families to community-based resources. The goal also supports the integration of real-world learning experiences, including standards-aligned field trips, enrichment programming in music and dance, and partnerships with organizations such as the IILA Metro LIFE Program, the LA Metro Rail Safety Education Program, the American Heart Association, St. Johns Community Health, and Breathe SoCal. The expected outcomes of this sustained investment include continued reductions in chronic absenteeism, improved academic outcomes for all student groups, stronger social-emotional and behavioral indicators, and a school climate in which every student feels seen, supported, and engaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 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 EL -34.2 SED -15.7 Hispanic -11.5	2023-24 ELA CAASPP DFS All Students -0.7 EL -35.2 SED -6.5 Hispanic -1.3	2024-25 ELA CAASPP DFS All Students -26 EL -69.5 SED -31.8 Hispanic -26.3	2025-26 ELA CAASPP DFS All Students -13 EL -40 SED -15 Hispanic -13	All Students: -16.5 EL: -35.3 SED: -16.1 Hispanic: -37.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: [CA School Dashboard]()	2022-23 Math CAASPP DFS All Students -24.3 EL -35.7 SED -31.7 Hispanic -26	2023-24 Math CAASPP DFS All Students -13.2 EL -37.2 SED -15 Hispanic -14.4	2024-25 Math CAASPP DFS All Students -40.8 EL -65.3 SED -47 Hispanic -40.4	2025-26 Math CAASPP DFS All Students -12.5 EL -13.5 SED -36 Hispanic -14.5	All Students: -16.5 EL: -29.6 SED: -15.3 Hispanic: -14.4
3	CA Science Test	2022-23 CAST % All Students 20.9% Hispanic 19.1% SED 13.9% Source: CAASPP website	2023-24 CAST % All Students 34.2% Hispanic 34.2% SED 29.0% Source: CAASPP website	2024-25 CAST % All Students 24.5% Hispanic 24.5% SED 22.0% Source: CAASPP 2024-25 CAST (Science Points) All Students 50.7 SED 49.9 Hispanic 50.7 Source: CA School Dashboard	2025-26 CAST (Science Points) All Students 58 SED 50 Hispanic 50	All Students: +3.6% SED: +5.4% Hispanic: +8.1%
4	% EL who made progress towards English Language Proficiency Source: [ELPI – CA School Dashboard]()	75.6% Source: 2023 Dashboard	70.4% Source: 2024 Dashboard	50.9% Source: 2025 Dashboard	2025-26: 55%	-24.7%
5	% students English Language Proficiency for Summative ELPAC Source: [ELPAC website]()	2022-23: 26.2% Proficient	2023-24: 32.53% Proficient	2024-25: 24.2% Proficient	2025-26: 28%	-2%
6	Reclassification Rate	2022-23: 21.2%	2023-24: 28.7%	2024-25: 26.8%	2025-26: 28.7%	+5.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS					
7	Attendance Rate Source: CALPADS	2022-23: 92%	2023-24: 91.78%	2024-25: 94.3%	2025-26: 95%	+2.3%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 34.1% EL 41.4% SED 35.9% Hispanic 33.1%	2023-24: Chronic Absenteeism Rate All Students 32.2% EL 33.3% SED 32.2% SWD 40.0% Hispanic 31.7%	2024-25: Chronic Absenteeism Rate All Students 18.3% EL 16.2% SED 17.8% SWD 19.0% Hispanic 17.9%	2025-26 Chronic Absenteeism Rate All Students 18.0% EL 18.0% SED 20.0% SWD 22.0% Hispanic 18.0%	All Students: -15.8% EL: -25.2% SED: -18.1% *SWD: -21% Hispanic: -15.2% *Comparison Y1-Y2
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2025-26: 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%	2025-26: 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

  - % 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 2025-26

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: Puente Charter School (TK–5) is fully implementing a comprehensive assessment system to measure student achievement, monitor progress, identify learning gaps, and accelerate learning. Assessment results are used to inform daily instruction and to identify students who need additional support through the school's Multi-Tiered System of Supports (MTSS).

Academic Progress Monitoring: Puente administers NWEA MAP Reading and Mathematics three times per year (Fall, Winter, and Spring) for all students in TK–5. Reading development is monitored through Fountas & Pinnell running records every 6–8 weeks to assess fluency and comprehension. In TK and Kindergarten, foundational skills are assessed through sound/letter recognition and number recognition. Across grades K–5, teachers use curriculum-based unit assessments in reading, writing, and mathematics to track mastery of standards and guide instructional adjustments. A spelling inventory is administered every 6–8 weeks for all TK–5 students to strengthen language and literacy instruction.

Benchmark and State Assessments
Puente administers interim comprehensive assessments twice per year for students in grades 3–5. State-mandated assessments are administered as applicable by grade level, including CAASPP/Smarter Balanced (SBAC), ELPAC for ELs, the Physical Fitness Test (PFT), the California Science Test (CAST), and the K–2 reading difficulties risk screener required under Education Code section 53008.

Implementation Status: All assessment components have been put into practice. Progress-monitoring tools are scheduled on a yearlong assessment calendar and have been administered as planned.

New K–2 Reading Risk Screener: The K–2 reading difficulties risk screener is new this year. At the start of the school year, the full instructional team received training on administration expectations. The Intervention Coach has led follow-up professional development focused on administration fidelity, analysis of results, and instructional planning based on the data. A yearlong calendar for this screener has been established to ensure consistent administration and timely use of results.

Data Review and Analysis: Puente continues to implement a consistent data analysis protocol through regular data review meetings every 6–8 weeks, led by the Intervention Coach and Principal. These meetings focus on reviewing assessment results, identifying students in need of support, refining Tier 1 instruction, and assigning or adjusting MTSS interventions.

Challenges Identified: A key challenge has been the amount of time required to administer assessments and analyze results. Compared to prior years, students in grades 3–5 are completing an additional SBAC practice assessment, and students in grades K–2 are completing an additional reading assessment.

Response to Challenges: To address these demands, Puente added dedicated data-analysis time to teacher schedules during Friday professional development days, so staff have protected time to review results and translate data into instructional action.

Successes Identified: Teachers and students have increased awareness of individual academic progress and achievement. Teachers are using assessment results more consistently to group students, plan targeted instruction, and monitor the impact of interventions.

Action 2: This action was fully implemented. In response to the 2025 California School Dashboard results showing underperformance for Puente Charter School's student groups in both English Language Arts (ELA) and Mathematics, Puente strengthened and expanded its academic intervention systems to accelerate learning and better meet student needs within the MTSS framework.

English Language Arts Interventions
The 2025 Dashboard reflects underperformance in ELA; however, it also shows that more than 70% of Puente students improved their score compared to the prior year. Building on this evidence of student growth, Puente identified the need to deepen instructional practice through increased coaching, targeted professional development, and more rigorous data-driven planning. Throughout the year, staff engaged in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. Puente also strengthened the structure and expectations for data analysis meetings to ensure more intentional instructional planning and timely identification of students needing Tier 2 and Tier 3 support. After-school tutoring was refined to better align with classroom instruction and address documented student learning needs.

Mathematics Interventions: The 2025 Dashboard reflects underperformance in mathematics, while also indicating that approximately 54% of students improved compared to the prior year. In response, Puente revisited and strengthened the schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The school also reinforced the use of a Cognitively Guided Instruction (CGI) approach to promote conceptual understanding and mathematical reasoning. Additional coaching was built into the annual calendar to support consistent implementation and strengthen targeted intervention practices. After-school tutoring supports were also refined to address math learning needs aligned to core instruction.

Coaching and Small-Group Instruction (Tier 2/Tier 3): Teachers receive ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also received more intentional support to strengthen their ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals.

Tutoring Program Implementation
Puente has fully implemented an expanded tutoring model to increase access and strengthen instructional alignment. The school increased the number of afterschool tutors and provided structured professional development facilitated by the Intervention Coach. Tutoring is aligned to core instructional approaches, targeted to needs identified by classroom teachers, and designed to reinforce priority skills. To extend learning support, students also received winter packets aligned to their specific areas of need.

Community Schools Partnerships and Wraparound Supports: The Community Schools Navigator (Coordinator) expanded Puente's network of partnerships and supports to strengthen services available to students and families. This work added capacity to the MTSS framework by increasing access to community-based resources and family supports.

Challenges Identified: A primary challenge was scheduling intervention groups during the core instructional day, particularly due to staffing transitions that reduced the number of available paraprofessionals to support interventions. Tutoring staffing also required ongoing coordination because many tutors are college students whose availability changes each semester, creating variability in schedules and continuity.

Successes Identified: Key successes include the intentional training provided to teachers and paraprofessionals, which strengthened implementation quality and supported sustainability of Tier 2 and Tier 3 interventions. Another success has been the impact of a skilled Community Schools Navigator who is actively connecting families to resources and strengthening school-home.

Action 3: This action was fully implemented. To address the social-emotional, health, and safety needs of students and families, Puente Charter School has established and expanded a network of community partnerships aligned with its Multi-Tiered System of Supports (MTSS) framework. These partnerships provide targeted resources and services that complement the school's academic program and support the whole child. All partnerships described below are fully operational and actively serving the Puente community.

Community Partnerships: During the current school year, Puente Charter School established five new community partnerships, each addressing a specific dimension of student well-being and family need. Together, these partnerships strengthen the school's capacity to provide comprehensive, wrap-around support.

Through the **IILA Metro LIFE Program**, students have access to life skills education and youth development programming designed to support social-emotional growth and positive decision-making. The **LA Metro Rail Safety Education Program** delivers safety education focused on rail and transit awareness, equipping students with essential knowledge for navigating public transportation safely—an important resource given that many Puente families rely on public transit.

The partnership with the **American Heart Association** supports health and wellness education through programming that promotes physical activity, healthy habits, and cardiovascular awareness among students. **St. Johns Community Health** provides community-based health services and resources, expanding access to medical support for students and families who may face barriers to healthcare.

Finally, **Breathe SoCal** offers respiratory health education and resources, including support for students with asthma and other respiratory conditions. This partnership complements the Community Schools Navigator's work in providing individualized resources such as air purifiers for students with respiratory needs.

Role of the Community Schools Navigator: The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework.

Alignment with Attendance and Academic Goals: These partnerships directly support the school's broader goals of reducing chronic absenteeism and accelerating academic achievement. By addressing health, safety, and social-emotional barriers, Puente ensures that students are better positioned to attend school consistently and engage fully in instruction. For example, partnerships with St. Johns Community Health and Breathe SoCal help remove health-related barriers to attendance, while the IILA Metro LIFE Program and LA Metro's Rail Safety Education Program promote student well-being and safety beyond the school campus.

Action 4: This action was fully implemented. Puente Charter School implemented and maintained coherent systems to monitor special education compliance, ensure timely completion of IEP requirements, document and deliver related services, and ensure accommodations and modifications are implemented consistently across classrooms. These systems are led by the Director of Special Education in collaboration with the Principal, general education teachers, paraprofessionals, and service providers, and are supported through LAUSD (District SELPA) tools, resources, and professional learning.

IEP Timelines and Compliance Monitoring: At the start of the school year, all student IEPs are reviewed, and the Director of Special Education develops a master caseload spreadsheet that lists annual review dates, triennial due dates, and timelines for newly enrolled students with IEPs, including 30-day meetings. The Director of Special Education and Principal also generate and review the Master Calendar report (Report ID 2559) to verify that IEP meetings and due dates remain compliant throughout the year. To ensure proactive planning, IEP meetings are tentatively scheduled at the beginning of the year, and teachers, administrators, and providers receive calendar invitations. Families are notified of IEP meetings approximately two to four weeks in advance through a formal notification sent home and are reminded again the day before the meeting through ParentSquare.

To support timely development of compliant IEP documents, present levels of performance are requested from teachers two to four weeks prior to meetings, with a calendar invite that includes a clear due date. When a new student with an IEP enrolls, Puente holds a 30-day IEP meeting and shares calendar invitations with the administrator, providers, and general education teacher(s) to ensure required participants are prepared and available. Puente also runs CALPADS Report 16.21 weekly to identify and address any overdue IEPs immediately.

Delivery and Documentation of Related Services: Puente monitors service delivery through weekly review of the 300L report generated and reviewed by the Director of Special Education and the Principal. If the 300L report indicates that service minutes are out of compliance, providers are notified immediately and corrective next steps are established. Service providers generate their Welligent 300L reports weekly to verify accuracy and ensure service minutes and notes are current. Providers enter service minutes and documentation either daily or weekly, depending on service model and schedule.

Resource services are supported by a servicing schedule that is created and shared with teachers and administration. In addition, at the beginning of the school year, service providers submit their servicing schedules, which are then shared with teachers and administrators for coordination. When signed parent consent is received, providers are notified so caseloads and service schedules can be updated promptly to align with the IEP.

Implementation of Accommodations and Modifications: Puente established clear procedures to ensure accommodations and modifications are understood and implemented consistently. When new students with IEPs enroll, the school creates a student “snapshot” and holds a coordination meeting with the general education teacher, special education paraprofessional, Director of Special Education, and an administrator to review services, accommodations, and implementation expectations. Snapshots are updated after IEP meetings and stored in an accessible Google Folder for staff. Following updates, teachers receive an email notification summarizing changes to ensure timely implementation.

The Director of Special Education meets weekly with general education teachers to review updated snapshots, upcoming IEP meetings, present levels development, and service needs. These meetings also include review of lesson plans and assignments to confirm accommodations are embedded in instruction and student work products. At the beginning of the school year, the Director of Special Education, special education paraprofessional, and Behavior Interventionist meet individually with each general education teacher to review IEP snapshots and Behavior Intervention Plans (BIPs). During these meetings, each accommodation is reviewed and concrete implementation examples are provided.

To verify implementation in practice, the Director of Special Education conducts classroom observations to confirm that students receive accommodations during instruction, that teachers implement accommodations during small-group instruction, that teachers prompt and model accommodation use as needed, and that students demonstrate familiarity with their supports.

Use of LAUSD (District SELPA) Resources and Applications: Puente uses LAUSD SELPA systems to strengthen compliance, build staff capacity, and maintain current practices. myPLN is used to register for required trainings such as annual Oral Interpretation Training, and additional trainings are assigned to paraprofessionals, providers, and behavior staff to strengthen instructional and behavioral practice. Puente uses SELPA trainings and presentations to remain current on requirements and to train staff, including the Behavior Interventionist Welligent documentation training used this year.

Puente also relies on COP resources. COP emails are reviewed weekly to monitor updates and track deliverables and due dates, including the Self-Review Checklist, DRDP submissions, and benchmark timelines, and to access links and reference resources. COP specialists are also consulted regularly for technical assistance. The Director of Special Education frequently consults with LAUSD SELPA staff on IEP development, assessment requirements, and placement decisions. LAUSD SELPA staff also supports Puente through professional development and responsive guidance on behavior-related questions. Additional SELPA resources are used as needed, including the assessment library (with frequent use of Brigance), reference guides, and bulletins to support implementation fidelity.

