

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Puente Charter

Contact Name and Title

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Principal

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In our PUENTE Charter School community of Boyle Heights, there are approximately 99,243 people residing and 133,700 in East Los Angeles (2015 est.; Census 2010, Southern California Assn. of Governments, LA Dept. of City Planning). Of all residents, approximately 95% are Latino, 53% are immigrants and 60% are citizens. (This is based on legal residents documented in the 2000 Census; actual numbers of immigrants are likely higher.) Eighty-two percent of Boyle Heights households have children, and the average household size is 4.01. Our community residents of Boyle Heights are under stressful economic pressures: 33% live below the poverty line; 40% of children under 17 live below the poverty line; the median household income is \$39,000 and the per capita income is \$12,000; and 75% of residents rent their homes.

The PUENTE Charter School academic program services address the needs of kindergarten students and their families, including intentional instructional design to support mastery of Common Core State Standards, assessment strategies, supporting a healthy school culture, teacher professional development and meaningful parent connections.

The PUENTE Charter School instructional design utilizes rotation-based work station activities aligned to the Common Core State Standards framed in weekly themes, relevant to our community and the world-at-large, to engage, motivate and inspire our young learners. Our community of students – *the overwhelming majority of whom are English Learners* – are educated in our intentionally-designed early education classrooms to explore multiple pathways in gaining mastery of grade level standards. At the same time, parents have access to our comprehensive PUENTE adult education programs in support of their own academic and workforce readiness goals, in addition to the communication and support resources inviting their full participation in their child's education. This community relationship, rooted in the foundation of mutual respect, cooperation, and shared responsibility with families, has been noted by Los Angeles Councilmember, Jose Huizar, with his naming of PUENTE as “*a community jewel*.”

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Our LCAP development is rooted in data-based decision making for the intended goal of meeting the needs of the state priorities. The process of documenting the LCAP and Update is a reflective time for all stakeholders to assess our school operations and ensure alignment of our goals with the state priorities. Additionally, the process reminds us of our fiduciary responsibility and core vision and mission and as school-site community members.

The PUENTE Charter School community of instructional, parent, administrative, and governance team members hold the following principles to be fundamental elements of academic achievement for students and their families, especially during the critical early years of learning, and provide the framework for the services offered at our school and serve as the core of our LCAP development.

- Education must take place in a safe, secure, culturally-aware environment that demonstrates, with respect and dignity, the importance of meaningful learning and intentional instruction.
- As their first and most important teachers, parents/primary caregivers play a vital role in supporting the educational, emotional and physical development of their children. As such, they must be actively involved in their child's learning and be accepted as assets to the school community.
- Parents who are involved in their child's education become motivated to improve themselves and continue building the cultural wealth in their families and communities.
- Technology is an integral part of our world, and therefore must be strategically and appropriately integrated into learning activities of classroom instruction.
- Children learn best in a community of learners in which students of all ages are in pursuit of knowledge and they discover that education is indeed a lifelong process.
- Socioeconomic challenges are not insurmountable obstacles to achievement. Children are infinitely capable of learning and should be motivated and challenged to acquire early learning skills that will provide a solid foundation for their academic pursuits and a love for lifelong learning.
- Each child's acquisition of knowledge is distinct. Therefore, an integrated curriculum reinforced with technology affords each child the opportunity to individually pursue, explore and acquire skills that will contribute to his/her social-emotional and academic success.
- Students with learning challenges can be supported to achieve academic success with appropriate supports and interventions.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

PUENTE offers a clear example of team teaching and its benefits. Our school culture whole-heartedly supports teachers as they work together to master new strategies and refine their practice, with the intentional goal of refining their expertise, leading to the development of more strategic teaching practice. Our five-component structure, which follows an effective data-based decision making approach, encourages the teacher behaviors that specifically lead to high levels of transfer to the classroom:

- PUENTE instructors reflect on their current practices and analyze and discuss model lessons
- PUENTE instructors collaboratively analyze lesson designs and work as a team planning and refining the lessons
- PUENTE instructors implement their lessons in the classroom and include a colleague observation component
- PUENTE instructors reflect on how their lesson worked in the classroom and provide each other with healthy feedback on how future lessons can be improved
- PUENTE instructors analyze student work and assessments collaboratively and use that data to make further instructional decisions

To promote meeting the needs of all students, the use of effective, researchbased class management procedures to embed appropriate depth and complexity to the Common Core State Standards provide the ability for the instructional staff to meet students at their mastery level, including advanced, and allocate the resource support accordingly. For example, the rotation based schedule with work centers provides the ability to cluster, and have flexible student groupings, and teaching to the zone of the proximal development. The option to strengthen student momentum and reinforce anchor activities with additional take home work is utilized regularly by the instructional team.

PUENTE recognizes that our children increasingly engage in new realms of learning and our global communities are becoming more diverse. The need for our students to have greater resilience, understanding, and critical thinking skills is essential. In addition to our education program plan focusing on the development and learning domains of cognitive, social and emotional, physical, language, creative expression, and the disciplines of mathematics, science, and social studies, PUENTE includes additional domains toward learning that foster creativity, task persistence and motivation. Imbedded in our literacy block instruction and work station activities for the intentional support of building these needed 21st Century competencies are:

Communication—PUENTE students are supported in sharing their thoughts, questions, ideas and solutions, building mastery of listening, speaking and conveying their thoughts, as they transition through a rotationbased schedule of our facilities' learning environments – the academic activity stations, the technology activity stations, and the circlerom activity stations – accessing Common Core State Standardsaligned resources in support of mastery of the learning goals.

