

# **Local Control Funding Formula (LCFF) Budget Overview for Parents Template**

Developed by the California Department of Education, December 2018

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	PUENTE Charter School
<b>CDS code:</b>	19-64733-6120471
<b>LEA contact information:</b>	Jerome Greening; 323-780-0076; jerome@puente.org
<b>Coming LCAP Year:</b>	2019-2020
<b>Current LCAP Year</b>	2018-2019

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 1,150,000
LCFF supplemental & concentration grants	\$ 450,000
All other state funds	\$ 295,000
All local funds	\$ 390,000
All federal funds	\$ 85,000
<b>Total Projected Revenue</b>	<b>\$ 1,920,000</b>

<b>Total Budgeted Expenditures for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 1,920,000
Total Budgeted Expenditures in LCAP	\$ 1,880,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 1,880,000
Expenditures not in the LCAP	\$ 40,000

<b>Expenditures for High Needs Students in the 2018-2019 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 450,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 450,000

**LCFF Budget Overview for Parents: Narrative Response Page**

<b>Required Prompt(s)</b>	<b>Response(s)</b>
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PUENTE Charter School

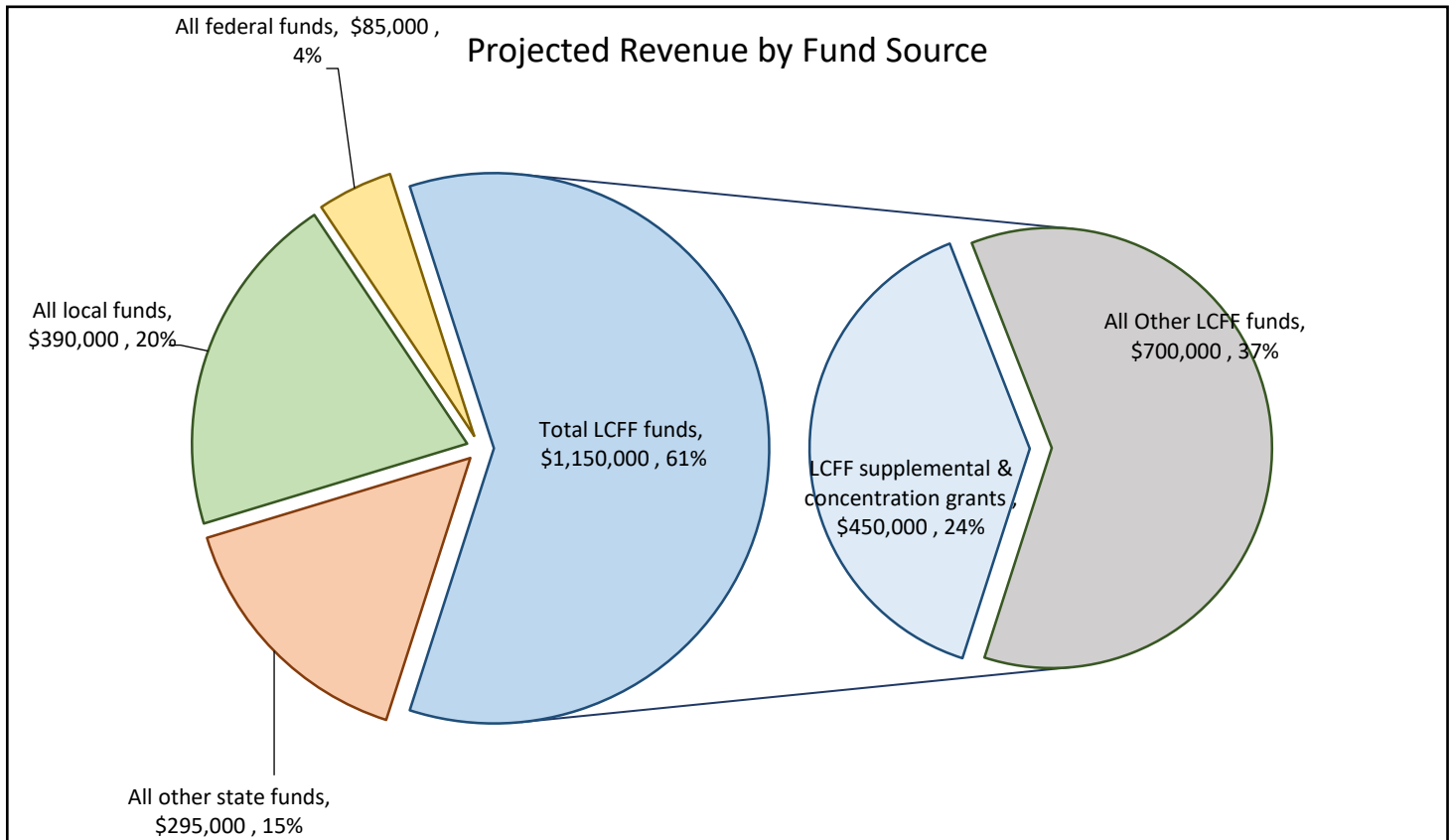
CDS Code: 19-64733-6120471

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Jerome Greening; 323-780-0076; jerome@puente.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-2020 LCAP Year

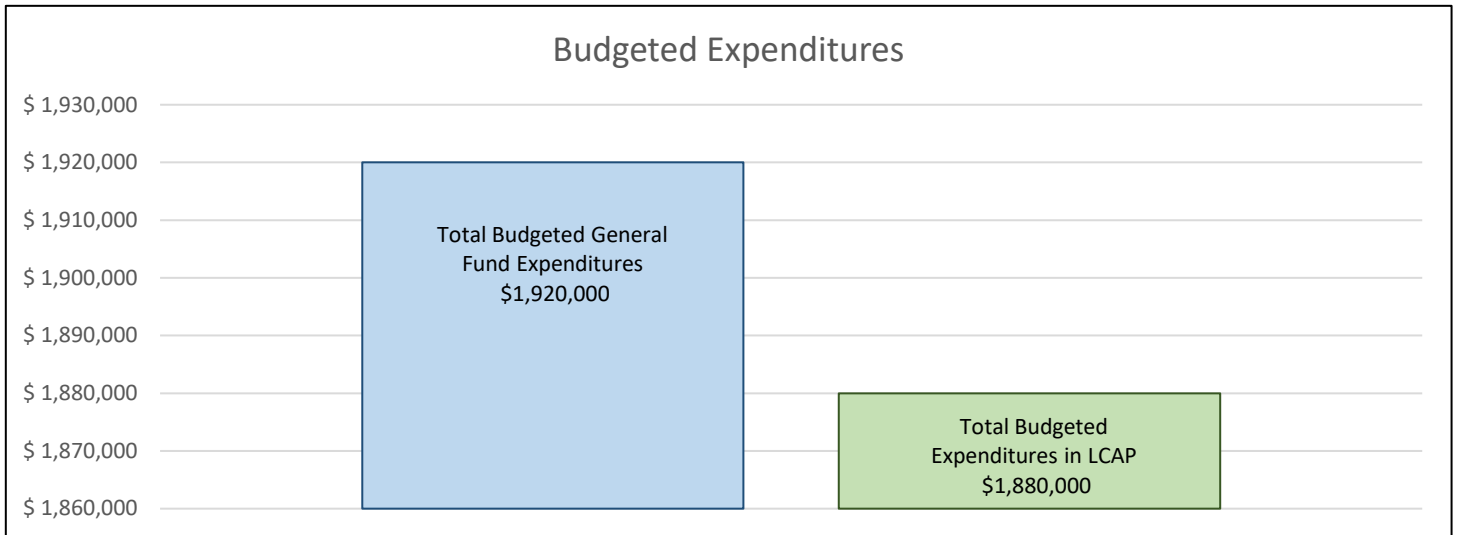


This chart shows the total general purpose revenue PUENTE Charter School expects to receive in the coming year from all sources.