What Changed This Year: Puente expanded systems to increase efficiency, strengthen implementation fidelity, and improve coordination. Families are now offered the option to electronically sign IEP-related documents, supporting timely completion and reducing delays in finalizing paperwork. The Director of Special Education implemented three coaching cycles per year with general education teachers, including classroom observations focused on accommodation implementation, differentiated instruction, and small-group structures, followed by feedback meetings with actionable recommendations.

In addition, behavior interventionists, resource teachers, and paraprofessionals are observed three times per year to ensure behavior strategies outlined in BIPs are implemented, co-teaching and collaboration practices are occurring, and services are delivered as required. Each observation cycle includes a feedback meeting between the Director and staff member to strengthen practice. Puente also developed and shared a behavior interventionist schedule that clearly identifies coverage assignments, breaks, and lunch periods to improve consistency and supervision across the day.

Challenges Identified: The primary implementation challenge has been scheduling and coordination across multiple roles while maintaining service minutes and meeting timelines, particularly when calendars shift due to student enrollment changes and meeting availability. Ensuring timely completion of present levels and coordinating required participants for IEP meetings requires ongoing communication and tight internal deadlines. Maintaining consistent service documentation across providers also requires frequent monitoring and follow-up to ensure data in Welligent and compliance reports remain current and accurate.

Successes Identified: A significant success has been the strength and consistency of Puente's compliance monitoring systems, including the master caseload spreadsheet, weekly CALPADS checks for overdue IEPs, and weekly 300L service delivery reviews. Another success has been improved staff capacity and implementation fidelity through systematic coaching, observations, and feedback cycles for general education teachers and service providers. Puente's clear snapshot process and weekly general education/special education coordination meetings have strengthened communication and improved consistency in accommodation implementation across classrooms. The addition of electronic signature options has also improved timeliness and reduced barriers to completing required documentation.

Action 5: According to the 2025 California School Dashboard, English Learners at Puente Charter School underperformed in comparison to the state average. During the 2023–24 and 2024–25 school years, Puente also welcomed an increased number of newcomer students in grades 3–5, students who are new to the United States within the past 24 months and require intensive support to develop English proficiency and access grade-level content. These data points reinforced the need to strengthen and expand services for English Learners across the school.

In response, Puente has deepened its commitment to a whole-child approach in alignment with the California Community Schools Framework, strengthening its Multi-Tiered System of Supports (MTSS) to identify and address the academic, social-emotional, behavioral, and mental health needs of all students, with particular attention to English Learners. The continuous refinement of the MTSS model has contributed to improved attendance and academic achievement. Student data, including academic, behavioral, and social-emotional indicators, is captured and tracked through Panorama Education, which serves as the central hub for student information and enables consistent data analysis to identify areas of need.

English Language Development Instructional Support: English Language Development remains a primary area of focus at Puente Charter School. This year, the school restructured its designated ELD instructional block to include more intentional lessons and activities designed to accelerate language acquisition. Monitoring and support for ELD instruction have increased significantly, with more frequent professional development sessions, in-classroom coaching, and collaborative planning support dedicated to strengthening ELD practices across all grade levels.

To further prepare English Learners for the English Language Proficiency Assessments for California (ELPAC), the Vice Principal provides targeted, small-group instruction by working directly with students to build the academic language and test-taking skills necessary for success on the assessment. This targeted support ensures that students receive individualized preparation aligned with their current proficiency levels.

Newcomer Support Programs: Puente Charter School provides comprehensive services to support newcomer students with language acquisition. A four-week summer program was offered to all newcomers, utilizing the Rosetta Stone language program to accelerate English language development and help students build the vocabulary and foundational skills necessary for academic success. Seven of the ten eligible newcomer students participated in the program. In addition, Benchmark Phonics instruction with one-to-one paraprofessional support strengthens foundational literacy skills for English Learners throughout the school year.

Beyond the summer program, English Learner intervention continues on a daily basis through the afterschool Expanded Learning Opportunities Program (ELOP). The school has also refined its afterschool tutoring support to better serve English Learners, ensuring that tutoring is aligned with core-day instructional approaches and addresses the specific language development needs identified by each student's classroom teacher.

Professional Development: Puente continues to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on academic content standards and evidence-based pedagogical strategies to ensure the diverse learning needs of students are met and barriers to learning are addressed. This year, the school revised its year-long professional development plan to ensure that English Language Development, mathematics, and social-emotional support are at the forefront of the school's professional learning priorities.

Professional development specific to ELD has included increased coaching cycles, structured peer observations, and dedicated collaborative planning time for teachers to design and refine ELD lessons. These targeted sessions have been crucial for building instructional capacity across the teaching team. The school leadership team has also participated in leadership development sessions to strengthen their ability to support and monitor ELD implementation schoolwide.

In addition, there has been an increase in social-emotional learning lessons delivered in classrooms, facilitated by the school counselor. This expanded SEL programming has contributed to a decrease in behavior and mental health referrals, creating a more supportive learning environment that benefits all students, including English Learners.

Implementation Status: All components of this action are fully implemented. The restructured ELD block is in place across all classrooms, the newcomer summer program was delivered as planned, daily afterschool intervention through ELOP is operational, ELPAC preparation sessions are ongoing, and the expanded professional development and coaching cycles for ELD are being executed according to the revised year-long plan. Student progress is monitored continuously through Panorama Education and NWEA MAP data.

<u>Challenges Identified</u>

- **Newcomer Family Participation:** Despite ongoing communication with families of newcomer students, three families chose not to participate in Puente's four-week summer program, which was offered at no cost. While the school provided consistent outreach and emphasized the benefits of the program, some families were unable or chose not to enroll their children. Puente continues to explore strategies for increasing participation, including earlier outreach, family information sessions, and addressing potential barriers such as transportation and scheduling.
- **Meeting the Needs of a Growing Newcomer Population:** The increase in newcomer students in grades 3–5 over the past two years has heightened the demand for intensive language development support. Serving students who arrive with limited or no English proficiency at the upper elementary level requires sustained, individualized intervention that goes beyond standard ELD instruction. The school continues to refine its approach to ensure that these students receive the level of support necessary to access grade-level content while developing English proficiency.

<u>Successes Identified</u>: A notable success is the measurable academic growth among newcomer students. From fall to winter, three out of five newcomer students improved by over 20 RIT points on the NWEA MAP assessment in mathematics and/or English Language Arts. This level of growth demonstrates that the combination of the summer program, daily ELOP intervention, restructured ELD instruction, and targeted support is making a meaningful difference for the school's most recently arrived students. In addition, seven out of ten students increased their MAP Math score from Spring 2025 to Winter 2026; and eight out of ten students increased their MAP ELA score from Spring 2025 to Winter 2026.

The increased investment in ELD-focused professional development, coaching, and planning support has also been a significant success. Teachers report greater confidence in delivering intentional, high-quality ELD instruction, and the more structured approach to the ELD block has resulted in more consistent, rigorous language development experiences for students across all classrooms.

Action 6: This action was partially implemented. 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. The school's enrichment program is designed to develop the whole child through meaningful exposure to the arts and other enrichment opportunities. While key components of this action are in place and students consistently receive arts enrichment, the full scope of the program has not been implemented this school year.

Current Implementation: Students in TK–5th grade participated in weekly music and dance programming as part of the school's enrichment offerings. These programs were delivered consistently throughout the school year, and all students had equitable access to participation. Program quality was regularly evaluated to ensure that enrichment experiences are meaningful and aligned with the school's commitment to developing the whole child.

However, theater and visual arts programming was not incorporated during the current academic year. The original enrichment plan included these components, but they have not been implemented this year due to a strategic reallocation of instructional time. This is the primary reason this action is classified as partially implemented.

Challenges Identified: The central challenge this year has been balancing the school's enrichment goals with the urgent call to strengthen academic achievement. Assessment data indicated that students and teachers needed additional time for academic intervention groups, and the time originally allotted for theater and visual arts was reallocated to support these intervention efforts. While this decision was made intentionally to prioritize academic growth particularly in English Language Arts and Mathematics, it resulted in a narrower enrichment experience than the school's full program envisions. Puente recognizes the importance of restoring theater and visual arts programming and will explore scheduling solutions that allow for a complete broad course of study without compromising the time needed for academic intervention.

Successes Identified: Despite the partial implementation, the music and dance programming that is in place has had a positive impact on students. All students consistently receive enrichment and arts opportunities throughout the school year, with equitable access to resources across all grade levels. The quality and consistency of these offerings have fostered a genuine interest in the arts among students, with many developing personal connections to music and creative expression that extend beyond the classroom.

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.
For the actions under Goal 1, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Action 1: This action has been effective. Winter results indicate modest schoolwide improvement. Schoolwide ELA NWEA MAP increased from 42% of students meeting/exceeding in Fall to 45% in Winter (a 3% increase). Schoolwide Math NWEA MAP increased from 52% meeting/exceeding in Fall to 54% in

Winter (a 2% increase).

Action 2: This action is effective and is contributing to progress toward the goal. Effectiveness is evidenced by improvement in schoolwide ELA and Math NWEA MAP performance from Fall 2025 (ELA 32%; and Math 52% Proficiency); to Winter 2026 (42% ELA; and 54% Math Proficiency). In addition, the addition of six new partnerships to support MTSS reflects expanded capacity to address academic and wraparound needs. Spring MAP data results are pending at the time of this LCAP.

In addition, the effectiveness was also measured by the percentage of students participating in Tier 2 and 3 intervention this school year (2025-26) compared to prior school year (2024-25). In 2024-25: 29% received Tier 1, 70% received Tier 2, and 12% Tier 3. For the 2025-26 school year: 33% received Tier 1 intervention; 66% received Tier2, and 6% received Tier 3.

Action 3: This action has been highly effective. All five partnerships are fully established and actively providing services to the Puente community. The Community Schools Navigator continues to coordinate these partnerships, monitor their impact, and identify additional resources as student and family needs evolve. This effective action was fully implemented and contributes meaningfully to the school's comprehensive approach to supporting student success.

Action 4: This action has been effective in maintaining compliance and strengthening program quality. Effectiveness is demonstrated through proactive scheduling and monitoring that supports on-time IEP meetings, consistent use of weekly compliance reports (CALPADS 16.21 and the 300L report) to identify and address issues early, and documented coaching/observation cycles that improve fidelity of accommodations, service delivery, and behavior plan implementation. Collectively, these systems ensure Puente provides students with disabilities equitable access to instruction, required services, and appropriate supports in alignment with IEP requirements.

Action 5: This action was effective in strengthening targeted support for English Learners at Puente Charter School. The newcomer NWEA MAP growth data provides early evidence that the school's comprehensive approach, combining a summer bridge program, restructured ELD instruction, daily afterschool intervention, ELPAC preparation, and expanded professional development—is accelerating language acquisition and academic achievement for English Learners. The decrease in behavior and mental health referrals further indicates that the whole-child approach embedded within the MTSS framework is creating the conditions necessary for English Learners to thrive both academically and social-emotionally. Puente remains committed to continuing and refining these efforts to close achievement gaps and ensure that all English Learners have equitable access to high-quality instruction. This action was also effective in improving academic outcomes for EL as measured by NWEA MAP Assessments. A notable success is the measurable academic growth among newcomer students. From fall to winter, three out of five newcomer students improved by over 20 RIT points on the NWEA MAP assessment in mathematics and/or English Language Arts. This level of growth demonstrates that the combination of the summer program, daily ELOP intervention, restructured ELD instruction, and targeted support is making a meaningful difference for the school's most recently arrived students. In addition, seven out of ten students increased their MAP Math score from Spring 2025 to Winter 2026; and eight out of ten students increased their MAP ELA score from Spring 2025 to Winter 2026.

Action 6: The components of this action that were in place are proving effective in cultivating student interest and engagement in the arts. An increasing number of students have identified a personal interest in the arts as a result of the school's enrichment programming. This growing enthusiasm is evidenced by students joining the afterschool music club and enrolling in music courses at the neighborhood music school. These outcomes demonstrate that even within a partially implemented program, Puente's enrichment offerings are successfully sparking student curiosity and extending learning opportunities into the broader community. Full implementation of the broad course of study, including the restoration of theater and visual arts, would further strengthen these outcomes and provide students with a more complete arts education.

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.

Puente Charter School develops an annual LCAP. For the 2026-27 plan year, Goal 1 was not changed, and the metrics associated with the goal were not changed. Based on reflections from prior-year implementation and on feedback from educational partners, including families, the following changes were made to Goal 1 actions for the 2026-27 school year. Puente Charter School will continue to use the California Science Test (CAST) science points as reported annually on the California School Dashboard to measure student progress on the science academic content standards.

First, Puente established an after-school Homework Hub. This new initiative is a direct response to feedback from families, particularly non-English-speaking parents who shared that language barriers make it difficult for them to support their children with homework, including knowing whether assignments have been completed or how to assist with them. The Homework Hub is designed to ensure that students have access to consistent academic support beyond the school day. College interns will provide homework assistance under the supervision and guidance of the Community Schools Navigator, ensuring that students receive help in a supportive and accessible environment.

Second, Puente will invest in a new Benchmark Phonics Intervention curriculum resource for the 2026-27 school year. This curriculum will be used by the Intervention Coach during out-of-classroom support and will strengthen Puente's ability to deliver targeted Tier 2 and Tier 3 phonics intervention aligned with current research on foundational reading skills. This investment responds directly to the 2025 Dashboard ELA performance data and to the prior-year reflection that more rigorous, targeted phonics intervention is needed to accelerate reading progress for students performing below grade level.

No other changes were made to Goal 1 actions, target outcomes, or metrics for the 2026-27 LCAP.

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**	To measure student academic performance, monitor progress, identify learning gaps, and accelerate student learning, Puente Charter School will implement a comprehensive assessment system for all students in Transitional Kindergarten through Grade 5. Assessment results will be used to inform instruction, identify students in need of additional academic support, and guide intervention through the school’s Multi-Tiered System of Supports (MTSS). **Academic Progress Monitoring** Puente Charter School will administer a range of assessments throughout the school year to monitor student progress in reading, writing, mathematics, and foundational skill development. NWEA Measures of Academic Progress (MAP) Reading and Mathematics assessments will be administered three times annually, in fall, winter, and spring, to all students in grades TK-5. Fountas and Pinnell	$4,500	N

		Running Records will be conducted every six to eight weeks for all students in grades TK-5 to monitor reading fluency and comprehension. Students in Transitional Kindergarten and Kindergarten will also participate in foundational skills assessments, including sound and letter recognition and number recognition. In addition, curriculum-based assessments will be used across grade levels to monitor mastery of standards in reading, writing, and mathematics. Spelling inventories will also be administered every six to eight weeks for students in grades TK-5 to support ongoing progress monitoring and instructional planning. **Benchmark and State Assessments** Puente Charter School will administer interim comprehensive assessments twice annually for students in grades 3-5 to measure progress toward grade-level standards and readiness for state assessments. The school will also administer all required state assessments, including the California Assessment of Student Performance and Progress (CAASPP), Smarter Balanced Assessments, English Language Proficiency Assessments for California (ELPAC), California Science Test (CAST), and Physical Fitness Test (PFT), as applicable by grade level. In accordance with Education Code Section 53008, students in grades K-2 will also participate in screening for risk of reading difficulties. **Data Analysis Protocol** Puente Charter School will continue to implement its established five-step data analysis protocol to review, analyze, and discuss student assessment results. This systematic process aligns with the school's MTSS framework and the California Community Schools Framework and is designed to measure individual student progress toward grade-level standards, identify specific learning gaps requiring targeted intervention, monitor student growth and schoolwide achievement trends, evaluate program effectiveness, and inform instructional and resource allocation decisions. **Collaborative Data Review and Instructional Response** Data review meetings will be held every six to eight weeks with grade-level teams, instructional coaches, and administrators to ensure timely analysis of student performance data and responsive intervention planning. To support this work, Puente Charter School will provide dedicated data analysis time within teacher schedules during Friday professional development days. This protected collaboration time will enable staff to review assessment results, refine instructional strategies, and translate data into targeted instructional action to better support student achievement.		