Collaboration—PUENTE students work together in our intentionallydesigned work stations to reach learning goals by putting their talents, expertise and skills to work, building mastery of sharing responsibility, exhibiting flexibility, and respecting one another, as they engage in student initiated learning activities using manipulatives, realia and other classroom resources in pairs and groups.

Critical Thinking—PUENTE students problemsolve by looking at problems in new ways by analyzing, using evidence, and reflecting, building mastery of applying learned information to new situations with the use of classroom resources selected to differentiate instruction and inspire our students to learn across disciplines.

Creativity and Innovation—PUENTE students are confident and proactive in trying new approaches while thinking creatively in daytoday situations, and in their own learning, as they engage in activities that address their socialemotional development and natural curiosity in our literacyrich and interactive classroom environments.

Greatest Progress

In addition, our students are growing up in a digital age that brings with it an abundance of information, new spaces for learning, and unprecedented contact with people and ideas from around the world. As an intentional support, PUENTE includes technology as a tool, recognizing that appropriately incorporating digital learning experiences for our young children is essential. During the term of the charter, PUENTE has utilized a fully equipped 20 station computer and tablet lab to achieve this programmatic priority. This blended learning approach provides our instructional and administrative team a variety of ways to address student needs, differentiate instruction, and provides data for instructional decisionmaking, all in support of being effective educators in the 21st Century.

The consistent intentional effort to extend the learning beyond the PUENTE classroom walls to include journal homework assignments in support of the hometoschool connection, visits to libraries, parks, museums, and other community assets provide invaluable opportunities for children and their families to become wholly exposed to the diverse people, ideas, and experiences that characterize the 21st century. Most critically, reflecting the “Habits of Mind” capacities and approaches that is included in the Common Core State Standards, and intended to deepen connectedness to life in the 21st century, PUENTE teachers and administrators bring their deep commitment to instructional and leadership excellence to develop and sustain the comprehensive supports our students (and families) will need to be successful and engaged in the learning process.

PUENTE CHARTER SCHOOL KINDERGARTEN STANDARDS BASED SUMMATIVE DATA 2017-2018											
ENGLISH LANGUAGE ARTS			2017 - 2018								
ASSESSMENT TOOL	SUBGROUP		BEGINNING OF YEAR				END OF YEAR				
			% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	
HOUGHTON MIFFLIN HARCOURT JOURNEYS COMMON CORE BENCHMARK/UNIT TESTS: PHONOLOGICAL AWARENESS HIGH-FREQUENCY WORDS BLENDING WORDS LISTENING COMPREHENSION WRITING TO NARRATE	SCHOOL-WIDE	(# OF STUDENTS)									
		100	48%	38%	10%	4%	3%	9%	54%	34%	
	BLACK OR AFRICAN AMERICAN	2	50%	0%	50%	0%	0%	0%	50%	50%	
	HISPANIC OR LATINO	98	48%	39%	9%	4%	3%	9%	54%	34%	
	ENGLISH LEARNER	71	49%	41%	7%	3%	4%	10%	49%	37%	
	ECONOMICALLY DISADVANTAGED	86	51%	40%	7%	2%	3%	8%	58%	30%	
	STUDENTS WITH DISABILITY	7	71%	29%	0%	0%	29%	0%	71%	0%	

PUENTE CHARTER SCHOOL KINDERGARTEN STANDARDS BASED SUMMATIVE DATA 2017-2018											

MATH			2017 - 2018							
ASSESSMENT TOOL	SUBGROUP		BEGINNING OF YEAR				END OF YEAR			
			% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED
SADLER- OXFORD PROGRESS IN MATHEMATICS COMMON CORE ALIGNED PERFORMANCE TESTS: COUNTING & CARDINALITY OPERATIONS & ALGEBRAIC THINKING NUMBER OPERATIONS & BASE TEN MEASUREMENT & DATA GEOMETRY (K.C.C.A.1-7; K.O.A.1-5; K.NB.T.A.1; K.MD.A.1, K.MD.A.2, K.MD.B.3, K.G.A.1-3; K.G.B.4-6)	SCHOOL-WIDE	(# OF STUDENTS)								
		100	47%	44%	6%	3%	4%	10%	54%	32%
	BLACK OR AFRICAN AMERICAN	2	0%	50%	50%	0%	0%	0%	50%	50%
	HISPANIC OR LATINO	98	48%	44%	6%	3%	4%	10%	54%	32%
	ENGLISH LEARNER	71	51%	41%	7%	1%	4%	10%	49%	37%
	ECONOMICALLY DISADVANTAGED	86	51%	41%	6%	2%	3%	8%	58%	30%
STUDENTS WITH DISABILITY	7	71%	29%	0%	0%	29%	0%	57%	14%	

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In recognition of the need for continuous improvement with school-wide use of data to inform instruction, PUENTE Charter has embarked on a critical look and action plan for more enhanced systemized data tracking tools.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

PUENTE Charter School did not experience any performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

PUENTE CHARTER SCHOOL Plan For Subgroup Achievement	
Academic Goal	In support of the Los Angeles Unified School District goal of all English Language Learners and socio-economically disadvantaged students (including foster youth) becoming proficient in English and reaching high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics, PUENTE Charter School will ensure that 100% of students who are identified as English Language Learners improve, at minimum, one proficiency level on the ELPAC assessments and 75% of students who are identified as English Language Learners and/or socio-economically disadvantaged attain a mastery level of "Proficient" on the Common Core-aligned end-of-year summative assessment in English Language Arts and Math.
Means to Achieve Goal	Instructional Materials - All EL & socio-economically disadvantaged students have access to instructional materials, including supplemental materials, aligned to Common Core Standards to support EL achievement goal.

