

School Year:

2025-26



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Puente School	27661590124610	May 15, 2025	June 10, 2025

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

EPS will improve student readiness for college or career and increase student attendance, engagement and credit attainment.

Identified Need

Our WASC self-study indicated that there is a large need to improve student preparedness for postsecondary options as well as increase academic performance as measured by STAR testing, attendance data, and credit attainment.

Our WASC self-study indicated that there are areas of needs:

#1 Improve the awareness of, resources for, and transition to postsecondary options including community college, four-year universities, and careers. This includes increased access to Career Technical Education pathways, offered via the MTROP. (1.3)

#2 Focus on the improvement of student foundational skills through individual and whole-school intervention strategies. (1.6)

#4 Continue to develop and refine intervention programs targeted to students who are struggling with finishing courses, completing work, or attending classes on a regular basis. (1.2)

#5 Improve student long-term planning so they are aware of what steps are needed to achieve their goals, both while in school and after graduation. (1.3)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC MATH	Points below standard: ALL ORANGE 145.4 ELs 164.2 LTEL 180.5 SWD Not reported Homeless Not reported SD ORANGE 140.9 Hispanic ORANGE 153.1 African American Not reported	Points below standard: All student groups will make growth by growing 15-20 points below standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	Points below standard: ALL YELLOW 22.8 ELs 61.4 LTEL 104.3 SD YELLOW 26.9 SWD Not reported Homeless Not reported Hispanic YELLOW 30.3 African American Not reported	Points below standard: All student groups will make growth by growing 15-20 points below standard.
Improved days per credit	Current is days per credit	Increase to credits per day
Graduates enrolled in postsecondary option	% of Seniors were enrolled in a postsecondary option	% of seniors are enrolled in a post secondary option
STAR Math	Grade Level Equivalent	Grade Level Equivalent
Percent of ELAs Making Progress Toward Proficiency	%	%
STAR Reading	Grade Level Equivalent	Grade Level Equivalent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

Strategy/Activity

1.1 Teachers will use their common prep time to engage in collaboration with other colleagues as well as use extra time outside of the school day to develop assessments and review data as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWAs for teacher collaboration, PLC,PDSA
789 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits EWAs for teacher collaboration, PLC,PDSA
Actual Expenditures	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.2 Intervention and supports

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

Strategy/Activity

1.2 The Counseling and Intervention team in conjunction with the El Puente Staff will engage in a variety of interventions to increase student academic performance attendance, socioemotional, health, and engagement with the school. El Puente School will also offer afterschool tutorials to help targeted struggling students complete work and improve attendance. Additional courses will be offered before and afterschool to provide students an opportunity to complete a second class to make-up credits or graduate earlier. To increase HiSET test taking rate, EPS will fund HiSET test fees for all students. Lastly, EPS will fund the supplemental classroom materials to enrich the instruction of the instruction of in-person and online students.

1.2 The Counseling and Intervention team, in collaboration with El Puente staff, will implement a range of interventions aimed at improving student academic performance, attendance, socioemotional well-being, health, and overall engagement with the school. El Puente School will also provide after-school tutoring for targeted students who are struggling, helping them complete assignments and improve attendance. Additionally, before- and after-school courses will be available to give students the opportunity to take an extra class for credit recovery or to graduate early. To encourage more students to take the HiSET, EPS will cover the HiSET test fees for all students. Lastly, EPS will fund supplemental classroom materials to enhance instruction for both in-

person and online students. The school will continue to develop and refine intervention programs focused on students who are struggling to complete courses, finish assignments, or regularly attend classes.

#4 Continue to develop and refine intervention programs targeted to students who are struggling with finishing courses, completing work, or attending classes on a regular basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWAs for teacher intersession, intervention and credit hunt
1239 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits- EWAs for teacher intersession, intervention and credit hunt
4981 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and supplies for intervention
68260 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries EWAs for student interventions and supplemental instruction, credit hunt (1100-30)
15360 Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits EWAs for student interventions and supplemental instruction (1100-30)
Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures HISSET testing fees and technology enhancements
2485 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures

	Student interventions and supplemental instruction
4072 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries EWAs for planning of student interventions and collaboration (1200-30)
917 Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits Benefitis EWAs for planning of student interventions and collaboration (1200-30)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.3 English Learners (Newcomers and LTELs)

Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness.

Strategy/Activity

1.3. El Puente will offer intensive support for all English Learners through a full-year ELD Support Classes for all English Learners, additional paraeducator staff, after school interventions, and resources for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3900 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries EWAs for EL student interventions
878 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits Benefits EWAs for EL student interventions
1190 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Supplemental materials for EL students (4200)
1000 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Supplemental books for EL students (4300)
5000 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5800: Professional/Consulting Services And Operating Expenditures Supplemental software for EL students (5850)
112 Actual Expenditures	Title III: Immigrant 4000-4999: Books And Supplies Supplemental books for immigrant and immigrant students
2500 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplemental Materials and Supplies for EL and LTEL
Actual Expenditures	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.4 Student with Disabilities

To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals.