2	**MTSS: ACADEMIC INTERVENTIONS**	Puente Charter School will implement a comprehensive Multi-Tiered System of Supports (MTSS) framework to identify, monitor, and support students who require additional academic assistance in English Language Arts (ELA) and mathematics. This action is being prioritized in response to the school's 2025 California School Dashboard results, which reflect Orange performance levels in both ELA and mathematics for All Students and for key student groups, including English Learners, socioeconomically disadvantaged students, and Hispanic students. At the same time, Puente has identified important evidence of student growth, including that more than 70 percent of students improved their ELA scores and approximately 54 percent improved their mathematics scores compared to the prior year. Building on this evidence, the school will continue refining and strengthening its academic intervention system to accelerate achievement and address persistent learning gaps. **Assessment, Identification, and Data-Based Referral** Puente Charter School will use universal screeners and ongoing formative assessment data to identify students in need of academic intervention and to determine the appropriate level of support. Measures such as NWEA Measures of Academic Progress (MAP) and Fountas and Pinnell Running Records will be used to establish baseline performance, identify specific skill gaps, support MTSS referrals, set individualized growth goals, and measure intervention effectiveness over time. The school will continue to strengthen data analysis meetings to ensure more rigorous and intentional review of student performance. Through this process, staff will identify students in need of Tier 2 and Tier 3 support in a timely manner and make instructional adjustments based on current evidence of student need. This systematic review process will support targeted intervention planning and more responsive delivery of services. **Tiered Support Structure** Puente Charter School will maintain a tiered system of academic support designed to provide increasing levels of intervention based on student need. Classroom teachers will deliver strong Tier 1 core instruction for all students and provide Tier 2 targeted support through differentiated and small-group instruction. Paraprofessionals will support the implementation of Tier 1 and Tier 2 instruction by providing focused small-group and one-to-one assistance aligned to teacher direction and student learning goals. Students with more significant academic needs will receive Tier 3 intervention through intensive, targeted support in reading and mathematics. The Intervention Coach (Funded with Title I: $37,725; LREBG Funds $45,000, and LCFF S&C: $12,873) will play a central role in providing out-of-classroom intervention,	$1,256,022	Y

		supporting implementation of targeted intervention programs, and ensuring that intervention services are aligned to identified student needs. A dedicated intervention block embedded within the instructional day will ensure that students receive timely support without losing access to core instruction. To strengthen literacy intervention, Puente is investing in a new Benchmark Phonics Intervention curriculum resource, which will be used by the Intervention Coach during out-of-classroom support to address foundational reading needs. Digital intervention platforms, including iXL Mathematics, iXL English Language Arts, Raz-Kids, Rosetta Stone, and Epic!, will also be used to reinforce skills, provide practice tailored to student needs, and address learning gaps across content areas. **English Language Arts Interventions** To strengthen ELA outcomes, Puente is investing in a new Benchmark Phonics Intervention curriculum that will be used by the Intervention Coach during out-of-classroom support. Throughout the year, staff are engaging in strategic professional learning focused on phonics, vocabulary development, and effective reading instruction. After-school tutoring has been refined to better align with classroom instruction and to address documented student learning needs. For newcomer English Learners in grades 3 through 5, Puente facilitated a four-week summer program designed to advance vocabulary and other foundational skills needed for school success, and has increased coaching, peer observations, and planning support for ELD instruction. **Mathematics Interventions** To strengthen mathematics outcomes, Puente revisited and reinforced its schoolwide math instructional model to ensure Math Workshop is implemented consistently across classrooms. The school has reinforced the use of a Cognitively Guided Instruction (CGI) approach to promote conceptual understanding and mathematical reasoning. Additional coaching sessions have been built into the annual calendar to support consistent implementation and to strengthen targeted intervention practices, and after-school tutoring supports have been refined to address math learning needs aligned to core instruction. **Coaching and Small-Group Instruction (Tier 2 and Tier 3)** Teachers receive ongoing coaching focused on Tier 2 and Tier 3 small-group instruction, including planning, delivery, progress monitoring, and instructional adjustments based on student data. Paraprofessionals also receive more intentional support from the Intervention Coach through monthly coaching, weekly lesson-planning sessions, and peer observations, strengthening their		

		ability to plan and implement small-group instruction aligned to teacher direction and MTSS goals. **Extended Learning Opportunities** Puente Charter School will provide expanded learning opportunities to extend academic support beyond the school day. These opportunities will include after-school tutoring, targeted intervention sessions, summer learning opportunities, and structured academic support for students with the greatest needs. The school has fully implemented an expanded tutoring model by increasing the number of after-school tutors and providing structured professional development facilitated by the Intervention Coach. Tutoring will remain aligned to classroom instruction, targeted to needs identified by teachers, and focused on reinforcing priority standards and skills. In response to family feedback, particularly from families who are not English-speaking and have shared that language barriers make it difficult to support homework completion at home, Puente also established an after-school Homework Hub. This support structure is designed to ensure that students have access to consistent academic assistance beyond the school day. College interns provide homework support under the supervision and guidance of the Community Schools Navigator, allowing students to complete assignments and receive help in a structured, accessible, and supportive environment. This expanded support also strengthens home-school partnership by responding directly to a documented family need. **Community Schools Partnerships and Wraparound Supports** This action is aligned with Puente's Community Schools approach and is intended to ensure that academic intervention is integrated with broader student and family supports. The Community Schools Navigator has expanded partnerships and coordinated services that add capacity to the school's MTSS framework by increasing access to resources, family supports, and wraparound services. These efforts help address barriers to learning that may affect student academic engagement and performance, while reinforcing equitable access to intervention and support. The Community Schools Navigator (Coordinator) has expanded Puente's network of partnerships and supports to strengthen services available to students and families. This work adds capacity to the MTSS framework by increasing access to community-based resources and family supports that reduce barriers to learning. **Progress Monitoring and Continuous Improvement** Puente Charter School will monitor the effectiveness of academic interventions through regular assessment cycles, structured data review meetings, and ongoing		

		analysis of student progress toward academic goals. Student movement across tiers of support will remain fluid and responsive to performance data so that students receive the level of intervention most appropriate to their needs. This continuous improvement process will enable the school to evaluate the effectiveness of interventions, strengthen instructional decision-making, and ensure that resources are directed toward strategies that improve achievement in ELA and mathematics. Through this comprehensive MTSS academic intervention framework, Puente Charter School will continue working to address underperformance, accelerate student growth, and ensure equitable access to effective academic support for all students, with particular attention to student groups that have experienced the greatest needs.		
3	**MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS**	Puente Charter School has made sustained progress on the Chronic Absenteeism Indicator over three consecutive California School Dashboard reporting cycles. On the 2023 Dashboard, Puente received a Red performance level for All Students and for the English Learner (EL), Socioeconomically Disadvantaged (SED), and Hispanic student groups. Chronic absenteeism rates declined the following year, and the 2024 Dashboard reflected Orange performance levels across all reported student groups: All Students at 32.2%, English Learners at 33.3%, Socioeconomically Disadvantaged at 32.2%, Students with Disabilities at 40%, and Hispanic at 31.7%. Rates continued to decline in the following year, and the 2025 California School Dashboard reflects Yellow performance levels for All Students at 18.3%, English Learners at 16.2%, Socioeconomically Disadvantaged at 17.8%, Students with Disabilities at 19%, and Hispanic student group at 17.9%. To sustain this progress, Puente continues to conduct a comprehensive needs assessment and root cause analysis on an annual basis. This ongoing analysis has confirmed that chronic absenteeism requires individualized attention and targeted interventions, and that attendance, social-emotional, behavioral, and mental health needs are interconnected. For this reason, Puente addresses these needs through a unified Multi-Tiered System of Supports (MTSS) approach. Puente Charter School will implement an integrated Multi-Tiered System of Supports (MTSS) to address students' social-emotional, behavioral, mental health, and attendance needs. This action is designed to provide coordinated prevention, early intervention, and intensive support so that students have equitable access to the conditions necessary for consistent attendance, positive behavior, and academic success. This work remains a priority in response to the school's	$529,742	Y

		chronic absenteeism data and the need to strengthen schoolwide systems that support the whole child. **Attendance and Early Intervention** Puente Charter School will continue to address chronic absenteeism through a proactive and individualized approach grounded in relationship-building, early identification, and targeted support. Based on needs assessment findings and root cause analysis, the school recognizes that chronic absenteeism requires timely intervention and close partnership with families. Prior to the start of the school year, the leadership team will identify students and families who may be at risk of attendance challenges and will prioritize early outreach, relationship-building, and connection to supports. The school will also administer a Family Attendance Survey during orientation to better understand family perspectives regarding attendance expectations and barriers to regular school attendance. Once the school year begins, Puente will implement a preventative attendance approach through its MTSS framework. This will include early identification of at-risk students, personalized family communication, individualized intervention through the Student Attendance Review Team (SART), and ongoing analysis of attendance data to refine supports. Teachers will continue contacting families when students are absent using positive, relationship-centered messaging that emphasizes the student was missed and that their presence matters. Classroom-based attendance tracking and student incentives will also be used to reinforce the importance of regular attendance and strengthen student engagement. **Social-Emotional Learning Supports** Puente Charter School is committed to strengthening students' social-emotional development through a coordinated system of universal and targeted supports. The school will continue implementing the Second Step social-emotional learning curriculum, Calm Classroom practices, and restorative justice community circles to promote self-awareness, emotional regulation, positive peer interactions, and a sense of belonging. The School Counselor (Funded with Title I: $99,605) will lead monthly classroom lessons aligned to schoolwide social-emotional themes and will facilitate social skills groups for students requiring more intensive Tier 3 support. The Counselor will also support teachers with implementation of the social-emotional learning curriculum and will host regular Coffee with the Counselor sessions to build relationships with families, provide guidance, and connect families to mental health referrals through Care Solace. To further support student well-being, art therapy activities will be incorporated into the school's support system. These activities will be facilitated by the School Counselor in collaboration with the Resource Teacher and will take place during		

		recess and designated class time. This additional support is intended to provide students with constructive opportunities for emotional expression, self-regulation, and connection. **Art Therapy (New)** To further support students' overall well-being, art therapy activities will be incorporated into the school day. These sessions will be facilitated by the School Counselor in collaboration with the Resource Teacher and will take place during both recess and designated class time. **Behavioral Supports and School Climate** Puente Charter School will continue implementing a structured behavioral support system designed to foster a positive, consistent, and inclusive school climate. The Vice Principal will oversee student discipline, Positive Behavioral Interventions and Supports (PBIS), and school culture initiatives. In partnership with the Vice Principal, the Behavior Interventionist will support teachers in developing and implementing individualized behavior plans, modeling effective classroom strategies, and building staff capacity to respond consistently to student behavior needs. The Behavior Interventionist will also help strengthen schoolwide practices that promote positive student interactions and address maladaptive or learned behaviors that interfere with school success. This work will include professional development for staff on behavior support strategies, implementation of consistent classroom systems, and activities that engage students, staff, and families in building a culture of respect, belonging, and accountability. In addition, the Behavior Interventionist will support daily attendance monitoring, facilitate SART meetings, conduct family meetings and home visits as needed, and ensure implementation of the school's attendance policy. For students with Individualized Education Programs (IEPs), the Director of Special Education will facilitate SART meetings to ensure attendance interventions are aligned with students' individualized needs and services. **Community Schools Coordinator** The Community Schools Coordinator serves as the foster youth and homeless liaison, connecting families with essential resources and leading parent workshops that support the social-emotional and mental health needs of Puente students and families. **Role of the Community Schools Navigator** The Community Schools Navigator plays a central role in cultivating and coordinating these partnerships. The Navigator actively identifies family and		

		student needs, connects families with individualized resources, and participates in attendance and intervention meetings to ensure that support is timely and responsive. Through this work, the Navigator bridges the gap between school-based services and community resources, strengthening Puente's ability to serve the whole child within the MTSS framework. **Mental Health and Family Support** Puente Charter School will continue expanding access to mental health and family support services through a coordinated network of school-based and community-based resources. The Community Schools Navigator serves as the foster youth and homeless liaison and plays a central role in identifying student and family needs, connecting families with individualized resources, and coordinating supports that address barriers to student success. The Navigator also leads parent workshops and participates in attendance and intervention meetings to ensure services are timely, responsive, and aligned to family needs. This integrated support system is intended to strengthen family trust, improve access to resources, and ensure that students and families receive assistance that supports attendance, well-being, and engagement in school. **Community Partnerships and Wraparound Services** To address students' social-emotional, health, and safety needs, Puente Charter School has established and expanded a network of community partnerships aligned with its MTSS framework. These partnerships are fully operational and actively support the school's efforts to provide wraparound services that complement the academic program and promote the well-being of the whole child. Through the IILA Metro LIFE Program, students receive life skills education and youth development programming that support social-emotional growth and responsible decision-making. The LA Metro Rail Safety Education Program provides safety education related to rail and public transit use, which is particularly relevant for families who rely on public transportation. The American Heart Association supports student wellness through health education and programming that promote physical activity and healthy habits. St. John's Community Health expands access to health services and resources for students and families who may face barriers to care. Breathe SoCal provides respiratory health education and support, including resources for students with asthma and other respiratory conditions. This partnership complements the school's ability to provide individualized supports, such as air purifiers and health-related resources, for students whose medical needs may affect attendance and participation.		