	<p>Instructional Practices & Strategies – All EL & socio-economically disadvantaged students are supported with Designated and Integrated English Language Development instructional time utilizing <i>Explicit Direct Instruction (EDI)</i>, <i>Specially Designed Academic Instruction in English (SDAIE)</i>, and <i>Orton-Gillingham Multi-Sensory Instruction in English</i> to support EL achievement goal.</p>
	<p>Assessments – Data-based decision making is used to inform instruction for EL & socio-economically disadvantaged students, including administering the CELDT/ELPAC and an English-language learner tracker (on-going formative assessment results) to monitor progress to support EL achievement goal.</p>
	<p>Paraprofessionals – Paraprofessionals are an integral part of the PUENTE instructional design to offer additional <i>Response to Intervention (RTI)</i> targeted support for EL & socio-economically disadvantaged student achievement goal.</p>
	<p>Professional Development – Specific professional development opportunities are provided to support EL& socio-economically disadvantaged student achievement including LACOE and LAUSD – sponsored workshops, specifically for EL student support, and conferences conducted by California Association of Teachers of English and California Math Council. In addition, weekly school-site PD sessions are dedicated to analyzing student data (data-based decision making) and planning Response to Intervention (RTI) strategies to support EL achievement goal.</p>
	<p>Technology – Blended learning with Common Core-aligned software programs is utilized as a daily resource in support of differentiated instruction to support EL& socio-economically disadvantaged achievement goal.</p>
	<p>Parent Involvement – Parents receive weekly newsletters communicating homework assignments and reinforcement activities to promote the school-to-home connection to support EL& socio-economically disadvantaged achievement goal.</p>
	<p>Special Education Services – Identified learning challenges for EL students are addressed with the support services from Total Education Solutions and Comprehensive Therapy Associates to support EL& socio-economically disadvantaged achievement goal.</p>
	<p>After-School Tutoring – PUENTE implements an After-School program to provide additional opportunities for RTI to support EL& socio-economically disadvantaged achievement goal.</p>
	<p>Field Trips – Curricular trips are planned throughout the school year to extend the curriculum for core content areas beyond the classroom to support EL & socio-economically disadvantaged achievement goal.</p>

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,426,915
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$45,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All expenditures are included in the LCAP

Total Projected LCFF Revenues for LCAP Year

\$1,431,292

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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1 The percentage of students who demonstrate Proficient & Advanced in ELA will increase by 3%

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement
 Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Assessment Testing	2017-18 75% of Students Tested at Proficient and/or Advanced	88% of Students Tested at Proficient and/or Advanced on Houghton Mifflin Journeys Common Core Benchmark Assessment

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English	1000-1999 Certificated Salaries - LCFF: \$705,000 (repeated expenditure)	1000-1999 Certificated Salaries - LCFF: \$705,000 (repeated expenditure)

Learners, Foster Youth, Low Income	Learners, Foster Youth, Low Income		
Scope of Service: Schoolwide	Scope of Service: Schoolwide		
Location: All Schools	Location: All Schools		
\$705,000 Expenditure for Credentialed Instructional Staff and Paraprofessionals in Support of Schoolwide goal of ELA Common Core mastery at the levels of Proficient and/or Advanced for 75% of the students	\$705,000 Expenditure for Credentialed Instructional Staff and Paraprofessionals in Support of Schoolwide goal of ELA Common Core mastery at the levels of Proficient and/or Advanced for 75% of the students		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In ELA, all students are assessed multiple times per year (IBM Writing to Read; Houghton Mifflin Journeys Common Core; work portfolios; and Stanford Early Student Achievement Test 1). Following administration of these benchmark assessments, our PUENTE team work together to analyze student mastery of standard sbased content on an individual and school wide basis. Examination of subgroup data as a way to target supports and strategies to address any gaps. The PUENTE instructional and administrative team engages in intentional professional development on using the data to differentiate instruction in our classrooms, including reteaching and utilizing best practices strategies.

PUENTE Charter School wholly recognizes the critical impact our teachers have in promoting excellent learning and will continue to focus on student achievement of the Common Core State Standards (CCSS) through collaborative teacher planning, implementation, and analysis of lessons based on mastery of the CCSS. This strength sbased approach ensures our teachers continue to be effective, and to deepen the bench of instructional expertise and leadership, we are committed to best practices that result in our teachers and administrators coming together as a professional community of self developing practitioners. Lois Brown Easton (2007) argues that the most powerful learning opportunities are active learning opportunities embedded in teachers work, which begins with teachers assessments of what their students need and, subsequently, what teachers identify as areas for their *own learning*. During the term of our charter, PUENTE intentionally created conditions in which teachers are well supported to be effective in the classroom and to improve their effectiveness throughout their careers by:

- Expanding our teachers repertoires of research based strategies;
 - Developing our teachers ability to adapt strategies to meet specific needs and design meaningful lessons and units; and
 - Building collaborative support structures that allow teachers to learn together through feedback and coaching, analyze and refine their practices, and use student work to set instructional priorities
- As an instructional foundation, research shows that to be most effective, English language arts instruction must support students, directly and explicitly, with how to use the strategies needed to comprehend a text (Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; National Reading Panel, 2000; Hollingsworth & Woodward, 1993). PUENTE's instructional team uses of the following strategies in support of guiding our students in what strategies to use, and why, when, and how to use them:
- *Direct explanation.* The PUENTE teacher explains the strategy and when to apply it.
 - *Modeling.* The PUENTE teacher models application of the strategy.
 - *Guided practice.* The PUENTE teacher guides and assists students as they learn to apply the strategy.

- **Application.** The PUENTE teacher provides practice opportunities until students are able to apply strategies independently (Center for the Improvement of Early Reading, 2003).