Strategy/Activity

1.4

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Actual Expenditures

Actual Expenditures

Source(s)

Title I Part A: Disadvantaged Students
4000-4999: Books And Supplies
Materials and supplies to support core instruction and interventions for SWD

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.5 Software and Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

Strategy/Activity

1.5 El Puente will utilize technology to enhance and deliver effective instruction, provide detailed data and intervention tracking services, and give distance learning students the necessary equipment to engage fully in remote classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7030 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Intervention, attendance, and video conference software
4323 Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies Supplemental technology and materials for classes
41764 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures Supplemental software for intervention and data tracking
2800 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Supplemental technology supplies
6340 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Supplemental technology enhancements for classrooms
47669 Actual Expenditures	CSI-ESSA Grant 5800: Professional/Consulting Services And Operating Expenditures Software License Fees
Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students—particularly those from historically underserved backgrounds—are prepared for postsecondary success.

Strategy/Activity

1.6 a- The counseling and intervention team, in conjunction with the ROP Workforce coordinator will work to provide general career and academic support for students, college and career workshops, college and career field trips, and create postsecondary plans for all graduates as well as 4-6 year plans for middle school and high school students.

1.6 b- In collaboration with the ROP Workforce Coordinator, the counseling and intervention team will enhance awareness and provide general career and academic support for students. They will offer resources such as college and career workshops, field trips, and the creation of postsecondary plans for all graduates. These plans will help students transition to community college, four-year universities, or careers. Additionally, they will develop 4- to 6-year plans for middle and high school students, including expanded access to Career Technical Education (CTE) pathways through MTROP, to improve long-term planning and help students understand the steps needed to achieve their goals during and after graduation.

#1 Improve the awareness of, resources for, and transition to postsecondary options including community college, four-year universities, and careers. This includes increased access to Career Technical Education pathways, offered via the MTROP.

#5 Improve student long-term planning so they are aware of what steps are needed to achieve their goals, both while in school and after graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22000

Actual Expenditures

Source(s)

LCFF Site
4000-4999: Books And Supplies
Meals for overnight field trips

0

Actual Expenditures

LCFF Site
5000-5999: Services And Other Operating
Expenditures

	Resources for postsecondary options for EPS community colleges and four year universities
1150 Actual Expenditures	LCFF Site 5700-5799: Transfers Of Direct Costs Enrichment and college field trips
23003 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures Enrichment and college field trips
34990 Actual Expenditures	CSI-ESSA Grant 5800: Professional/Consulting Services And Operating Expenditures Enrichment and college field trips
38000 Actual Expenditures	CSI-ESSA Grant 5800: Professional/Consulting Services And Operating Expenditures Enrichment and college field trips
Title I Actual Expenditures 2000	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplemental Books and Supplies
Title I Actual Expenditures 5000	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplemental Books and Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1.7 Hi-Set

All Students

Strategy/Activity

1.7 EPS will provide supplemental instructional materials to support its classes.

1.7 EPS will provide supplemental instructional materials to support its classes, with a focus on improving students' foundational skills through both individual and school-wide intervention strategies.

#2 Focus on the improvement of student foundational skills through individual and whole-school intervention strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8950 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Supplemental books and materials for Hi-Set
1765 Actual Expenditures Material and supplies	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Increased data tracking strategies allowed us to more closely monitor students and provide more timely interventions. Field trips and workshops have increased overall levels of college and career awareness and have helped build school culture. Additional materials have helped enhance instruction for students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In the prior year, much funding was allocated to the purchasing of additional technology away from extra period contracts that could not be secured. No other major changes were present.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with most services we had in the previous school years as they have proven to be important parts of increasing school culture and academic achievement. Action items from former target goals for English Learners, Foster Youth, and Students with disabilities have been folded into this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

El Puente School will ensure all teachers have access to the needed support and professional development to deliver high quality instruction and be culturally responsive.

Identified Need

El Puente teachers have expressed the desire to have access to a variety of professional development offerings.

Our WASC self-study indicated that there are areas of needs:

#6 Work with district leadership and feeder schools so that they better understand the type of education and environment offered by El Puente and the types of students that can thrive here. (2.2)

7 Restore staffing to prior levels to provide additional support to teachers, students, classified staff and parents. (2.4)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Access	90 % of EPS teachers have participated in at least one professional development	100% of teachers will participate in at least one form of professional development.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.1 PD for new teachers and staff, EL, SWD, district initiatives

Strategy/Activity

2.1 A- Recruit and retain highly qualified independent studies staff.

2.1 B- Provide professional development to teachers, counselors, and staff to enhance instruction and improve student interventions.