		The Community Schools Navigator coordinates these partnerships and helps ensure that services are connected to identified student and family needs. Through this work, Puente strengthens its capacity to provide integrated supports that remove barriers to learning and improve student access to school. **Framework Alignment** This action integrates academic, social-emotional, behavioral, and mental health supports within Puente's MTSS framework and is aligned with the California Community Schools Framework to ensure all students have equitable access to the resources needed for success. Additionally, it directly supports the school's goal to reducing chronic absenteeism, strengthening student well-being, and improving student engagement and academic outcomes. By addressing social-emotional, behavioral, health, and mental health needs through an integrated MTSS framework, the school is better positioned to support consistent attendance, foster a positive school climate, and ensure students are ready to fully participate in instruction. Through this comprehensive approach, Puente Charter School will continue to strengthen systems that support the whole child and provide students and families with equitable access to the services, relationships, and interventions necessary for long-term success.		
4	**SPECIAL EDUCATION SERVICES**	Puente Charter School is committed to providing a high-quality, inclusive special education program that ensures students with disabilities receive the services, accommodations, and instructional supports necessary to make meaningful academic, social, and emotional progress. Through this transition and ongoing program refinement, the school will strengthen systems for compliance, service delivery, staff capacity, and student outcomes. **Commitment to Student Achievement** Puente Charter School is dedicated to improving outcomes for students with disabilities by closing achievement gaps and increasing student access to grade-level standards through individualized, evidence-based supports. The school's approach emphasizes targeted intervention, high-quality specially designed instruction, and inclusive practices that enable students to access the general education curriculum to the greatest extent appropriate. Special education services will continue to focus on improving student performance in literacy, mathematics, communication, behavior, and other identified areas of need as determined through the Individualized Education Program (IEP) process. **Program Enhancements** For the 2026-27 school year, Puente Charter School will strengthen its special education program through targeted staffing, training, and assessment	$587,821	N

		enhancements. The school will add an additional Behavior Interventionist and a Speech and Language Pathologist to expand service capacity and better support students with identified behavioral and communication needs. Puente will also continue building staff expertise through additional professional development for Behavior Interventionists focused on typical student behaviors observed throughout the school year and effective strategies for prevention, response, and support. In addition, Puente is implementing the Woodcock-Johnson V as part of its assessment system, and staff training on its administration has already taken place. This investment will strengthen the school's ability to conduct comprehensive evaluations and use more precise assessment information to inform eligibility, instructional planning, and service decisions. **Collaborative Approach** The 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. **Data-Driven Practices** Puente will use 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 so that student outcomes continue to grow. **IEP Timelines and Compliance Monitoring** Puente Charter School will maintain clear systems to monitor IEP timelines and ensure compliance with state and federal requirements. At the start of the school year, all student IEPs will be reviewed and the Director of Special Education will develop a master caseload spreadsheet identifying annual review dates, triennial due dates, and required timelines for newly enrolled students with IEPs, including 30-day meetings. The Director of Special Education and Principal will also generate and review the Master Calendar report to verify that IEP meetings and due dates remain compliant throughout the year. To support proactive planning, IEP meetings will be tentatively scheduled at the beginning of the year, and calendar invitations will be shared with teachers, administrators, and service providers. Families will be notified of IEP meetings approximately two to four weeks in advance through formal written notice and will receive a reminder through ParentSquare the day before the meeting. Present		

		levels of performance will be requested from teachers two to four weeks prior to each meeting, with clear due dates provided to ensure timely completion of compliant IEP documents. When a new student with an IEP enrolls, Puente will hold a 30-day IEP meeting and ensure that the administrator, service providers, and general education teacher or teachers are notified and prepared to participate. The school will also run CALPADS Report 16.21 weekly to identify and immediately address any overdue IEPs. **Delivery and Documentation of Related Services** Puente Charter School will continue to monitor the delivery of related services through a structured review process. The Director of Special Education and Principal will review the 300L report weekly to verify that service minutes are being provided in accordance with student IEPs. If service minutes are found to be out of compliance, providers will be notified immediately, and corrective action steps will be established. Service providers will generate weekly Welligent 300L reports to verify accuracy and ensure that service minutes and service notes are current. Providers will enter documentation either daily or weekly, depending on the service model and schedule. Resource services will be supported by clearly developed servicing schedules that are shared with teachers and administrators, and service providers will submit their schedules at the beginning of the school year to support coordination across instructional settings. Once signed parent consent is received, providers will be notified promptly so caseloads and service schedules can be updated in alignment with the IEP. **Implementation of Accommodations and Modifications** Puente has established clear procedures to ensure accommodations and modifications are understood and implemented consistently. When new students with IEPs enroll, the school creates a student "snapshot" and holds a coordination meeting with the general education teacher, special education paraprofessional, Director of Special Education, and an administrator to review services, accommodations, and implementation expectations. Snapshots are updated after IEP meetings and stored in an accessible Google Folder for staff. Following updates, teachers receive an email notification summarizing changes so that implementation remains timely. The Director of Special Education meets weekly with general education teachers to review updated snapshots, upcoming IEP meetings, present levels development, and service needs. These meetings also include review of lesson plans and assignments to confirm accommodations are embedded in instruction and student work products. At the beginning of the school year, the Director of		

		Special Education, special education paraprofessional, and Behavior Interventionist meet individually with each general education teacher to review IEP snapshots and Behavior Intervention Plans (BIPs). During these meetings, each accommodation is reviewed and concrete implementation examples are provided. To verify implementation in practice, the Director of Special Education conducts classroom observations to confirm that students receive accommodations during instruction, that teachers implement accommodations during small-group instruction, that teachers prompt and model accommodation use as needed, and that students demonstrate familiarity with their supports. **Collaborative Service Model** Puente Charter School's special education program is grounded in ongoing collaboration among special education staff, related service providers, administrators, general education teachers, paraprofessionals, and families. This collaborative approach is intended to ensure that IEPs are implemented consistently, services are coordinated across settings, and student supports remain aligned to individual needs. The school will continue strengthening inclusive practices, including co-planning, co-support, and coordination between special education and general education personnel so that students with disabilities can access high-quality instruction and appropriate interventions in the least restrictive environment. **Data-Driven Improvement and Program Effectiveness** Puente Charter School will use ongoing assessment data, service implementation data, and student progress monitoring information to evaluate the effectiveness of its special education program and make adjustments as needed. Student achievement data, progress toward IEP goals, service delivery records, classroom observation findings, and evaluation results will inform decisions regarding instructional practices, staffing, and resource allocation. Through these systems, the school will continue refining its special education program to improve outcomes and ensure that services remain responsive, compliant, and effective.		
5	**EL/ELD SUPPORT SERVICES**	According to the 2025 California School Dashboard, English Learners at Puente Charter School underperformed compared to the state average on academic indicators. During the 2023-24 and 2024-25 school years, Puente also welcomed an increased number of newcomer students in grades 3 through 5, who are defined as students new to the United States within the past 24 months and who require intensive support to develop English proficiency and access grade-level content. Together, these data points reinforced the need to strengthen and expand services for English Learners across the school. This action describes Puente's comprehensive approach to supporting English Learners with language	$28,000	Y

		acquisition, reclassification, and access to grade-level content through the 2026-27 school year. **English Language Development Instructional Block** English Language Development remains a primary area of focus at Puente. The designated ELD instructional block has been restructured to include more intentional lessons and activities designed to accelerate language acquisition, and this restructured block will continue in 2026-27. Teachers will implement both designated and integrated ELD for all English Learners. Monitoring and support for ELD instruction have increased significantly through more frequent professional development sessions, in-classroom coaching, and collaborative planning support dedicated to strengthening ELD practices across all grade levels. **ELPAC Preparation and Small-Group Instruction** To prepare English Learners for the English Language Proficiency Assessments for California (ELPAC), the Vice Principal provides targeted, small-group instruction that works directly with students to build the academic language and test-taking skills necessary for success on the assessment. This small-group support ensures that students receive individualized preparation aligned with their current proficiency levels. Teachers will also administer the Interim ELPAC assessment tool during the year to familiarize English Learners with the assessment format and reduce testing anxiety. **Newcomer Support Programs** Puente will continue to offer a four-week summer program for newcomer students, using the Rosetta Stone language program to accelerate English language development and help students build the vocabulary and foundational skills necessary for academic success. Benchmark Phonics instruction with one-to-one paraprofessional support will continue to strengthen foundational literacy skills for English Learners throughout the school year. Beyond the summer program, English Learner intervention continues daily through the after-school Expanded Learning Opportunities Program (ELOP). After-school tutoring has been refined to better serve English Learners by aligning tutoring with core-day instructional approaches and addressing the specific language development needs identified by each student's classroom teacher. **Targeted Intervention and Reclassification Focus** 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, and ultimately to increase reclassification rates. The Intervention		

		Coach will also deliver professional training for teachers and paraprofessionals on evidence-based pedagogical strategies that support the diverse language learning needs of English Learners. **Professional Development** Puente will continue to provide evidence-based professional learning opportunities for all educators, instructional support staff, and administrators. Professional development focuses on academic content standards and evidence-based pedagogical strategies so that the diverse learning needs of students are met and barriers to learning are addressed. The year-long professional development plan has been revised to ensure that English Language Development, mathematics, and social-emotional support remain at the forefront of Puente's professional learning priorities. Professional development specific to ELD includes increased coaching cycles, structured peer observations, and dedicated collaborative planning time for teachers to design and refine ELD lessons. These targeted sessions build instructional capacity across the teaching team. The school leadership team also participates in leadership development sessions that strengthen their ability to support and monitor ELD implementation schoolwide. **Monitoring and Data-Informed Adjustments** Student progress is monitored continuously through Panorama Education and NWEA MAP data, with regular progress monitoring used to track English Learner growth toward language proficiency benchmarks. Data from multiple sources, including ELPAC, Interim ELPAC, NWEA MAP, and classroom formative assessments, will be analyzed to adjust instructional approaches and ensure that appropriate support services are provided to meet the unique needs of each English Learner. **Planned Improvements for 2026-27** For the 2026-27 school year, Puente will continue to respond to the two challenges identified in the prior-year implementation review. First, to address newcomer family participation in the summer program, Puente will implement earlier outreach to families of newcomer students, host family information sessions that explain the purpose and design of the summer program, and work to identify and reduce participation barriers such as transportation and scheduling conflicts. Second, to address the sustained demand for intensive language development support created by the growing newcomer population in grades 3 through 5, Puente will continue to refine its upper-elementary newcomer support model so that students who arrive with limited or no English proficiency receive the individualized, sustained intervention required to access grade-level content		

		while developing English proficiency. These refinements will build on the coordinated structure already in place across the designated ELD block, daily ELOP intervention, ELPAC preparation, Benchmark Phonics with paraprofessional support, and summer program offerings. **Framework Alignment** This action aligns with the California Community Schools Framework and with Puente's broader MTSS approach, ensuring that English Learners have equitable access to the academic, social-emotional, behavioral, and health supports described across Puente's LCAP actions. Student data captured in Panorama Education enables consistent cross-action analysis so that English Learner needs are addressed through a unified whole-child approach.		
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. Puente's enrichment program is designed to develop the whole child through meaningful exposure to the arts and other enrichment opportunities. **Current Implementation** Students in grades TK through 5 currently participate in weekly music and dance programming as part of the school's enrichment offerings. These programs are delivered consistently throughout the school year, and all students have equitable access to participation. Program quality is regularly evaluated to ensure that enrichment experiences are meaningful and aligned with Puente's commitment to developing the whole child. Theater and visual arts programming has not been incorporated during the current academic year. The original enrichment plan included these components, but they were not implemented this year due to a strategic reallocation of instructional time. This is the primary reason this action is classified as partially implemented. **Arts Education Program for 2026-27** For the 2026-27 school year, Puente will implement a structured arts education program that includes age-appropriate instruction across multiple artistic disciplines. All students in grades TK through 5 will continue to receive weekly music instruction focused on developing musical literacy, performance skills, and appreciation of diverse musical traditions. Students in grades TK through 2 will participate in theater arts education that fosters creative expression, collaboration, and communication skills through dramatic play and performance. Students in grades 3 through 5 will engage in visual arts education that develops technical	$127,558	N

		skills, aesthetic awareness, and creative problem-solving through various media and techniques. **Integration and Application** 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 Puente's student population. **Equitable Access** 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. **Program Assessment** The effectiveness of Puente's 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. **Purpose and Student Outcomes** Through this comprehensive approach to curriculum, Puente Charter School strives to develop well-rounded students who possess both 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 developed this goal in response to evidence from the 2025 California School Dashboard and from Puente's internal data analysis indicating that sustained, high-quality professional learning is essential to improving student outcomes. The 2025 Dashboard reflected an Orange performance level for ELA and Mathematics for All Students and for the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, and a decline in the English Learner Progress Indicator from a Blue performance level in 2023 to Orange in 2025. At the same time, the data showed that more than 70% of Puente students improved their ELA score and approximately 54% improved their math score compared to the prior year, evidence that Puente's instructional design is moving students forward but that deeper instructional capacity is needed to accelerate growth and close achievement gaps. These findings affirm that strengthening teacher and staff practice is the most direct lever Puente has for improving student outcomes across academic, language, and social-emotional indicators.

Connection to Student Outcomes: This goal recognizes that the quality of classroom instruction is the single most important school-based factor influencing student learning. Research and Puente's own implementation experience consistently show that students perform better when teachers have deep content knowledge, strong pedagogical skills, and the ability to differentiate instruction for diverse learners. Puente's progress on key indicators, including the multi-year reduction in chronic absenteeism and the year-over-year academic growth reflected in the Dashboard, has been supported by sustained investment in coaching, professional development, and collaborative planning time. Continuing and deepening this investment is essential to sustaining current progress and accelerating gains for the student groups most in need of additional support.

Framework Alignment: The goal aligns with Puente's implementation of the Multi-Tiered System of Supports (MTSS) framework and the California Community Schools Framework. Both frameworks require schools to build staff capacity for delivering high-quality core instruction, evidence-based intervention, and culturally responsive teaching that addresses the academic, social-emotional, behavioral, and mental health needs of all students. Puente's MTSS implementation depends on educators who can deliver effective Tier 1 instruction, identify students needing Tier 2 or Tier 3 support, and adjust their practice based on student data. Puente's Community Schools work depends on staff who can partner with families and community organizations to address barriers to learning. Both frameworks position professional learning as a foundational investment, not an optional add-on.

Responding to Identified Needs: The goal is also informed by specific instructional needs identified through Puente's annual needs assessment and through educational partner feedback gathered during the 2025-26 LCAP engagement process. School leadership and the teaching team have identified the need to deepen instructional practice in foundational literacy, including phonics, vocabulary, and the art of teaching reading. The mathematics team has identified the need to strengthen consistent implementation of Math Workshop and the Cognitively Guided Instruction (CGI) approach. The English Language Development team has identified the need for increased coaching, peer observations, and collaborative planning to support designated and integrated ELD across all grade levels. Special education and behavioral support teams have identified the need for ongoing professional learning on IEP implementation, accommodations, co-teaching models, and de-escalation strategies. Educators have also affirmed the value of continued accountability for adopted instructional approaches through classroom observations and coaching cycles. This goal is designed to ensure that professional learning is intentionally aligned with these identified needs rather than designed as general training.