The inclusion of explicit instruction as part of an instructional plan has been shown to lead to higher levels of comprehension of the five key components of reading for early learners identified by the National Reading Panel (2000) 1) phonemic awareness; 2) phonics; 3) fluency; 4) comprehension; and 5) vocabulary (Klingner & Vaughn, 2004).

Our instructional practices also include:

- Whole Group Instruction introduce new skills and use direct teaching methods with the whole class.
- Targeted Small Group Instruction small leveled groups to develop specific skills as well as direct instruction in phonics, whole language, decoding and guided reading and writing.
- Work Stations peer to peer and independent opportunity to practice and reinforce literacy skills
- Blended Learning for Phonics/Word Study IBM Writing to Read computer and work journal for reinforcement of phonemic awareness, phonics development and word study with a particular benefit for our English Learners.
- Thematic Instruction Learning literacy in context of understanding the different types of literature and their purpose in the art of storytelling.

Our thematic instruction involves organizing the curriculum around relevant and engaging topics for our young learners that crosses all learning domains receptive and expressive language development, math, science, art, social skills, fine and gross motor skills.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

PUENTE CHARTER SCHOOL KINDERGARTEN STANDARDS BASED SUMMATIVE DATA 2017-2018											
			2017 - 2018								
ASSESSMENT TOOL	SUBGROUP		BEGINNING OF YEAR				END OF YEAR				
			% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	
HOUGHTON MIFFLIN HARCOURT JOURNEYS COMMON CORE BENCHMARK/UNIT TESTS: PHONOLOGICAL AWARENESS HIGH-FREQUENCY WORDS BLENDING WORDS LISTENING COMPREHENSION WRITING TO NARRATE	SCHOOL-WIDE	(# OF STUDENTS)									
		100	48%	38%	10%	4%	3%	9%	54%	34%	
	BLACK OR AFRICAN AMERICAN	2	50%	0%	50%	0%	0%	0%	50%	50%	
	HISPANIC OR LATINO	98	48%	39%	9%	4%	3%	9%	54%	34%	
	ENGLISH LEARNER	71	49%	41%	7%	3%	4%	10%	49%	37%	

ECONOMICALLY DISADVANTAGED	86		51%	40%	7%	2%		3%	8%	58%	30%	
STUDENTS WITH DISABILITY	7		71%	29%	0%	0%		29%	0%	71%	0%	

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2

The percentage of parents who participate in school-based activities intended to support their role as first teacher and strengthen the home-to-school connection will increase annually. Parent attendance at school-based parent events will increase 3% annually. Additionally, the involvement of parents on the School-Site Council will expand to strengthen the parent community participation and input on our school operations, including the proposed expansion for grades 1-5.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 6. School climate; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Actual Attendance and Schoolwide Events Including Monthly Family Meeting Nights, Parent/Teacher Conferences, Parent Workshops & School Functions	2017-18 Current attendance rate of 85% for the calendar of parent events. The current number of parents on the School-Site Council will, at minimum, double.	Attendance rate increased 87% for the calendar of parent events. The School Site Council has been redesignated as the Charter School Advisory Committee and includes two parent members, which will increase to four with the addition of grade 1 in 2018-2019 academic year

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In addition, in recognizing the important role parents have as their child's first teacher, PUENTE invites and cultivates a strong home to school relationship with ongoing communication via a weekly bilingual school family newsletter, monthly Family Engagement Meetings hosted by PUENTE instructors, administrators &

external stakeholders and collaborations with literacy based organizations to assist in creating literacy rich home environments for families. The family newsletter includes homework journal assignments communicated for the parent(s), inviting them, with clear instructions, to extend the learning into the home environment and continue strengthening the home to school connection. Attendance rates for the Family Engagement meetings have averaged over 85% throughout the school year for the term of the charter, confirming the value families place on this programmatic component offered.

For the expansion of our school through 5th grade, PUENTE will rely on Soo Hongs (2011) model of parent engagement known as the ecology of parent engagement. This framework allows for the different layers of participation specifically defined in three tiers, which include Induction (introducing parents to the complex world of schools), Integration (development of parent presence in school communities), and Investment (parents as emerging leaders in their continuous journey in the schooling of their children). To ensure the desired goals of our comprehensive parent engagement plan, our Dean of Parent and Community Engagement will intentionally serve to deepen the depth and breadth of our outreach, our components and our continued development.

Induction. For the last 15 years, PUENTE has worked diligently to introduce parents to the world of schooling. PUENTE has also been intentionally building relationships with parents in different capacities since our inception in 1985. PUENTE staff has excelled in introducing parents to school culture, expectations of teachers, regular interactions among students and school staff, school curriculum, and the overall complexity of social interactions that take place in schools. This is particularly important to immigrant families and parents of English Learners who may have a limited understanding of U.S. schools and are surprised of the expectations schools have of them, compared to those from their country of origin. At PUENTE, we have worked to make the schooling environment welcoming to all parents in an effort of building and investing in authentic relationships with them. All towards the success of their children in school. We will continue to offer our family induction components of:

- Parent orientation sessions
- Monthly Family Engagement Nights facilitated by the PUENTE administrative and instructional team and include grade-level interactive literacy-based activities for the entire family.
- All parent meetings in August to begin the school year
- Distribution of a Parent Handbook
- Weekly grade-level bi-lingual newsletters
- Parent-teacher conferences offered at minimum two times in the academic year
- Student Success Team meetings with parents of diverse learners
- Update and guidance regarding student EL status and the necessary steps towards reclassification
- Coffee with the Principal every other month for school operation updates and LCAP development
- Parent workshops on topics including parenting, child safety, immigration, financial literacy and health matters
- Quarterly parent meetings on LCAP-specific development
- School community family art projects including the home-made Scarecrow Contest