2.1 C- EI Puente teachers need professional development opportunities to enhance instruction and improve student learning. We will continue to collaborate with district leadership and feeder schools to ensure they understand the unique educational environment and the types of students who can succeed at EI Puente.

#6 Work with district leadership and feeder schools so that they better understand the type of education and environment offered by EI Puente and the types of students that can thrive here.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Subs for professional development and collaboration
Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Subs for professional development and collaboration
15000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Professional Development Travel
20000 Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries Subs for professional development and collaboration (1100-10)
4512 Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits Benefits Subs for professional development and collaboration
Actual Expenditures	

Strategy/Activity 2 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2.2 ALL

Strategy/Activity

2.2 A - Expand staffing related to elective offerings

2.2 B - Expand elective course offerings for students and provide additional resources for teachers. EPS also needs more support staff to ensure that students, teachers, and parents receive adequate assistance.

#7 Restore staffing to prior levels to provide additional support to teachers, students, classified staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Actual Expenditures

Title I Part A: Disadvantaged Students
3000-3999: Employee Benefits
Subs for professional development and collaboration

673

Actual Expenditures

Title I Part A: Disadvantaged Students
3000-3999: Employee Benefits
Benefits Subs for professional development and collaboration

Actual Expenditures

CSI-ESSA Grant
1000-1999: Certificated Personnel Salaries
Subs for Professional Development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Actual Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Actual Expenditures

Actual Expenditures

Actual Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EPS was able to fund all requested professional development sessions and bring strategies learned back to the school site. Teachers went to specific HiSET conferences, conferences for independent studies, and content specific sessions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes were made between original planning and final budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes are anticipated in the SPSA in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

El Puente School will provide a safe, caring, responsive and positive school environment for all students, staff and families.

Identified Need

There is a continued need to make sure all students have access to high quality PBIS programs, socioemotional supports, and learning experiences beyond the school walls.

Our WASC self-study indicated that there is an area of need:

#3 Build school culture and sense of belonging through the enhancement of PBIS, ASB, field trips, student celebrations, and other events that allow students to connect with one another and with the school. (3.1)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Absenteesim	ALL RED-56.7% Hispanic RED-56.7%	ALL-45% Hispanic-45%
Suspension Rate	ALL GREEN-1.2% EL YELLOW-1.4% LTEL ORANGE-1.6% SD GREEN -1.2% SWD GREEN-1.5% Hispanic GREEN-1.1%	All student groups' suspension rates will decrease by 0.5%
Wellness Center Referral Follow-Up	% of all wellness center referrals resulted in positive contact with the student	% of all wellness center referrals resulted in positive contact with the student
1:1 Meetings with Counselors	% of Students met with counselors at least once a year	% of students met with counselors at least once a year
Wolftrail Wednesdays	The school site provides informational sessions ("Wolftrail Wednesdays") each month of the year.	The school site provides informational sessions ("Wolftrail Wednesdays") each month of the year.
PBIS Referral System (5 Star)	% of students received points in the PBIS tracking.	% receive "points" in the online 5-Star PBIS tracking system

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Strategy/Activity

3.1 El Puente will provide a robust Tier I to III PBIS program that will support students through incentive programs, college/career/experiential field trips to expose students to other educational options, and a variety of tiered interventions. Lessons will be developed to encourage school-wide PBIS participation.

3.1 El Puente will enhance school culture by offering recognitions and incentives through the PBIS program, helping students connect with one another and fostering a sense of belonging. The school will also offer college, career, and enrichment field trips to expose students to various community and educational opportunities. Additionally, lessons will be developed to encourage school-wide participation in the PBIS program.

#3 Build school culture and sense of belonging through the enhancement of PBIS, ASB, field trips, student celebrations, and other events that allow students to connect with one another and with the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

Actual Expenditures

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
EWAs for support staff planning and
collaboration

339

Actual Expenditures

Title I Part A: Disadvantaged Students
3000-3999: Employee Benefits
Benefits EWAs for support staff planning and
collaboration

30,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Supplemental college / enrichment field trips
12970 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Supplemental college / enrichment field trips
50 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Buses
1500 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Snacks for Wellness Center
Actual Expenditures	CSI-ESSA Grant 1000-1999: Certificated Personnel Salaries EWAs for planning of student interventions and collaboration
Actual Expenditures	CSI-ESSA Grant 3000-3999: Employee Benefits EWAs for planning of student interventions and collaboration
24623 Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies
0 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures Enrich
23521 Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies
52000	CSI-ESSA Grant