Planned Professional Learning Structures and Outcomes: Through this goal, Puente will continue to provide structured professional learning across multiple formats, including 10 days of intensive summer professional learning, 5 additional non-instructional planning days, weekly professional development sessions, ongoing instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and peer observations. Professional learning content will prioritize California's academic content standards, evidence-based pedagogical strategies, ELD instruction, mathematics instruction, social-emotional learning, special education compliance and inclusive practice, and behavioral support. The expected outcomes of this sustained investment include strengthened teacher capacity and retention, improved instructional consistency across classrooms, accelerated student growth on academic and language proficiency indicators, and reduced barriers to learning for Puente's student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 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%	2024-25: 92.3%	+18.2%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase;	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA	2024-25 ELA: 5 ELD: 5 Math: 4 Social Science: 4 Science: 4 CTE: NA	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE:N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: N/A	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: -1 CTE:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	Health: 3 PE: 4 VAPA: 4 World Language: NA	Health: 3 PE: 5 VAPA: 4 World Language: NA	Health: 3 PE: 5 VAPA: 4 World Language: NA	Health: 4 PE: 5 VAPA: 4 World Language: NA	Health: 0 PE: +1 VAPA: 0 World Language: NA

Goal Analysis for 2025-26

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 employed a dedicated principal and a full instructional team to deliver a rigorous academic program for students in grades TK–5. All teachers are appropriately credentialed and properly assigned to teach the core curriculum areas of English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Standards-aligned curriculum implementation and intentional, job-embedded professional learning continued throughout the year to support consistent, high-quality instruction across classrooms.

Extended Learning Time: Puente has fully implemented an extended school year, providing 180 instructional days, which exceeds California's 175-day minimum requirement for charter schools. This extended learning time supports increased access to instruction and continued academic growth for all students.

Professional Development and Continuous Improvement: All instructional staff participated in a comprehensive professional learning plan that included 10 days of intensive summer professional development, five additional non-instructional planning days, and weekly professional development sessions during the school year. Professional learning remained focused on strengthening standards-based instruction, improving instructional practice, and supporting continuous improvement across the TK–5 program.

Challenges Identified: One lead teacher transitioned in December, requiring the school to quickly pivot to fill the vacancy and maintain instructional continuity.

Action 2: This action was fully implemented. Puente Charter School delivered a targeted, yearlong professional learning program informed by a comprehensive needs assessment, classroom observations, and teacher feedback. Professional development was designed to strengthen instructional practice, build staff capacity across roles, and improve student outcomes through sustained training, coaching, observations, lab-classroom learning, feedback cycles, and peer observation opportunities.

Focus Areas Implemented: Puente implemented professional learning across four focus areas. **Curriculum and Instruction** sessions strengthened culturally relevant curriculum and instruction, foundational literacy and mathematics skills, Health Standards implementation, consistent use of the Eureka² Math curriculum, and differentiated instructional strategies in ELA and math. **Special Education** professional learning has built staff understanding of IDEA and FAPE requirements, appropriate use of accommodations and modifications, co-teaching models, and accurate interpretation and implementation of IEPs. **Student Support** training addressed non-violent crisis intervention techniques, implementation of behavior intervention plans, social-emotional learning, PBIS practices, and strategies to strengthen designated and integrated ELD. **Health and Safety** professional learning ensured staff preparedness through CPR certification, active shooter protocols, and comprehensive emergency response procedures.

In addition to these core areas, Puente revised its yearlong professional development plan to keep mathematics, ELD, and social-emotional supports at the forefront of staff learning. The school leadership team also participated in leadership development sessions to strengthen coherence, implementation, and instructional leadership across the program.

Implementation Highlights: Puente strengthened math instruction by prioritizing a Cognitively Guided Instruction (CGI) approach. Teachers received additional training and ongoing support to reinforce a consistent math structure that increases opportunities for critical thinking, discourse, and collaboration. Puente also strengthened the intervention model delivered by paraprofessionals. Paraprofessionals received strategic support from the Intervention Coach through monthly coaching, weekly lesson planning sessions, and peer observations to improve the quality and consistency of small-group instruction delivered throughout the school day.

Challenges Identified: No challenges were identified. The professional development plan was implemented as designed, and the planned training and support structures occurred consistently throughout the year.

Successes Identified: All professional development focus topics were addressed at least once during the school year, and staff capacity was strengthened through a coherent system that combined training with job-embedded support. Successes include increased consistency in standards-aligned instruction, stronger use of CGI practices in math, improved staff understanding of special education compliance and IEP implementation, and strengthened student support practices aligned to PBIS, SEL, and ELD. The additional coaching and planning support for paraprofessionals was also a key success, improving alignment between intervention supports and core classroom instruction.

Action 3: This action was fully implemented. Puente Charter School provided all students with access to standards-aligned curriculum and instructional materials across all disciplines. The school conducted inventory reviews and ensured materials were available as needed, including student consumables, so that every student had equitable access to high-quality print and digital resources that support rigorous instruction and content mastery.

During implementation, the school monitored how instructional materials were being used in classrooms and noted that teachers were relying heavily on online platforms. In response, Puente implemented a schoolwide expectation to limit daily screen time to approximately 15–20 minutes to ensure digital tools supplement, rather than replace, direct instruction and meaningful student learning experiences.

Challenges Identified: A key challenge was balancing the instructional benefits of online platforms with appropriate screen-time limits. Establishing consistent expectations required schoolwide alignment so that students continued to benefit from digital practice while maintaining a healthy balance of instructional approaches.

Successes Identified: Students consistently used IXL to support standards-based practice in mathematics, English language arts, and science. The combination of consumables and digital tools provided multiple access points to content, supported differentiation, and improved consistency of student practice across classrooms.

Action 4: This action was fully implemented. Puente Charter School ensured equitable access to technology resources that support student learning by maintaining a sufficient inventory of student devices and ensuring consistent access to digital curricular and instructional materials. The school provided ongoing IT technical support to maintain device functionality and respond to user technical needs, and it maintained required subscriptions for educational software and virtual meeting platforms to expand learning opportunities and support school operations.

Instructional Technology and ISTE Alignment: All classrooms were equipped with interactive SMART Boards to support engaging, technology-enhanced instruction across grade levels. Teachers received training and actively used SMART Board features to strengthen instruction, increase student engagement, and support diverse learning styles. Staff also incorporated other instructional technology tools, including AI-supported tools where appropriate, and consistently connected technology use to the International Society for Technology in Education (ISTE) Standards to guide purposeful, effective integration that builds student digital literacy.

Challenges Identified: A primary challenge was maintaining reliable connectivity and consistent performance as technology use increased across classrooms and grade levels. Ensuring stable access required ongoing attention to infrastructure and timely troubleshooting to minimize instructional disruption.

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.

For the actions under Goal 2, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

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

Action 1: Puente has successfully maintained full staffing and achieved 100% credentialing and appropriate assignment of teachers. The school also achieved a strong retention outcome, with a 100% retention rate from 2024–25 to 2025–26 (aside from the December transition). Staff provided positive feedback on professional development opportunities, and the standards-aligned curriculum was implemented consistently across classrooms.

Action 2: This action has been highly effective in strengthening instructional practice and building collective teacher efficacy. Effectiveness is reflected in more consistent implementation of Eureka² Math and CGI instructional routines, stronger differentiation and targeted intervention practices in ELA and math, improved consistency in accommodations and IEP implementation, and increased staff readiness to implement behavior supports and safety procedures with fidelity.

Action 3: This action has been effective in ensuring equitable access to standards-aligned instructional resources while promoting an appropriate balance between print-based learning and targeted digital practice. The adoption of clear screen-time expectations strengthened implementation coherence and ensured online platforms were used intentionally to support, extend, and reinforce core instruction.

Action 4: This action has been effective. A key success was the installation of additional routers throughout the school, which strengthened wireless coverage and improved connectivity for students and staff. Teacher capacity also increased as staff applied training to use SMART Board features more effectively and aligned technology integration to ISTE standards, resulting in more consistent and intentional use of instructional technology across classrooms.

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.

Puente Charter School develops an annual LCAP each year as part of its data-driven decision-making. Target outcomes are revised annually to ensure program effectiveness and fidelity to Puente's educational program.

For LCAP Goal 2, no changes were made to the goal itself, the metrics associated with the goal, or the target outcomes for the 2026-27 plan year. Based on reflections from prior-year implementation and on current enrollment data, the following change was made to Goal 2 actions for the 2026-27 school year.

In response to an increase in student enrollment, Puente will add an additional Transitional Kindergarten (TK) classroom for the 2026-27 school year. This expansion will increase access to early learning opportunities for Puente families and will support the school's commitment to serving the youngest learners in the Boyle Heights and East Los Angeles community. To support the new TK classroom, Puente will also purchase classroom furniture and technology devices appropriate for TK students. These additions will ensure that the new classroom is fully equipped at the start of the school year and that TK students have access to the same quality of learning environment and instructional resources currently available in Puente's existing TK classroom.

No other changes were made to Goal 2 actions, target outcomes, or metrics for the 2026-27 LCAP.

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**	Puente Charter School will employ a dedicated principal and appropriately credentialed teachers to deliver a rigorous, standards-aligned instructional program for students in Transitional Kindergarten through Grade 5. All teachers will hold the credentials and authorizations necessary to teach the school's core academic program, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education. **Staffing and Instructional Program** Puente Charter School is committed to ensuring that students are served by qualified educators who are prepared to implement high-quality instruction and support student achievement. Teachers will deliver standards-aligned curriculum, use ongoing assessment to monitor student progress, and adjust instruction to respond to student learning needs. Through this work, the school will provide a strong educational foundation that promotes academic growth and prepares students for continued success.	$1,459,442	Y

		For the 2026-27 school year, Puente will add an additional Transitional Kindergarten classroom to support enrollment and ensure that young learners have access to a developmentally appropriate instructional environment staffed by qualified educators. **Instructional Time** Puente Charter School will provide an extended school year and school day to maximize instructional time and student learning opportunities. The school will operate for 180 instructional days, which exceeds California's minimum annual instructional day requirement of 175 days. **Professional Learning and Continuous Improvement** To support instructional quality and continuous improvement, all instructional staff will participate in a comprehensive professional learning program. This will include 10 days of intensive summer professional development, five additional non-instructional planning days, and weekly professional development sessions throughout the academic year. These professional learning opportunities are intended to strengthen instructional practice, support effective implementation of curriculum and assessment systems, and ensure that educators are equipped to meet the diverse academic needs of all students. **Commitment to High-Quality Instruction** Through qualified staffing, expanded instructional time, and ongoing professional learning, Puente Charter School will maintain a strong core educational program that supports high-quality teaching and learning for all students.		
2	**PROFESSIONAL LEARNING**	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. Taken together, these structures build collective teacher efficacy, improve instructional practice, and ultimately enhance student outcomes across all demographic groups. **Extended Learning Structure** 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. This sustained calendar ensures that professional learning is continuous rather than episodic and that teachers have protected time to translate learning into classroom practice. **Focus Areas**	$120,000	N

		Professional development priorities are identified through a comprehensive needs assessment, classroom observations, and teacher feedback. For the plan year, professional development will address the following areas: 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 Interventions and Supports (PBIS), and strategies to improve designated and integrated ELD. 4. **Health and Safety:** CPR certification, active shooter protocols, and comprehensive emergency response procedures. **Reading and Math Workshop** Additional professional learning will be provided to deepen implementation of Reading Workshop and Math Workshop across classrooms. These sessions will strengthen instructional consistency, support small-group differentiation, and reinforce the workshop structures already in place schoolwide. **Mathematics Instruction and CGI** Puente has strengthened math instruction by prioritizing a Cognitively Guided Instruction (CGI) approach, which emphasizes conceptual understanding and student mathematical reasoning. Ongoing professional learning will continue to support consistent CGI implementation across classrooms and will align with the coaching and intervention supports described in Puente's MTSS action. **Outcome Focus** This targeted professional learning program is designed to build collective teacher efficacy, improve instructional practice, and enhance student outcomes across all student groups, including those identified in the 2025 California School Dashboard as needing additional support in ELA and Math.		
3	**CORE CURRICULAR NEEDS**	Puente Charter School will provide all students with access to standards-aligned curriculum and instructional materials across all disciplines. This commitment ensures that all students, including those with diverse learning needs, have	$58,000	N

		equitable access to high-quality print and digital learning resources that support rigorous instruction and content mastery. **Annual Inventory and Replenishment** Puente will conduct annual inventory assessments of instructional materials and will purchase new and replacement materials as needed, including consumables for student use. This ongoing inventory process ensures that classrooms are fully resourced at the start of each school year and that materials remain current, sufficient, and aligned with adopted curricula throughout the year. **Program Expansion for 2026-27** To support the additional Transitional Kindergarten (TK) classroom that Puente will add for the 2026-27 school year, curricular needs will include instructional materials, consumables, and learning resources appropriate for TK students. These materials will be aligned with California's TK program standards and with the materials already in use in Puente's existing TK classroom so that all TK students receive a consistent, high-quality early learning experience. **Equitable Access** All curricular and instructional materials will be made available to every student, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, with accommodations and modifications provided as needed to support full participation and achievement.		
4	**CLOSING THE DIGITAL DIVIDE**	Puente Charter School will ensure that all students have equitable access to the technology resources necessary to participate fully in instruction and access digital learning materials. The school will maintain a sufficient inventory of student devices so that all students can engage with digital curriculum, online assessments, and instructional applications that support learning across content areas. **Technology Infrastructure and Technical Support** To ensure reliable access to instructional technology, Puente Charter School will provide ongoing information technology support to maintain device functionality, troubleshoot technical issues, and support staff and students in the effective use of technology. The school will also maintain subscriptions for essential virtual meeting platforms, instructional software, and other digital tools that enhance classroom instruction, communication, and access to learning.	$118,128	N

		For the 2026-27 school year, Puente Charter School will purchase additional laptops to replace outdated or nonfunctioning devices and sustain adequate student access to technology. **Classroom Technology and Instructional Integration** All classrooms at Puente Charter School are equipped with interactive SMART Boards to support engaging, technology-enhanced instruction across grade levels. Teachers will continue using SMART Board features and other instructional technology tools to strengthen instruction, increase student engagement, and support diverse learning styles. Where appropriate, staff will also incorporate artificial intelligence-supported tools to enhance teaching and learning in ways that are purposeful and instructionally relevant. **Digital Literacy and ISTE Alignment** Puente Charter School will continue aligning instructional technology use to the International Society for Technology in Education (ISTE) Standards to support effective integration of technology into teaching and learning. Teachers will use these standards to guide purposeful technology use that strengthens student digital literacy, supports critical thinking and creativity, and prepares students to use technology responsibly and effectively. **Purpose of the Action** This action is intended to ensure that all students have consistent access to technology, digital learning tools, and technology-enhanced instruction so that technology serves as a support for equitable access, student engagement, and academic success.		

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 developed this goal in response to evidence from multiple sources indicating that authentic family engagement is essential to student success, particularly for the Boyle Heights and East Los Angeles community Puente serves. Puente's student population is 99% Hispanic, 82% Socioeconomically Disadvantaged, and 19% English Learners, with many families speaking Spanish as their primary home language. For this community, the traditional one-way model of school-to-home communication has historically created barriers to full family participation. Educational partner feedback gathered during the 2025-26 LCAP engagement process repeatedly affirmed that families want to support their children's learning but face barriers, including language, work schedules, and unfamiliarity with school systems, that make full engagement difficult. Non-English-speaking parents specifically shared that they want to support their children with homework, classroom learning, and academic decisions, but often lack the tools and information they need to do so effectively.