Integration. With our slow growth enrollment plan, the PUENTE administrative and instructional team will strengthen our relationships with parents by integrating our families into the fabric of the school as we journey with them through our elementary school services. Our full embrace of our families cultural-wealth, strengthened by integrating Funds of Knowledge into our school instruction, is in direct support of more fully integrating them into our school and deepening the dialogue to include learning from their perspectives, histories, and values to inform our teachers pedagogical practices. Parent knowledge will help create and complete school projects thus merging the socio-cognitive learning world of the student. Examples of this include:

- Parent mentor and volunteer program to welcome new families and co-host school events
- Parent workshops on grade-level specific topics including preparing for state-standardized testing
- Charter School advisory committee
- Parent participation in the governing board
- Quarterly meetings regarding LCAP development
- Parent participation in PUENTE center classes including ESL and workforce development

Investment. Our goal is that students leave PUENTE more than prepared for the rigorous academic work in middle school. For parents, our goal is that they continue their journey as central stakeholders in their child's educational journey. In addition, they are invested in ensuring that our work with parents during their tenure at PUENTE also leads to their civic participation in other schooling and community events. Our broader goal is that as parents transition from PUENTE, they are rightfully recognized for their valuable asset, skill and resiliency to enrich school and community. Examples of this include:

- Full participation in their next school of choice
- Community ambassadors for the PUENTE mission and available resources
- Community asset mapping with parents and school staff
- PUENTE alumni events, including our annual Family Festival

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Attendance rate increased 87% for the calendar of parent events. The School Site Council has been redesignated as the Charter School Advisory Committee and includes two parent members, which will increase to four with the addition of grade 1 in 2018-2019 academic year

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3

Improved opportunities for professional development for instructional staff and support staff.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

The Percentage & Diverse Opportunities for Professional Development for Instructors and Support Staff

2017-18
 The percentage of professional development opportunities for instructors and support staff will increase annually (above and beyond the opportunities offered the previous year). Specifically, build upon team members skill set to successfully support an expansion of the school operations to include grades 1-5 in a slow growth model. Team members and administrators will expand their knowledge base by attending specific professional development opportunities on Common Core, the ELD Framework, CAASP testing, Blended Learning, Parent Engagement & Effective School Governance.

**PUENTE CHARTER SCHOOL
 PROFESSIONAL DEVELOPMENT SCHEDULE
 2017 - 2018**

August 7 August 11, 2017	Instructor Preparation Week/Teacher In-Services including: <ul style="list-style-type: none"> • Employee Handbook • Parent Handbook • Safe School Plan & Drill Schedule • Child Abuse Awareness Training • Bloodborne Pathogens Training • Epi Pen Training • Special Education Plan and Policies Presentation/Discussion /Review of Self-Review Checklist • Behavior Management (Comprehensive Therapy Associates) • CELDT & ELPAC Administration/Student Review • Common Core & ELD Framework • Assessments For Learning • Non-Discrimination Statement Discussion • Sexual Harassment Policy Discussion • Anti-Bullying Policy Discussion
August May 2017-18	Common Core Implementation & ELD Framework
August May 2017-18	Special Education SST & IEP Meetings including PLOPs

	September 2017	Special Education In-Service (Total Education Solutions)SPED 101
	November 2017	Special Education In-Service (Total Education Solutions)Student Success Team
	Monday Thursday 2:30 p.m. 4 p.m. & Friday 12:30 p.m. 2:30 p.m.	Staff Development Meetings/Teacher In-Services Assessments & EL Tracker (Subgroup Data Review) Weekly Debrief; Student Progress; School Culture Climate (Recalibrating Student Groupings as Needed) Lesson Planning Response to Intervention (Coordinate with After School Program) Progress Reports/Prep for Parent Conferences Local Control Accountability Plan Tracking Sharing Best Practices Common Core & ELD Framework
	March 26-28, 2018	California Charter Schools Conference; Sacramento
	March 2018	Special Education In-Service (Total Education Solutions) Learning Disabilities/Accommodations
	April 2018	ELPAC Administration and Scoring Training for 2018 2019 Prepare for End-of-Year Assessments

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

PUEENTE Charter School wholly recognizes the critical impact our teachers have in promoting excellent learning and will continue to focus on student achievement of the Common Core State Standards (CCSS) through collaborative teacher planning, implementation, and analysis of lessons based on mastery of the CCSS. This strengthsbased approach ensures our teachers continue to be effective, and to deepen the bench of instructional expertise and leadership, we are committed to best practices that result in our teachers and administrators coming together as a professional community of selfdeveloping practitioners. Lois Brown Easton (2007) argues that the most powerful learning opportunities are *active* learning opportunities embedded in teachers work, which begins with teachers assessments of what their students need and, subsequently, what teachers identify as areas for their *own* learning. Our weekly common planning time, every Friday from 1:00 p.m. 3:30 p.m., has proven key in providing the opportunity for our teachers to form the nowdefined PUEENTE professional community, which is affirmed by our supportive leadership, our mutual respect for one another, and a school culture that invites risktaking and innovation.

With additional support from external education practitioners, we endorse the empowerment of our teachers as decision makers to collaborate for the purpose of teacher learning and student improvement. The instructional team discusses and further develops their pedagogical knowledge, together with content knowledge and ensures lesson plans that are relevant and intentional.

Our academic year professional development calendar focuses on the following core school operations topics: Common Core State Standards; DataBased Decision Making; Assessments for Learning; Special Education; English Language Learners and the English Language Development Standards; Local Control Funding Formula priorities and Educational Innovations.

In support of ensuring a healthy school leadership culture, we have focused on five priorities for the PUEENTE Charter School professional community; *supportive and shared leadership; collective creativity; shared values and vision; supportive conditions; and shared personal practice*. As a school staff, we ensure that our professional relationships are affirmed with these positive supports to then extend this culture into our classrooms in support of high student achievement.