Actual Expenditures	5000-5999: Services And Other Operating Expenditures Travel and Conf., PD
0 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries After school interventions and outreach
0 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits After school interventions and outreach
Actual Expenditures	CSI-ESSA Grant 4000-4999: Books And Supplies PBIS-Recognitions, Incentives & Connectedness
Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Subs for Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Strategy/Activity

3.2 El Puente will have a "Wellness Team" that meets regularly to make sure all EPS students and staff are aware of and take advantage of the different mental health supports available to them. Students will be able to self-refer and be referred to a variety of socioemotional help.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

<p>0</p> <p>Actual Expenditures</p>	<p>Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Certificated Pupil Support Salaries - Hourly - Wellness Team Meetings and PLC</p>
<p>0</p> <p>Actual Expenditures</p>	<p>Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits - Certificated Pupil Support Salaries - Hourly - Wellness Team Meetings and PLC</p>
<p>Actual Expenditures</p>	
<p>Actual Expenditures</p>	
<p>Actual Expenditures</p>	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Strategy/Activity

3.3 El Puente will engage parents in their students' learning via in-person and online meetings, social media, newsletters, and other forms of synchronous and asynchronous activities. We will also fund software and other communication tools to make it easier to connect students, parents, and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
350 Actual Expenditures	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Community Liaison Meetings
130 Actual Expenditures	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Benefits Community Liaison Meetings
482 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Refreshments for Parent Meetings
0 Actual Expenditures	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Postage for parent communications
28000 Actual Expenditures	CSI-ESSA Grant 5000-5999: Services And Other Operating Expenditures Supplemental software for parent communication
Actual Expenditures	LCFF Site 5700-5799: Transfers Of Direct Costs Enrichment and college field trips
0 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5800: Professional/Consulting Services And Operating Expenditures Engage Parent meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.5 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

3.6 Community Schools

Implement and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

School culture continues to improve via increased school culture. The creation of a new wellness center will create a central hub for all students to use to access mental health resources available to them on campus. We have also significantly improved the parent attendance at our parent meetings, however a goal for next year will be improving newsletters and communication to parents.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, allocations to the budget were generally adhered to in the 2023-24 budget and there were no major departures from the original plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no major changes in expenditures for the next school year. Action items from former target goals for English Learners, Foster Youth, and Students with disabilities have been folded into this goal.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Site	34,775	0.00
Title I Part A: Disadvantaged	103,786	0.00
Title I Part A: Professional	0	0.00
Title I Part A: Parent Involvement	962	0.00
Title I Part A: SES	0	0.00
Title III Part A: Language Instruction	11,968	0.00
Title III: Immigrant	112	0.00
CSI-ESSA Grant	431,014	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
CSI-ESSA Grant	431,014.00
Equity Multiplier	1,057,399.00
LCFF Site	34,775.00
Title I Part A: Disadvantaged Students	103,786.00
Title I Part A: Parent Involvement	962.00
Title III Part A: Language Instruction for LEP Students	11,968.00
Title III: Immigrant	112.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel	CSI-ESSA Grant	92,332.00
3000-3999: Employee Benefits	CSI-ESSA Grant	20,789.00
4000-4999: Books And Supplies	CSI-ESSA Grant	52,467.00
5000-5999: Services And Other	CSI-ESSA Grant	144,767.00
5800: Professional/Consulting Services	CSI-ESSA Grant	120,659.00
	Equity Multiplier	146,000.00
6000-6999: Capital Outlay	Equity Multiplier	366,399.00
Certificated Salaries and Benefits	Equity Multiplier	285,000.00
Classified Salaries and Benefits	Equity Multiplier	260,000.00
2000-2999: Classified Personnel	LCFF Site	0.00
3000-3999: Employee Benefits	LCFF Site	0.00
4000-4999: Books And Supplies	LCFF Site	31,140.00
5000-5999: Services And Other	LCFF Site	0.00
5700-5799: Transfers Of Direct Costs	LCFF Site	1,150.00
5800: Professional/Consulting Services	LCFF Site	2,485.00
1000-1999: Certificated Personnel	Title I Part A: Disadvantaged Students	13,500.00
3000-3999: Employee Benefits	Title I Part A: Disadvantaged Students	3,040.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	22,196.00
5000-5999: Services And Other	Title I Part A: Disadvantaged Students	45,000.00
5800: Professional/Consulting Services	Title I Part A: Disadvantaged Students	20,050.00
2000-2999: Classified Personnel	Title I Part A: Parent Involvement	350.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	130.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	482.00
5000-5999: Services And Other	Title I Part A: Parent Involvement	0.00
1000-1999: Certificated Personnel	Title III Part A: Language Instruction for	3,900.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for	878.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for	2,190.00
5800: Professional/Consulting Services	Title III Part A: Language Instruction for	5,000.00
4000-4999: Books And Supplies	Title III: Immigrant	112.00