Connection to Student Outcomes: This goal also responds to the recognition that family engagement is not separate from academic achievement. Research and Puente's own implementation experience have shown that students whose families are engaged as partners in their education attend school more consistently, perform better academically, and demonstrate stronger social-emotional outcomes. Puente's progress on chronic absenteeism, which has declined across three consecutive Dashboard cycles from a Red performance level in 2023 to Yellow in 2025, has been supported in part by intentional family engagement and outreach. Sustaining this progress requires continued investment in the partnerships, structures, and culture of trust that bring families into the school as full partners.

Framework Alignment: The goal is anchored in the California Community Schools Framework, of which Puente is an implementation grant recipient. The Family and Community Engagement pillar of this framework calls on schools to build genuine, reciprocal relationships with families and to create structures that ensure all families, including those from historically underserved communities, can participate meaningfully in their children's education. Puente's selection for Cohort VI of the Community Engagement Initiative (CEI) further reinforces the school's commitment to identifying and addressing problems of practice in family engagement, and to developing improvement plans grounded in stakeholder voice.

Culturally Responsive Approach: The goal is also informed by Puente's strategic decision to anchor family engagement in culturally responsive community partnerships. Because the Puente community has deep cultural roots and shared experiences as immigrant, working-class, and predominantly Spanish-speaking families, family engagement work cannot be designed as a one-size-fits-all program. Engagement structures must honor families' cultural strengths, accommodate their language preferences, and connect families to community-based partners that share their experiences and values. This approach reflects what Puente has learned through its work with families: trust is built when families are treated as experts on their own children and when the school commits to listening, responding, and partnering with families over time.

Planned Engagement Structures and Outcomes: Through this goal, Puente will continue to provide learning opportunities for families, including parenting classes, family workshops on student health and wellness, and informational sessions that build family capacity to support student learning at home. The school will also continue to refine structures that ensure authentic family engagement, including the work of the Community Schools Navigator, monthly Coffee with the Principal sessions, the Parent Advisory Committee (PAC), the English Learner Advisory Committee (ELAC), and family-facing events such as monthly Family Nights and student-led conferences. These structures, combined with culturally responsive community partnerships, are designed to create a culture of trust that re-engages families, strengthens home-school collaboration, and ultimately improves outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 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.	2023-24: 9. 4 10. 5 11. 5 12. 4	2024-25: 9. 5 10. 5 11. 5 12. 5	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 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)	2023-24: 1. 5 2. 5 3. 4 4. 5	2024-25: 1. 4 2. 4 3. 4 4. 4	2025-26: 1. 5 2. 5 3. 4 4. 4	2026-27: 1. 5 2. 5 3. 4 4. 5	1. 0 2. 0 3. 0 4. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating Scale: 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					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 100% Sense of Safety 100% School connectedness	2024-25: 98% Sense of Safety 94% School Connectedness	2025-26: 98% Sense of Safety 99% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	-2% Sense of Safety -1% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Needs Assessment Survey	2023-24: 97% Sense of Safety 96% School connectedness	2024-25: 100% Sense of Safety 99% School Connectedness	2025-26: 97% Sense of Safety 99% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	0% Sense of Safety +3% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 92% Sense of Safety 92% School connectedness	2024-25: 95% Sense of Safety 95% School Connectedness	2025-26: 96% Sense of Safety 95% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+4% Sense of Safety +3% School Connectedness

Goal Analysis for 2025-26

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: Puente Charter School maintains a comprehensive approach to school safety, positive climate, and student well-being. This action encompasses the School Safety Plan, bullying prevention, campus supervision, climate initiatives, student health services, and nutrition services. All components are fully implemented.

School Safety and Bullying Prevention

Puente maintains a comprehensive School Safety Plan that is reviewed and revised annually with input from its educational partners. A Bullying Prevention Plan is incorporated into the safety framework, and the school consistently implements a behavior plan focused on preventing bullying and maintaining a safe, respectful environment. Security guards and campus aides provide additional supervision throughout the school day in direct response to feedback from educational partners.

School Climate: Puente fosters a positive school climate through monthly recognition assemblies, student-led conferences held twice a year, and field trips available to all grade levels. Parents consistently provide positive feedback on student-led conferences, reflecting the value these events bring to school–home partnerships. A school climate survey is administered in February to gather feedback from students, families, and staff and to inform ongoing improvement efforts.

Health and Nutrition Services: Puente provides health services to remove barriers to learning. Vision screenings were conducted in October, with comprehensive eye exams and glasses distribution for qualifying students scheduled for February. Breakfast and lunch are provided to all students at no cost, ensuring reliable access to nutritious meals throughout the school day.

Challenges Identified - Family Participation in Health Services. Despite ongoing communication, not all families have completed the required forms for their children to benefit from the no-cost vision and dental exam services. Puente continues to conduct personal outreach and is exploring strategies such as family information sessions and simplified enrollment processes to increase participation.

Successes Identified: The school’s improved chronic absenteeism rate—decreasing from 32.2% in 2024 to 18.3% in 2025—indicates that students are excited to attend school daily. The combination of recognition, engagement opportunities, and a safe and supportive environment has strengthened students’ sense of belonging and motivation to be present.

Students have shown increased engagement and enthusiasm for attending school, supported by improved chronic absenteeism. Puente also increased meal access substantially, with approximately 3,000 additional student meals ordered during the fall semester (breakfast and lunch). This increase reflects both strong implementation of universal meal access and Puente’s responsiveness to family needs, including food insecurity. All meals continued to be provided at no cost to students.

Action 2: This action has been fully implemented. Puente Charter School values parent voice and provides meaningful, structured opportunities for families to participate in school governance and decision-making. Throughout the year, Puente facilitated multiple parent advisory bodies that support inclusive input on school programs, services, priorities, and continuous improvement efforts.

English Learner Parent Advisory Structures: Puente maintained advisory committees that elevate the voice of parents of English Learners and support input on English Learner programs and services in alignment with California Education Code section 52062(a)(2). These structures include the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC).

Parent Advisory Committee: Puente implemented the Parent Advisory Committee (PAC) as the school's primary parent governance body, consistent with California Education Code section 52062(a)(1). The PAC provided input on schoolwide priorities, policies, and budget considerations, including feedback connected to the Local Control Accountability Plan (LCAP) and related school improvement efforts.

Additional Parent Leadership and Community Schools Governance
Puente also engaged parents through the Parent Advisory Council, which collaborates with school leadership on broader school initiatives and community partnerships. In addition, parents participated on the Community Schools Partnership Program (CCSPP) Steering Committee, providing guidance on implementation of the community schools model and integration of support services and partnerships.

Equitable Access to Participation
To ensure broad, equitable participation, Puente provided qualified interpreters at committee meetings and made interpretation available upon request for school communications and events. These supports reduced language barriers, expanded access for multilingual families, and strengthened meaningful family engagement in school decision-making.

Action 3: This action was fully implemented. Significant strides have been made this year in engaging parents and families as partners to support and educate students through home–school collaboration and culturally responsive community partnerships. This progress has been driven by the intentional work of Puente's new Community Schools Coordinator, who expanded structures for authentic family engagement, strengthened connections to resources, and helped build a culture of trust to re-engage families and improve outcomes for all students. Puente also continued to provide learning opportunities for families and maintained multiple engagement structures; however, monthly Family Nights and student-led conferences, while essential for staying connected, continued to show low attendance.

Community Engagement Initiative (CEI): This year, Puente is participating in Cohort VI of the Community Engagement Initiative. The school's CEI team includes the Principal, Operations Coordinator, Community Schools Coordinator, VP of Programs, one parent, and a 5th grade student. The team's purpose is to identify a problem of practice related to family and community engagement and to develop and implement an improvement plan. This two-year commitment will support Puente in strengthening community engagement through continuous improvement and shared leadership.

Relationship Building: Prior to the start of the school year, teachers scheduled and conducted introductory meetings with families to welcome them to Puente, communicate classroom and school expectations, review the attendance policy, and identify student and family needs. These meetings also connected families to school resources and established a strong foundation for ongoing collaboration throughout the year.

Engagement Opportunities: Puente continues to provide multiple opportunities for families including those of Unduplicated Pupils and Students with Disabilities, to participate in their child's education and engage with the school community. Family engagement structures included monthly Coffee with the Principal and schoolwide events such as Family Nights, Back-to-School Night, Open House, Meet-and-Greet gatherings, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences. Puente also offered integrated services workshops on topics such as college/career readiness, counseling supports, health and wellness, nutrition, immigration rights, tenant rights, and social media.

Participation varied across the year. Engagement opportunities were sustained monthly with consistent outreach, though attendance remained low but steady as the year progressed. Puente noted that participation patterns may also be influenced by family safety concerns related to the current political climate and ICE activity, which can affect families' willingness to attend in-person events.

Communication Systems and Access
Puente maintained consistent and accessible communication systems to ensure families receive timely information and have clear ways to connect with the

school. The Operations Coordinator led family outreach, coordinated interpreter services, distributed the monthly newsletter, monitored ParentSquare communications, and maintained the school events calendar. Families also had access to the Infinite Campus Parent Portal to monitor academic progress and attendance and to communicate with staff.

All school correspondence was provided in English and translated into Spanish in alignment with primary language survey results and translation thresholds. Interpreter services, including ASL, were available for parent events and upon request to reduce language barriers and promote equitable access. Although ParentSquare usage was inconsistent, Puente ensured that 100% of families had access to the platform and received communications through established systems.

Action 4: **Facilities Maintenance and Campus Safety**: This action was fully implemented. Puente Charter School maintained a safe, clean, and well-maintained learning environment for all students and staff through consistent facility maintenance protocols and campus safety measures. The facilities team conducted routine inspections and ensured repairs were addressed promptly to maintain safe and functional learning spaces.

Puente also completed the annual Facility Inspection Tool (FIT) report to formally document facility conditions and support ongoing compliance. FIT results were reported transparently through the School Accountability Report Card (SARC), the Local Control Accountability Plan (LCAP), and the Local Indicators Report on the California School Dashboard. In addition, daily custodial services were provided to ensure classrooms, common areas, restrooms, and campus grounds remained clean, sanitary, and conducive to learning.

Challenges: No challenges were identified. Puente consistently maintained safe, clean, and well-maintained facilities throughout the year.

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.

For the actions under Goal 3, there were no material differences between the budgeted expenditures and the estimated actual expenditures during the 2025-26 school year. All planned actions and services under Goal 1 were implemented as budgeted, and expenditures aligned with the planned amounts identified in the 2025-26 LCAP. No material differences were identified that would require explanation.

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

Action 1: This action is effective in sustaining the conditions necessary for students to feel safe, supported, and engaged. The significant reduction in chronic absenteeism, the increase in meal participation, and consistent positive feedback from parents regarding student-led conferences collectively demonstrate that Puente’s school climate efforts are meeting their goals and supporting student success alongside academic achievement.

Action 2: Puente has effectively created a culture that supports parent engagement and partners in their child’s education. Puente also engaged parents through the Parent Advisory Council, which collaborates with school leadership on broader school initiatives and community partnerships. In addition, parents participated on the Community Schools Partnership Program (CCSPP) Steering Committee, providing guidance on implementation of the community schools model and integration of support services and partnerships.

Action 3: This action has been effective in engaging families. Puente ensured universal access to ParentSquare and strengthened outreach strategies to encourage participation. The school implemented additional incentives—such as raffles and giveaways—to increase attendance at meetings, workshops, and conferences. Puente also expanded resource tables at each Family Night, increasing access to supports and making events more responsive to family needs. The Community Schools Coordinator’s work has been a key factor in expanding partnerships, strengthening trust-building efforts, and supporting more culturally responsive family engagement practices.

Action 4: This action was effective in providing students with a safe and clean learning environment, as evidenced in the 2026-27 FIT Score Report of exemplary.

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.

Puente Charter School develops a one-year LCAP annually as part of its data-driven decision-making. The school also conducts a comprehensive needs assessment each year to measure program effectiveness and to inform the allocation of resources for the upcoming plan year.

Based on the 2026-27 needs assessment and on reflections from prior-year implementation, no changes were made to LCAP Goal 3, its actions, its metrics, or its target outcomes for the 2026-27 school year. The Goal 3 action plan will continue as adopted, with no modifications.

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**	Puente Charter School is committed to maintaining a safe, welcoming, and health-supportive learning environment where students can thrive academically, socially, and emotionally. This action describes the safety systems, climate initiatives, and health services Puente will continue to provide to support the whole child. **School Safety Measures** Puente will maintain a comprehensive School Safety Plan that is reviewed and revised annually with input from educational partners, and a Bullying Prevention Plan will be incorporated into this safety framework. Security guards and campus aides will provide additional supervision to ensure student safety, and their deployment and practices will continue to respond directly to feedback from educational partners. **Positive Climate Initiatives** Puente will foster student engagement and a positive school climate through anti-bullying assemblies, monthly student recognition ceremonies, and student-led conferences in which learners reflect on their progress alongside parents and teachers. Students will also participate in standards-aligned field trips that provide enriching real-world learning experiences connected to classroom instruction. To monitor progress and identify areas for growth, school climate surveys will be	$249,520	N

		administered regularly to students, families, and staff, and the results will be used to inform ongoing climate and safety improvements. **Health Services and Screenings** Puente has established partnerships with the UCLA Eye Institute and the USC Dental Clinic to provide essential vision and dental health screenings for students, expanding access to preventive care for families who may face barriers to routine health services. These partnerships complement the broader network of community health partnerships described in Puente's MTSS action, including St. Johns Community Health and Breathe SoCal. **Nutrition** Puente participates in the universal meals program so that all students have access to nutritious meals throughout the school day, regardless of family income. Access to consistent, healthy nutrition supports student attendance, engagement, and readiness to learn. **Equitable Access** Safety, climate, health, and nutrition supports described in this action will be available to every student, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness, with accommodations provided as needed to support full participation.		
2	**PARENT INPUT IN DECISION-MAKING**	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: 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). 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. The Parent Advisory Council works collaboratively with school leadership on broader school initiatives and community partnerships. 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.	$9,000	N