The PUEENTE Charter School instructional and administrative team has engaged in weekly professional development sessions in support of the proposed expansion inclusive of grades TK-5. In building capacity to effectively execute our slow-growth model, we continue to evolve and strengthen our school-wide and grade-level specific professional development and the defined roles of Dean of Curriculum and Instruction and Dean of Engagement. Our two-week beginning-of-year professional development sessions with the instructional and administrative team includes:

PUEENTE Charter School petition review for stated goals and outcomes and data review (school-wide and subgroup) from previous academic year
School activity calendar review
Student IEP review
Using assessments to inform instruction and SBAC preparation (*please see separate description at end of section*)
Common Core State Standards-based Instruction
English Language Proficiency Assessments for California (ELPAC)
Meeting the need of English learners/ELD portfolios and trackers
Thematic teaching and teaching integrated curriculum, including Funds of Knowledge
Differentiating instruction for all learners
SDAIE and other strategies
Multicultural education
Phonics Instruction
Teaching mathematics for understanding
Writing across subject content areas
The components of a comprehensive reading program
Blended learning for literacy and numeracy development
Inquiry and investigation in science
Experiential social studies

Project-based Learning (PBL)
Strategies for working with students with special needs
Special Education policy review
The Student Success Team process
Effective classroom management/behavioral supports
Best instructional practices
Teacher evaluation
School operations

Our weekly school-wide professional development will occur weekly before content / grade level meetings. These sessions focus on enhancing school-wide awareness and implementation of best practices, systems and procedures, assessments, data analysis and school operations.

During content-specific meetings, teachers will meet by content area with the ongoing support of the Dean of Curriculum and Instruction. Discussions focus on upcoming lesson plans and changes to be made based on current student achievement trends. Adjustments are made to lessons on an ongoing basis throughout the year based on achievement data and student progress to ensure the PUENTE team is meeting the needs of every student. These conversations and adjustments will allow for consistent vertical alignment across grade levels as PUENTE expands its service to additional grades. Our consistent calibrating of our scope and sequence ensures standards alignment through the prioritization of objectives that will help students achieve content mastery.

Teachers meet by grade level to collaborate, highlight successes, and address concerns. Grade level teams routinely disaggregate data to inform progress of grade level specific goals. The procedures of the meeting center on students needs and using data-driven decision-making to ensure all students meet grade level goals.

Individual professional development will occur throughout the school year based on individual teacher need. For example, if a teacher requires additional support and training on developing in a particular area, the Dean of Curriculum and Instruction will customize a development plan and work with them individually in the classroom and during planning time.

Classroom observations with feedback will be a frequent feature of the PUENTE teacher professional development. Observations of each teacher will involve assessment of student engagement, lesson delivery, instructional methodologies, and classroom management. Specific feedback from the Dean of Curriculum and Instruction is intended to strengthen the support to our instructional team member and lead to continuous quality improvement. This will enable instructional team members to work collaboratively with administrators in support of classroom and school excellence to continually move the needle of student achievement. The Principal will engage in formative assessments of administrators in support of a school-wide culture of professional growth, deepening the bench of leadership at PUENTE and authentic discussions for strong stewardship of school goals and outcomes.

As we work as a school team in support of our proposed slow-growth expansion model, we have created a plan for a Smarter Balanced Assessment Consortium (SBAC) preparation professional development series specifically including:

- Using formative assessments to inform teaching and differentiate instruction
- Analyzing student data and developing action plans
- Taking grade-level practice tests as you walk in your students footsteps to better understand our student experience
- Utilizing identified designated supports
- Supporting students understanding of their own assessment results
- Sharing best practices with each other for SBAC preparation
- Administering SBAC practice tests for student familiarity with formatting
- Instructor knowledge of SBAC technical components and ability to support and troubleshoot
- Administering the SBAC during the testing window

PUENTE CHARTER SCHOOL PROFESSIONAL DEVELOPMENT SCHEDULE 2017 - 2018	
August 7 August 11, 2017	Instructor Preparation Week/Teacher In-Services including: <ul style="list-style-type: none"> • Employee Handbook • Parent Handbook • Safe School Plan & Drill Schedule • Child Abuse Awareness Training • Bloodborne Pathogens Training • Epi Pen Training • Special Education Plan and Policies Presentation/Discussion/Review of Self-Review Checklist • Behavior Management (Comprehensive Therapy Associates) • CELDT & ELPAC Administration/Student Review • Common Core & ELD Framework • Assessments For Learning • Non-Discrimination Statement Discussion • Sexual Harassment Policy Discussion • Anti-Bullying Policy Discussion
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	Local Control Accountability Plan Tracking Sharing Best Practices Common Core & ELD Framework
March 26-28, 2018	California Charter Schools Conference; Sacramento
March 2018	Special Education In-Service (Total Education Solutions) Learning Disabilities/Accommodations
April 2018	ELPAC Administration and Scoring Training for 2018 2019 Prepare for End-of-Year Assessments

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents were invited several times in the fall through our school weekly newsletter to serve on our School Site Council. The School Site Council meets quarterly to review students assessment data, plan family engagement activities, assist with creating the parent surveys, and make recommendations for changes to next year's LCAP based on parent survey results.

Monthly family meetings, the second Tuesday at 6 p.m. conducted at our school site provided the opportunity to receive feedback from the parent community on the LCAP and Updates.

The governing board meetings included reviews of our data dashboards on student progress toward goals in support of the LCFF priorities, in addition to the ongoing updates on school operations, also in support of the LCFF priorities.