		To ensure equitable access and participation, qualified interpreters are available at all committee meetings and provided upon request for any school communication or event.		
3	**PARENT ENGAGEMENT & PARTICIPATION**	**Relationship Building and Family Partnership** Puente Charter School will prioritize strong relationships with families as a foundation for student success. Prior to the start of the school year, teachers will schedule introductory meetings with families to welcome them to the school community, communicate academic and behavioral expectations, review the attendance policy, share available school resources, and identify any family or student needs that may require support. These early meetings are intended to build trust, strengthen home-school relationships, and establish ongoing communication from the beginning of the year. **Family Engagement Opportunities** Puente Charter School will provide multiple opportunities for parents, including parents of unduplicated pupils and students with disabilities, to participate in their child's education and engage with the school community. The school will offer monthly Coffee with the Principal sessions and integrated services workshops focused on topics such as college and career readiness, counseling services, health and wellness, nutrition, immigration rights, tenant rights, and social media awareness. Families will also be invited to participate in a variety of schoolwide events designed to strengthen connection and involvement, including Family Nights, Back to School Night, Open House, Meet and Greet events, monthly student recognition ceremonies, winter and spring student showcases, and student-led conferences. **Communication and Access to Information** Puente Charter School will maintain consistent communication systems to ensure families have timely access to school information and opportunities for engagement. The Operations Coordinator will support outreach to families, distribute the monthly newsletter, monitor ParentSquare, and maintain the school calendar of events. Families will also have access to the Infinite Campus Parent Portal, where they can review their child's academic progress, attendance, and other important school information, while also maintaining communication with staff. **Language Access and Inclusive Participation** To ensure equitable access and meaningful participation, all correspondence sent to families will be provided in English and translated into Spanish based on the school's primary language data and identified translation needs. Interpreter	$267,566	N

		services, including American Sign Language (ASL), will be available for parent events and upon request. These supports are intended to reduce barriers to participation and ensure that all families can engage fully in the life of the school.		
4	**MAINTAINING A SAFE & CLEAN FACILITY**	**Safe, Clean, and Well-Maintained Learning Environment** Puente Charter School is committed to providing a safe, clean, and well-maintained learning environment for all students and staff. The school will implement comprehensive facility maintenance procedures, custodial services, and safety measures to ensure that campus facilities support student learning, staff effectiveness, and overall well-being. **Facility Maintenance and Repairs** The school will conduct regular facility inspections and address identified maintenance needs in a timely manner. Prompt repairs and ongoing upkeep will help ensure that classrooms, common areas, restrooms, and outdoor spaces remain safe, functional, and conducive to learning. School administration will continue working closely with maintenance staff to prioritize facility improvement projects that enhance the learning environment while maintaining fiscal responsibility. **Facility Inspection Tool and Public Reporting** Puente Charter School will complete the annual Facility Inspection Tool (FIT) to formally assess facility conditions and identify any areas requiring attention. FIT results will continue to be reported transparently through the School Accountability Report Card (SARC), Local Control and Accountability Plan (LCAP), and Local Indicators reporting processes to ensure accountability and provide families and stakeholders with clear information regarding facility conditions. **Custodial Services and Safety Procedures** Daily custodial services will be provided to maintain cleanliness throughout the campus, with focused attention given to high-use areas to ensure a healthy and orderly environment. In addition, school security systems and safety procedures will be reviewed regularly and updated as needed to respond to evolving safety concerns, educational partner feedback, and school safety best practices.	$576,813	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,231,896	$151,509

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%	0%	$0	36%

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	The 2025 California School Dashboard reflects the academic consequences of Puente's demographic profile, with the largest Distance from Standard (DFS) gaps falling on the English Learner and Socioeconomically Disadvantaged student groups in both ELA (EL DFS -69.5; SED DFS -31.8) and Mathematics (EL DFS -65.3; SED DFS -47). Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process collectively identified the following interconnected needs for Foster Youth, English Learners, and low-income students:	**Paraprofessionals** How the Action Addresses the Need: Paraprofessional staffing grows the quantity of small-group Tier 2 and Tier 3 instruction available to Unduplicated Pupils during the core instructional day and improves the quality of that instruction through monthly coaching, weekly lesson-planning sessions, and peer observations delivered by the Intervention Coach. Progress will be measured through NWEA MAP growth across Fall, Winter, and Spring administrations, classroom Running Records every six to eight weeks, CAASPP ELA and Mathematics outcomes, ELPAC progress for English Learners, and Reclassification rates, with disaggregated review for English Learners,	• #1: ELA CAASPP • #2: Math CAASPP

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
	• Sustained, in-classroom Tier 2 and Tier 3 small-group instruction delivered by adults working in close coordination with classroom teachers and the Intervention Coach. • Evidence-based phonics intervention aligned with current research on foundational literacy for students performing below grade level in reading. • Differentiated, skill-specific practice that allows students to work at their current proficiency level and receive immediate feedback in both ELA and Mathematics. • Expanded access to leveled and culturally relevant reading materials at school and at home, with particular attention to English Learners and newcomer students. • Expanded learning time beyond the core instructional day and school year, including intensive language acquisition support for newcomer English Learners in grades 3 through 5. These needs cannot be closed through core instruction alone and require coordinated investments in staffing, curriculum, digital practice platforms, expanded reading access, and extended learning time. The five components described below are the LCFF supplemental and concentration-funded responses to these needs.	Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: Paraprofessionals are deployed across all classrooms because Unduplicated Pupils are distributed across every classroom at Puente. Limiting paraprofessional support to designated rooms or pull-out groups for Unduplicated Pupils only would be operationally infeasible and would disrupt the integration of intervention with core instruction that Puente's MTSS framework requires. Schoolwide deployment ensures that Unduplicated Pupils receive small-group support seamlessly within their regular instructional setting while still benefiting from the differentiated, data-driven instruction the Intervention Coach and classroom teachers design specifically to address their needs. **Intervention Curriculum (Benchmark Phonics Intervention)** How the Action Addresses the Need: The new Benchmark Phonics Intervention curriculum grows the quality of intervention services by providing the Intervention Coach with a complete, research-aligned scope and sequence for phonics intervention. It also grows the quantity of structured phonics intervention available by equipping the Intervention Coach to deliver consistent, frequent sessions during out-of-classroom support. Progress will be measured through the K-2 Reading Difficulties Risk Screener (per EC Section 53008), classroom Running Records, NWEA MAP Reading growth, Spelling Inventory results, and CAASPP ELA outcomes, with disaggregated review for English Learners and Socioeconomically Disadvantaged students. Why It Is Provided on a Schoolwide Basis: The intervention curriculum is positioned for schoolwide use because Unduplicated Pupils performing below	

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
		grade level in foundational reading are present across every grade and classroom at Puente. The Intervention Coach delivers this curriculum to any student who screens as needing Tier 2 or Tier 3 phonics support, regardless of classroom assignment. Schoolwide positioning ensures that no Unduplicated Pupil is denied access to evidence-based phonics intervention because of where they happen to be enrolled, and it preserves the fluid movement across MTSS tiers that the framework requires. **iXL (Mathematics and English Language Arts)** How the Action Addresses the Need: iXL Mathematics and iXL English Language Arts grow the quality of practice opportunities by providing adaptive, skill-specific practice matched to each student's current proficiency level, and grow the quantity of practice by extending differentiated learning time beyond direct instruction. The platform generates real-time data that teachers and paraprofessionals use to adjust small-group instruction during the core day. Progress will be measured through iXL usage and growth reports, NWEA MAP Mathematics and Reading results, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: iXL is provided schoolwide because Unduplicated Pupils benefit most when adaptive practice is fully integrated into their daily instructional routine and accessible from any classroom or device. The platform automatically differentiates by student level, which means that even within a schoolwide implementation, the platform delivers Unduplicated Pupils a distinctly different experience tailored to their specific skill needs. Limiting iXL access to only Unduplicated Pupils would not change the differentiation each Unduplicated Pupil receives but would introduce operational complexity and could stigmatize students	

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
		by visibly limiting their access to a tool used by classmates. **EPIC** How the Action Addresses the Need: EPIC, a digital reading platform offering thousands of leveled books across genres and reading levels, expands student access to reading material beyond what Puente's physical library can provide. EPIC grows the quality of independent reading by providing texts matched to each student's level, and grows the quantity of reading practice by extending reading opportunities into students' homes. Progress will be measured through EPIC usage reports, classroom Running Records, NWEA MAP Reading growth, ELPAC progress for English Learners, and Reclassification rates, with disaggregated review for English Learners and Socioeconomically Disadvantaged students. Why It Is Provided on a Schoolwide Basis: EPIC is provided schoolwide because the home reading access gap is most pronounced for Unduplicated Pupils but is best addressed through a platform that students can use seamlessly across school and home settings. The platform delivers Unduplicated Pupils a distinctly differentiated experience because each student's library is filtered to their reading level. Schoolwide implementation also normalizes home reading as an expectation for all students, which strengthens the home reading culture for Unduplicated Pupils in particular. **Academic Tutoring (After-School and Summer Programming)** How the Action Addresses the Need: After-school tutoring and summer programming grow services in quality by aligning tutoring with classroom instruction and providing structured professional development for tutors facilitated by the Intervention Coach, and grow services in quantity by extending learning hours	

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
		significantly beyond the core school day and school year. The four-week newcomer summer program using Rosetta Stone provides intensive language development opportunities specifically for newcomer English Learners. Progress will be measured through NWEA MAP growth across the school year and across summer programming, ELPAC progress for English Learners, Reclassification rates, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: After-school tutoring is offered to any Puente student identified by their classroom teacher as needing additional academic support, and summer programming is offered schoolwide with priority targeting for newcomer English Learners and students performing below grade level. Schoolwide availability is appropriate because Unduplicated Pupils represent the substantial majority of students performing below grade level at Puente, and offering these programs schoolwide allows the school to direct services based on documented academic need rather than student group designation alone. Targeting decisions made by classroom teachers and the Intervention Coach ensure that Unduplicated Pupils with the greatest needs receive priority access to the available tutoring and summer programming seats.	
Goal 1, Action 3	The 2025 California School Dashboard reflects the social-emotional and attendance challenges most acutely affecting Puente's Unduplicated Pupils. Chronic Absenteeism, although improved from a Red performance level in 2023 to Yellow in 2025, continues to disproportionately affect Puente's Unduplicated Pupil groups, with 2025 Dashboard rates of 16.2% for English Learners, 17.8% for	**Behavior Interventionists** How the Action Addresses the Need: Behavior Interventionist staffing grows the quantity of behavior support available to Unduplicated Pupils throughout the school day by providing in-classroom support for students with Behavior Intervention Plans (BIPs), supporting de-escalation in real time, and reducing the loss of instructional time caused by behavioral	• #8: Chronic absenteeism Rates • #9: Suspension Rates • #10 Expulsion Rates • #19: School Climate Survey

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
	Socioeconomically Disadvantaged students, and 19% for Students with Disabilities. These attendance challenges are interconnected with social-emotional, behavioral, and mental health needs that directly affect academic outcomes for Unduplicated Pupils. Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process collectively identified the following interconnected needs for Foster Youth, English Learners, and low-income students: • Schoolwide behavior support staff to address disruptive classroom behaviors, support implementation of individualized Behavior Intervention Plans, and build teacher capacity for de-escalation strategies. • Coordinated, tiered academic and social-emotional intervention support that integrates with classroom instruction and the broader MTSS framework. • Sustained administrative leadership of social-emotional learning, behavioral, and attendance initiatives to maintain the schoolwide progress reflected in the three-year chronic absenteeism trajectory. • Equitable access to mental health services and referrals for students and families who face barriers to care due to language, cost, transportation, or unfamiliarity with health systems. • Structured attendance incentives that encourage consistent attendance among Unduplicated Pupils, who are disproportionately affected by the family, health, transportation, and economic barriers that drive chronic absenteeism at Puente.	disruptions. It grows the quality of behavior support by partnering with teachers and the Vice Principal to model effective classroom strategies, deliver professional development on de-escalation, and provide consistent implementation of PBIS schoolwide. Behavior Interventionists also support daily attendance monitoring, facilitate Student Attendance Review Team (SART) meetings, conduct family meetings and home visits as needed, and ensure consistent implementation of the school's attendance policy. Progress will be measured through Chronic Absenteeism rates, Suspension and Expulsion rates, classroom observation data on BIP implementation, and disaggregated review of behavioral and attendance outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities. Why It Is Provided on a Schoolwide Basis: Behavior Interventionists are deployed across all classrooms because Unduplicated Pupils requiring behavior support are present across every grade and classroom at Puente. Limiting Behavior Interventionist support to designated rooms or to a subset of Unduplicated Pupils would not allow the school to respond in real time to behavioral needs as they arise across the campus and would disrupt the integrated MTSS framework that combines academic and behavioral support. Schoolwide deployment also enables Behavior Interventionists to build teacher capacity across the entire instructional team, which produces lasting benefits for Unduplicated Pupils in every classroom. **Intervention Coach (Partially Funded with LCFF Supplemental and Concentration Funds)** How the Action Addresses the Need: The Intervention Coach role (new position) is funded with Title I and LREBG funds, with remaining costs funded with LCFF S&C, to provide targeted, tiered academic and social-	

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
	These needs cannot be addressed through standalone interventions or core instruction alone and require coordinated investments across behavioral staffing, intervention leadership, administrative supervision, mental health access, and attendance engagement. The five components described below are the LCFF supplemental and concentration-funded responses to these needs.	emotional support that integrates with the MTSS framework. The Intervention Coach grows the quantity of small-group support available to Unduplicated Pupils by leading out-of-classroom Tier 2 and Tier 3 intervention sessions and grows the quality of support by providing monthly coaching, weekly lesson-planning sessions, and peer observations to paraprofessionals and tutors. The Intervention Coach also delivers professional training for teachers and paraprofessionals on evidence-based pedagogical strategies, ensuring that intervention services are coordinated with classroom instruction. Progress will be measured through NWEA MAP growth, ELPAC progress for English Learners, Reclassification rates, behavioral indicators, and disaggregated review of outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: The Intervention Coach role is positioned schoolwide because the coach's responsibilities include both direct service to Unduplicated Pupils and capacity-building across the entire instructional team. Limiting the Intervention Coach's reach to only Unduplicated Pupils would not be feasible because the coach's work with classroom teachers, paraprofessionals, and tutors strengthens instruction for Unduplicated Pupils in every classroom. The schoolwide positioning of this role also enables the coach to coordinate seamlessly with the Vice Principal, Behavior Interventionists, and School Counselor, ensuring that academic, behavioral, and social-emotional interventions for Unduplicated Pupils are integrated rather than delivered in silos. **Assistant Principal** How the Action Addresses the Need: The Assistant Principal role provides sustained leadership of social-emotional learning, behavioral, and attendance initiatives, which directly benefits Unduplicated Pupils because Unduplicated Pupil groups are	

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
		disproportionately affected by the attendance, behavioral, and social-emotional challenges that the Assistant Principal coordinates. The Assistant Principal grows the quality of these supports by overseeing the consistent implementation of PBIS, the Second Step SEL curriculum, restorative justice community circles, and Calm Classroom practices across all classrooms. The Assistant Principal also leads the school's chronic absenteeism response, including coordinating the Student Attendance Review Team, partnering with the Community Schools Navigator on family outreach, and analyzing attendance data to refine interventions. Educational partner feedback during the 2025-26 LCAP engagement process explicitly affirmed that continued Assistant Principal leadership of these initiatives has supported the chronic absenteeism progress reflected in the 2025 Dashboard. Progress will be measured through Chronic Absenteeism rates, Suspension and Expulsion rates, classroom climate indicators, and disaggregated outcomes for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: The Assistant Principal serves all students because school administration cannot, by its nature, be limited to a subset of students. However, the Assistant Principal's leadership priorities are explicitly directed toward the social-emotional, behavioral, and attendance needs that disproportionately affect Unduplicated Pupils. The schoolwide nature of this role ensures consistent implementation of SEL, behavioral, and attendance supports across every classroom, which produces concentrated benefits for the Unduplicated Pupils who make up the substantial majority of Puente's enrollment. **Care Solace Mental Health Support** How the Action Addresses the Need: Care Solace is a mental health referral and care navigation service that	

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
		connects students and families to community-based mental health providers, including providers who accept Medi-Cal or offer sliding-scale fees, providers who serve Spanish-speaking families, and providers who specialize in trauma-informed care. Care Solace grows the quantity of mental health support available to Unduplicated Pupils by significantly expanding the network of providers families can access, and grows the quality of support by providing care navigation that addresses the language, cost, transportation, and system-navigation barriers that historically prevent Unduplicated Pupil families from accessing mental health services. Referrals are coordinated by the School Counselor through monthly Coffee with the Counselor sessions and through individual outreach to families identified through SART or classroom referrals. Progress will be measured through Care Solace referral and connection data, family engagement data, behavioral and attendance indicators for referred students, and disaggregated review of access patterns across student groups. Why It Is Provided on a Schoolwide Basis: Care Solace is available to all Puente students and families because mental health needs cannot be predicted or limited by student group designation, and because access barriers are most likely to prevent Unduplicated Pupil families from initiating mental health support without proactive school-based outreach. Schoolwide availability ensures that any Puente student or family experiencing a mental health need can access support without having to disclose their student group status to qualify. The School Counselor's targeted outreach to families of students showing behavioral, attendance, or social-emotional concerns ensures that Unduplicated Pupils with the greatest needs receive priority connection to services. **Attendance Incentives**	

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
		How the Action Addresses the Need: Attendance incentives include classroom-based attendance charts, positive recognition for consistent attendance, schoolwide attendance celebrations, and structured PBIS-aligned rewards that reinforce daily school attendance. Attendance incentives grow the quality of attendance engagement by providing positive, relationship-centered reinforcement rather than punitive responses to absences and grow the quantity of attendance engagement by ensuring that consistent attendance is celebrated and reinforced throughout the school year. Educational partner feedback identified that positive attendance reinforcement strategies have contributed to the chronic absenteeism progress reflected in the three-year Dashboard trajectory. Progress will be measured through Chronic Absenteeism rates, daily Attendance Rates, and disaggregated review of attendance outcomes for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities. Why It Is Provided on a Schoolwide Basis: Attendance incentives are provided schoolwide because attendance is a universal expectation for all students, and because Unduplicated Pupils benefit most from a school culture in which consistent attendance is normalized and celebrated rather than singled out as an issue affecting their student group. Schoolwide implementation also reinforces the relationship-centered, positive approach to attendance that Puente has identified as central to its chronic absenteeism reduction strategy, and it allows Unduplicated Pupils to experience attendance recognition alongside their classmates rather than through a separate, potentially stigmatizing program.	

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 2, Action 1	Puente's annual needs assessment, internal data analysis, and educational partner feedback gathered during the 2025-26 LCAP engagement process identified two interconnected needs that the substitute teacher investment is designed to address: • Continuity of instruction during teacher absences. Disruptions to classroom instruction caused by teacher absences disproportionately affect Unduplicated Pupils, who are more likely to fall behind grade-level expectations when instruction is interrupted, and who have less access to compensatory learning resources outside of school. The 2025 California School Dashboard performance gaps for English Learners (ELA DFS -69.5; Math DFS -65.3) and Socioeconomically Disadvantaged students (ELA DFS -31.8; Math DFS -47) underscore the importance of preserving every instructional minute for these students. • Sustained professional learning and instructional coaching for teachers. Educational partner feedback from administration, teachers, and the PAC consistently affirmed the value of ongoing professional development and instructional coaching for the priority instructional approaches Puente has adopted, including Math Workshop, Cognitively Guided Instruction (CGI), English Language Development, and Tier 2 and Tier 3 small-group intervention. However, teachers can only participate fully in coaching cycles, peer observations, lab classrooms, and structured professional development when substitute coverage is reliably available to maintain classroom instruction during release time.	**Substitute Teachers:** How the Action Addresses the Need: Substitute teacher funding through LCFF supplemental and concentration funds grows the quantity of instructional continuity available to Unduplicated Pupils by ensuring that classrooms remain staffed during teacher absences, professional development days, coaching cycles, and peer observations. It grows the quality of instruction available to Unduplicated Pupils by enabling teachers to participate in the sustained professional learning and instructional coaching that strengthens their capacity to deliver Math Workshop, Cognitively Guided Instruction, designated and integrated ELD, and Tier 2 and Tier 3 small-group instruction, all of which are instructional approaches specifically designed to address the academic and language needs of Puente's Unduplicated Pupils. Progress will be measured through teacher participation rates in coaching cycles and professional development sessions, classroom observation data on the implementation of priority instructional approaches, teacher credentialing and assignment data, NWEA MAP growth, ELPAC progress for English Learners, and CAASPP outcomes, with disaggregated review for English Learners, Socioeconomically Disadvantaged students, and Foster Youth. Why It Is Provided on a Schoolwide Basis: Substitute teachers are deployed across all classrooms because teacher absences and professional development release needs occur across every grade and classroom at Puente. Limiting substitute coverage to designated rooms or to Unduplicated Pupils only would not be operationally feasible, since substitute teachers replace classroom teachers in their assigned classrooms regardless of student group composition. However, schoolwide deployment produces a concentrated benefit for Unduplicated Pupils because Unduplicated Pupils make up the substantial majority of Puente's	• #15: Implementation of the state academic content standards.

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
	These needs cannot be met without a dedicated investment in qualified substitute teachers who can provide continuity of instruction during planned and unplanned teacher absences. The substitute teacher investment described below is the LCFF supplemental and concentration-funded response to these needs.	enrollment, and because the priority instructional approaches that teachers strengthen through professional development and coaching, including ELD, CGI, Math Workshop, and tiered intervention, are specifically designed to address the academic and language needs of Unduplicated Pupils. Schoolwide substitute coverage also preserves the integrity of Puente's professional learning calendar, which includes 10 days of intensive summer professional learning, 5 additional non-instructional planning days, and weekly professional development sessions, ensuring that teachers can participate fully in the structures that build their capacity to serve Unduplicated Pupils.	

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
Goal 1, Action 5	This Limited Action is provided solely to English Learners, including newcomer students new to the United States within the past 24 months and long-term English Learners (consistent with EC Section 42238.02). The LCFF supplemental and concentration-funded components of this action include English Language Development intervention support for newcomer students through the Rosetta Stone language program and the purchase of additional reading books, including culturally relevant texts, for English Learners and newcomers. **Unique Identified Needs of English Learners**	The LCFF supplemental and concentration-funded components of this Limited Action are designed to directly respond to the three identified needs above. The Rosetta Stone language program is provided to newcomer English Learners through the four-week summer program and through targeted use during the school year, including daily after-school intervention through ELOP. Rosetta Stone is an evidence-based, adaptive language acquisition program designed specifically for second-language learners. The program grows the quantity of language development opportunities available to newcomers by extending intensive language exposure into the summer and after-school hours, and grows the quality of language	- #4: ELPI Results - #5: ELPAC Results - #6: Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The unique identified needs of Puente Charter School's English Learners and newcomer students are documented through the 2025 California School Dashboard, the school's annual needs assessment, and educational partner feedback gathered through the combined ELAC, DELAC, and EL-PAC engagement process. These needs are distinct from those of other student groups and require services that cannot be delivered through universal or schoolwide programming alone. First, the 2025 California School Dashboard reflects a three-year decline in the English Learner Progress Indicator from a Blue performance level (75.6%) in 2023 to Orange (50.9%) in 2025. The Dashboard also reflects an Orange performance level for English Learners in ELA at a Distance from Standard (DFS) of -69.5 and in Mathematics at a DFS of -65.3, with English Learners experiencing the largest academic gaps of any student group at Puente. Second, during the 2023-24 and 2024-25 school years, Puente welcomed an increased number of newcomer students in grades 3 through 5. These students arrive at Puente with limited or no English proficiency and are expected to develop English language skills while simultaneously accessing grade-level academic content. The root cause analysis documented in the ELPI needs assessment identified that many of these newcomer students had received only one full year of English Language Development instruction at the time of the 2025 ELPAC administration, which is not sufficient time for students to master a new language and directly affected ELPI progress. Serving newcomer students at the upper elementary level requires sustained, individualized intervention that exceeds the scope of standard ELD instruction. Third, educational partner feedback from the combined ELAC, DELAC, and EL-PAC engagement process	development by providing adaptive, individualized practice in vocabulary, pronunciation, listening, speaking, reading, and writing across multiple language domains. The summer delivery model addresses the urgency of accelerating language acquisition for newcomers who have limited time to develop English proficiency before standardized assessments and grade-level academic demands. The purchase of additional reading books, including culturally relevant texts, directly responds to the ELAC, DELAC, and EL-PAC recommendation and to the documented need for accessible, engaging reading material for English Learners and newcomers. Reading books grow the quantity of reading material available to English Learners by expanding the leveled and culturally relevant collection accessible during designated ELD, integrated ELD, after-school tutoring, and independent reading time, and grow the quality of reading experiences by ensuring that books are matched to students' language proficiency levels and reflect their cultural backgrounds. Both components are delivered exclusively to English Learners, with priority targeting for newcomer students, and are coordinated within the broader Action 5 program, which also includes the restructured designated ELD block, ELPAC preparation small-group instruction delivered by the Vice Principal, Benchmark Phonics instruction with one-to-one paraprofessional support, daily ELOP intervention, and the ELD-specific professional development and coaching cycles described elsewhere in the action.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	identified a need for culturally relevant reading materials for newcomer students to support both language acquisition and a sense of cultural connection and belonging. Newcomer students and English Learners benefit from texts that reflect their cultural backgrounds, languages of origin, and lived experiences, which support vocabulary acquisition, comprehension, and engagement in ways that standard grade-level texts do not.		

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 ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,293,645.00	$ 5,309,194.00

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	$ 4,500	$ 4,500
1	2.1	MTSS: ACADEMIC INTERVENTIONS	No	$ 565,837	$ 595,677
1	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	$ 892,270	$ 877,979
1	3.1	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	No	$ 216,365	$ 216,365
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 381,187	$ 381,187
1	4	SPECIAL EDUCATION SERVICES	No	$ 494,089	$ 494,089
1	5	EL/ELD SUPPORT SERVICES	No	$ 116,981	$ 116,981
1	6	BROAD COURSE OF STUDY	No	$ 62,000	$ 62,000
2	1	CORE EDUCATIONAL PROGRAM: EDUCATORS	No	$ 1,292,422	$ 1,292,422
2	2	PROFESSIONAL LEARNING	No	$ 105,000	$ 105,000
2	3	CORE CURRICULAR NEEDS	No	$ 48,000	$ 48,000
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 128,828	$ 128,828
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	No	$ 243,577	$ 243,577
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 8,500	$ 8,500
3	3	PARENT ENGAGEMENT & PARTICIPATION	No	$ 223,427	$ 223,427
3	4	MAINTAINING A SAFE & CLEAN FACILITY	No	$ 510,662	$ 510,662

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,156,454	$ 1,209,606	$ 1,259,166	$ (49,560)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2.2	MTSS: ACADEMIC INTERVENTIONS	Yes	$ 879,270	$ 877,979.00	0.000%	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	Yes	$ 330,336	$ 381,187.00	0.000%	0.000%

2025-2026 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)
$ 3,186,174	$ 1,156,454	0.000%	36.296%	$ 1,259,166	0.000%	39.520%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	$ 3,394,027	$ 1,231,896	36.296%	0.000%	36.296%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,636,658	$ 1,216,895	$ -	$ 538,289	$ 5,391,842.00	$ 3,338,636	$ 2,053,206

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	$ 20,475		$ 58,337	$ -	$ -	$ 58,337	0.000%
1	2.2	MTSS: ACADEMIC INTERVENTIONS	All	Yes	Schoolwide	All	Puente Charter School	2026-27	$ 640,845	$ 556,840	$ 683,710	$ 476,250	$ -	$ 37,725	$ 1,197,685	0.000%
1	3.1	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	No					$ 111,605	$ 6,000	$ -	$ 18,000	$ -	$ 99,605	$ 117,605	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	All	Yes	Schoolwide	All	Puente Charter School	2026-27	$ 379,137	$ 33,000	$ 409,018	$ 3,119	$ -	$ -	$ 412,137	0.000%
1	4	SPECIAL EDUCATION SERVICES	SWD	No					$ 377,821	$ 210,000	$ 83,000	$ 103,862	$ -	$ 400,959	$ 587,821	0.000%
1	5	EL/ELD SUPPORT SERVICES	EL	Yes	Limited	English Learners	Puente Charter School	2026-27		$ 28,000	$ 28,000				$ 28,000	0.000%
1	6	BROAD COURSE OF STUDY	All	No						$ 127,558	$ 62,000	$ 65,558			$ 127,558	0.000%
2	1.1	CORE EDUCATIONAL PROGRAM: EDUCATORS	All	No					$ 1,339,442	$ -	$ 1,339,442				$ 1,339,442	0.000%
2	1.2	CORE EDUCATIONAL PROGRAM: EDUCATORS	All	Yes	Schoolwide	All	Puente Charter School	2026-27		$ 120,000	$ 120,000				$ 120,000	0.000%
2	2	PROFESSIONAL LEARNING	All	No						$ 120,000	$ 107,500	$ 12,500			$ 120,000	0.000%
2	3	CORE CURRICULAR NEEDS	All	No						$ 58,000	$ 58,000				$ 58,000	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					$ 81,108	$ 37,020	$ 91,128	$ 27,000			$ 118,128	0.000%
3	1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	All	No					$ 107,250	$ 142,000	$ 127,250	$ 122,000			$ 249,250	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No						$ 9,000		$ 9,000			$ 9,000	0.000%
3	3	PARENT ENGAGEMENT & PARTICIPATION	All	No					$ 263,566	$ 4,000	$ 169,822	$ 97,744			$ 267,566	0.000%
3	4	MAINTAINING A SAFE & CLEAN FACILITY	All	No					$ -	$ 576,813	$ 353,288	$ 223,525			$ 576,813	0.000%

2026-27 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
$ 3,394,027	$ 1,231,896	36.296%	0.000%	36.296%	$ 1,240,728	0.000%	36.556%	Total:	$ 1,240,728
								LEA-wide Total:	$ -
								Limited Total:	$ 28,000
								Schoolwide Total:	$ 1,212,728

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	$ 683,710	0.000%
1	3.2	MTSS: SEL, BEHAVIORAL, & MENTAL HE	Yes	Schoolwide	All	Puente Charter School	$ 409,018	0.000%
1	5	EL/ELD SUPPORT SERVICES	Yes	Limited	English Learners	Puente Charter School	$ 28,000	0.000%
2	1.2	CORE EDUCATIONAL PROGRAM: EDUC/	Yes	Schoolwide	All	Puente Charter School	$ 120,000	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, Statues 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](https://www.cde.ca.gov/re/lc/).

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 #

- 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).