The instructional team members met weekly to review student formative assessment data, recalibrate student groupings, as needed, based on data and identify resources to support meeting the state priorities.

A draft of our LCAP was reviewed by the School Site Council and was recommended for approval by the governing board, along with the fiscal year budget to support the expenditures for the LCAP goals.

No foster youth are enrolled at this time so no e-mails were sent to specific families.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Input from the parent community at the Coffee with the Principal meetings, parent surveys, in addition to the School Site Council meetings, served as platforms to review the annual measurable outcomes from the previous year (student outcome data, enrollment data, teacher satisfaction surveys, parent surveys, etc.) and used that data to guide suggestions for next year's LCAP. There was consensus that given the success of our current model, it would be best to keep the same outcomes, engagement and professional development goals and the same actions for next year's LCAP.

Teachers reviewed the annual measurable outcomes from the previous year (test scores, enrollment data, teacher satisfaction surveys, parent surveys, etc.) and were instrumental in executing the LCAP actions in 2017-18. Based on this data, they offered many insights and suggestions throughout the year including considering improvements including establishing an outcomes-based after-school program, keeping the work activity center instructional design, the comprehensive data-based decision making approaches, and the intentional efforts to maintain a healthy school culture in support of the LCFF priorities.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal
Goal 1 The percentage of students who demonstrate grade-level and above proficiency in ELA will increase by 3%

**State and/or Local
 Priorities Addressed
 by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
 Local Priorities:

Identified Need:

PLANNED
 Access to Common Core aligned curriculum and materials; Highly qualified instructors; Participation in professional development opportunities; Special education services provided; Facility resources and environment conducive for outcomes to be achieved; Summer school offered

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20							
Assessment Testing	PUENTE CHARTER SCHOOL KINDERGARTEN STANDARDS BASED SUMMATIVE DATA 2017-2018										
	ENGLISH LANGUAGE ARTS										
	2017 - 2018										
	ASSESSMENT TOOL	SUBGROUP	BEGINNING OF YEAR		END OF YEAR						
			% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	% BELOW BASIC	% BASIC (APPROACHING PROFICIENCY)	% PROFICIENT	% ADVANCED	
	HOUGHTON MIFFLIN HARCOURT JOURNEYS COMMON CORE BENCHMARK/UNIT TESTS: PHONOLOGICAL AWARENESS HIGH-FREQUENCY WORDS BLENDING WORDS LISTENING COMPREHENSION	SCHOOL-WIDE (# OF STUDENTS)	100	48%	38%	10%	4%	3%	9%	54%	34%
		BLACK OR AFRICAN AMERICAN	2	50%	0%	50%	0%	0%	0%	50%	50%

+ 3% in Proficient and Above from Baseline

+ 3% in Proficient and Above from Baseline

+ 3% in Proficient and Above from Baseline

WRITING TO NARRATE	HISPANIC OR LATINO	98	48%	39%	9%	4%	3%	9%	54%	34%
	ENGLISH LEARNER	71	49%	41%	7%	3%	4%	10%	49%	37%
	ECONOMICALLY DISADVANTAGED	86	51%	40%	7%	2%	3%	8%	58%	30%
	STUDENTS WITH DISABILITY	7	71%	29%	0%	0%	29%	0%	71%	0%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

ACTUAL

School offered Common Core aligned curriculum with credentialed instructors as classroom leads. Students

School will offer Common Core aligned curriculum with credentialed instructors as classroom leads. Students

School will offer Common Core aligned curriculum with credentialed instructors as classroom leads. Students identified as EL will be ELPAC tested and results were used

identified as EL were CELDT tested and results were used to inform instruction. Special education services were identified and delivered based on assessments and parent and instructor feedback. To support a best practices school culture, staff engaged in professional development opportunities. For retention of the school routine and to offer additional support, a summer program was offered by the credentialed instructional team. In ELA, all students (school-wide, inclusive of subgroups) were assessed multiple times per year (IBM Writing to Read; Houghton Mifflin Journeys Common Core; work portfolios); in Math, all students took a publisherprovided benchmark assessments (Sadlier Progress in Mathematics) four times per year. Following administration of these benchmark assessments, our PUENTE team worked together to analyze student mastery of standardsbased content on an individual and school-wide basis. Examination of subgroup data was utilized as a way to target supports and strategies to address any gaps. The PUENTE instructional and administrative team engaged in intentional professional development on using the data to differentiate instruction in our classrooms, including reteaching and utilizing best-practices strategies. The tiered approach for supports and strategies utilized by the PUENTE instructional team is a systematic approach to provide *intentional interventions of intensity* as a response to students individual needs. It is based on the frequent monitoring of student progress

identified as EL will be ELPAC tested and results were used to inform instruction. Special education services were identified and delivered based on assessments and parent and instructor feedback. To support a best practices school culture, staff engaged in professional development opportunities. For retention of the school routine and to offer additional support, a summer program was offered by the credentialed instructional team. In ELA, all students (school-wide, inclusive of subgroups) were assessed multiple times per year (NWEA Map, McGraw Hill, IBM Writing to Read; Houghton Mifflin Journeys Common Core; work portfolios); in Math, all students took a publisherprovided benchmark assessments (Sadlier Progress in Mathematics; Achieve 300) four times per year. Following administration of these benchmark assessments, our PUENTE team worked together to analyze student mastery of standardsbased content on an individual and school-wide basis. Examination of subgroup data was utilized as a way to target supports and strategies to address any gaps. The PUENTE instructional and administrative team engaged in intentional professional development on using the data to differentiate instruction in our classrooms, including reteaching and utilizing best-practices strategies. The tiered approach for supports and strategies utilized by the PUENTE instructional team is a systematic approach to provide *intentional interventions of intensity* as a response to students individual needs. It is based on the frequent

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and the use of assessment data, and is implemented in collaboration with our school team. Decisions about the course of action is always on the basis of evidence derived from monitoring student achievement in support of the LCAP goals.

monitoring of student progress and the use of assessment data, and is implemented in collaboration with our school team. Decisions about the course of action is always on the basis of evidence derived from monitoring student achievement in support of the LCAP goals.

monitoring student achievement in support of the LCAP goals.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$930,000 (repeat expenditure)	\$1,300,000 (repeat expenditure)	\$1,700,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal

Goal 2

Improved parent participation in school-based activities to strengthen the home-to-school connection

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

The percentage of parents who participate in school-based activities intended to support their role as first teacher and strengthen the home-to-school connection will increase annually. Parent attendance at school-based parent events will increase at minimum 3% annually

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance at School Scheduled Events	Parent Attendance Average is 80% for All Scheduled Events for the Year	Increase yearly attendance by 3 %	Increase yearly attendance by 3 %	Increase yearly attendance by 3 %

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Publish and distribute weekly bi-lingual parent newsletter; Conduct monthly family meetings; conduct quarterly Coffee with the Principal; Document student progress for 3 reporting period annually and conduct parent/teacher conferences; Conduct IEP meetings in support of students special education needs; Track homework completion; Conduct family surveys annually on school climate and basic needs. Conduct School Site Council meetings for enhanced stakeholder engagement; Conduct quarterly governing board meetings

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Publish and distribute weekly bi-lingual parent newsletter; Conduct monthly family meetings; conduct quarterly Coffee with the Principal; Document student progress for 3 reporting period annually and conduct parent/teacher conferences; Conduct IEP meetings in support of students special education needs; Track homework completion; Conduct family survey annually on school climate and basic needs. Conduct Charter School Advisory Committee meetings for enhanced stakeholder engagement; Conduct quarterly governing board meetings

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Publish and distribute weekly bi-lingual parent newsletter; Conduct monthly family meetings; conduct quarterly Coffee with the Principal; Document student progress for 3 reporting period annually and conduct parent/teacher conferences; Conduct IEP meetings in support of students special education needs; Track homework completion; Conduct family survey annually. Conduct Charter School Advisory Committee for enhanced stakeholder engagement; Conduct quarterly governing board meetings

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$35,000	\$45,000	\$55,000
Source	LCFF	LCFF	LCFF
Budget Reference			

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Improved opportunities for professional development for instructional staff and support staff through identified areas of interest and relevancy

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

PUENTE Charter School wholly recognizes the critical impact our teachers have in promoting excellent learning and will continue to focus on student achievement of the Common Core State Standards (CCSS) through collaborative teacher planning, implementation, and analysis of lessons based on mastery of the CCSS. This strengths-based approach ensures our teachers continue to be effective, and to deepen the bench of instructional expertise and leadership, we are committed to best practices that result in our teachers and administrators coming together as a professional community of self-developing practitioners.

The percentage of professional development opportunities for instructors and support staff will increase annually (above and beyond the opportunities offered the previous year).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scheduled PD Sessions & Attendance at the Sessions	Common Core Implementation ELD (English Language Development) Framework			
	Special Education SST & IEP Meetings including PLOPs	Special Education SST & IEP Meetings including PLOPs	Special Education SST & IEP Meetings including PLOPs	Special Education SST & IEP Meetings including PLOPs
	Special Education In-Service (Total Education Solutions)SPED 101			
	Special Education In-Service (Total Education Solutions)Student Success Team	Special Education In-Service (Total Education Solutions)Student Success Team	Special Education In-Service (Total Education Solutions)Student Success Team	Special Education In-Service (Total Education Solutions)Student Success Team
	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student

Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits	Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits	Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits	Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Common Core Implementation ELD (English Language Development) Framework
Special Education SST & IEP Meetings including PLOPs
Special Education In-Service (Total Education Solutions)SPED 101
Special Education In-Service (Total Education Solutions)Student Success Team

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Common Core Implementation ELD (English Language Development) Framework
Special Education SST & IEP Meetings including PLOPs
Special Education In-Service (Total Education Solutions)SPED 101
Special Education In-Service (Total Education Solutions)Student Success Team

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Common Core Implementation ELD (English Language Development) Framework
Special Education SST & IEP Meetings including PLOPs
Special Education In-Service (Total Education Solutions)SPED 101
Special Education In-Service (Total Education Solutions)Student Success Team

Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Behavior Management Recalibration of Student Groupings; including Response to Intervention Lesson Planning Assessments for Learning English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits	Staff Development Meetings/Teacher In-Services Weekly Debrief; Student Progress (assessment review); School Culture Climate; including parent participation/feedback Recalibration of Student Groupings; including Response to Intervention Lesson Planning Assessments for Learning SBAC Preparation English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$70,000 (repeat expenditure)
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$35,000

Percentage to Increase or Improve Services:

100.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Schoolwide service for arts-based instruction through partnership with an Artist-In-Residence program.

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$0	\$0	\$0	\$0

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$0	\$0	\$0	\$0

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$0	\$0	\$0	\$0

Expenditures by Goal and Funding Source				
Funding Source			2018	2019

The percentage of students who demonstrate grade-level and above proficiency in ELA will increase by 3%

All Funding Sources	\$0	\$0
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Improved parent participation in school-based activities to strengthen the home-to-school connection

All Funding Sources	\$0	\$0
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Improved opportunities for professional development for instructional staff and support staff through identified areas of interest and relevancy

All Funding Sources	\$0	\$0
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Annual Update Expenditures by Goal and Funding Source		
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual

The percentage of students who demonstrate Proficient & Advanced in ELA will increase by 3%

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