The total revenue projected for PUENTE Charter School is \$1,920,000.00, of which \$1,150,000.00 is Local Control Funding Formula (LCFF), \$295,000.00 is other state funds, \$390,000.00 is local funds, and \$85,000.00 is federal funds. Of the \$1,150,000.00 in LCFF Funds, \$450,000.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much PUENTE Charter School plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

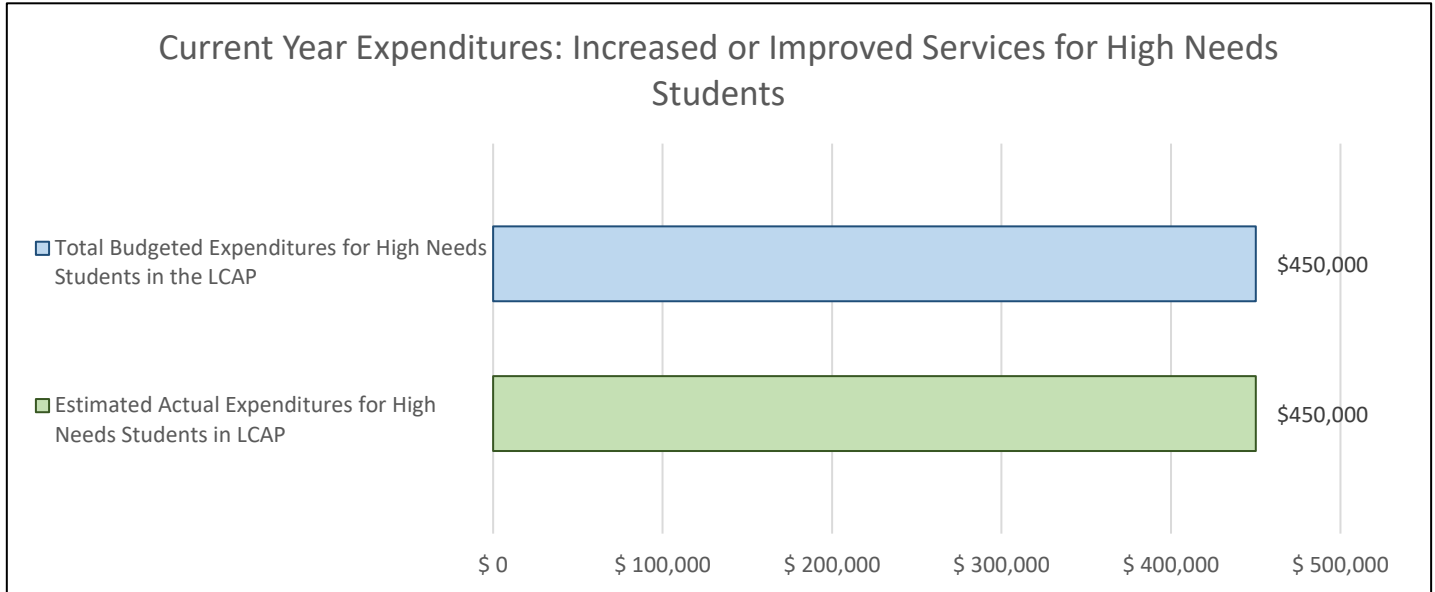
PUENTE Charter School plans to spend \$1,920,000.00 for the 2019-2020 school year. Of that amount, \$1,880,000.00 is tied to actions/services in the LCAP and \$40,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, PUENTE Charter School is projecting it will receive \$450,000.00 based on the enrollment of foster youth, English learner, and low-income students. PUENTE Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, PUENTE Charter School plans to spend \$1,880,000.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what PUENTE Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what PUENTE Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, PUENTE Charter School's LCAP budgeted \$450,000.00 for planned actions to increase or improve services for high needs students. PUENTE Charter School estimates that it will actually spend \$450,000.00 for actions to increase or improve services for high needs students in 2018-2019.

# LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

**\*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

## Data Input Tab

### LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

### Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

### Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

# LCFF Budget Overview for Parents Data Entry Instructions

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

## **Total Budgeted Expenditures for the Coming LCAP Year**

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

## **Expenditures for High Needs Students in the Current LCAP Year**

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

## **Narrative Responses Tab**

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.



## LCFF Budget Overview for Parents Data Entry Instructions

- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.

# 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)

[California School Dashboard](#): 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

Jerome Greening  
Principal

Email and Phone

[jerome@puente.org](mailto:jerome@puente.org)  
(323) 780-0076

# 2017-20 Plan Summary

## The Story

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

PUENTE Charter School is part of our larger nonprofit organization, PUENTE Learning Center (PLC). An established nonprofit presence in the Los Angeles community for over 35 years, PUENTE is recognized for its commitment to its mission: **People United to Enrich the Neighborhood Through Education**. Beginning in Boyle Heights as a tutoring program for elementary school students who needed remedial support to succeed at grade level, PUENTE's rapid expansion occurred when parents requested English as a Second Language classes to better empower themselves as their child's first teacher. This dialogue with the community continued and has resulted in the offering of comprehensive educational support services for children, youth and adults, all offered in our wholly owned and intentionally designed 42,000 square foot facility. The state of the art design incorporates the research based evidence of the components of effective, dignified learning spaces for a highly engaged student experience and desired academic outcomes, and is intended to respectfully welcome and inspire our vibrant, culturally rich community in a manner in which educational pursuit deserves. To date, over 100,000 individuals have made use of the tuition free adult and youth educational resources at PUENTE on the path to self-sufficiency for themselves and their families, as captured on the PUENTE enrollment and attendance database.

PUENTE Learning Center has been the recipient of many local and national awards and was noted as the first East Los Angeles nonprofit organization to offer cutting edge classroom based technology access across program services in The Annie Casey Foundation report on PUENTE, "Of, By and For the Community: The PUENTE Learning Center Story. In another recognized first, PUENTE holds the distinction of establishing the first charter school in Boyle Heights. From the demand and success of the PUENTE Preschool Readiness program, the expansion of our early education services to include PUENTE Charter School serving Kindergarten and Transitional Kindergarten students only occurred in 2002 with the initial authorization by the Los Angeles Unified School District. With two subsequent renewals during the previous fifteen years, PUENTE Charter School is pleased to continue offering a superior educational resource to the Los Angeles community. One remarkable validation of the school's effectiveness is that thirty percent of our exiting students gain admissions into gifted programs at area schools.

Parent satisfaction, as captured on our annual parent surveys, yield a supportive 100% "highly satisfied" response for quality educational experience for their child at PCS. PUENTE's roots, and the extension of our services, are part of the network of support intended to validate and affirm that every child can succeed.

PUENTE Charter School serves inner city elementary school students in our vibrant Boyle Heights / East Los Angeles community, located east of downtown Los Angeles. Our target area includes zip code 90033, 90023 and 90063. During the current term of our charter, an average of eighty-seven percent of the PUENTE students are Latino and 72% are English Language Learners. 85% of our families qualify for Free or Reduced Price Lunch, and we have averaged 8% of students in need of support with Special Education services (based on internal data).

Today, 90% of residents living in 90033 speak Spanish as their primary language at home, and less than 10% speak English. (factfinder.census.gov). With a total population of about 49,000 residents living within the culturally rich 90033 zip code specifically, 35.7% of the residents over age 25 have not completed 9<sup>th</sup> grade, and another 18.4% have not completed high school. The current educational attainment data is reflected in the economic outcomes for our community, with 26% of residents earning less than \$15,000 a year and 75% earning less than \$50,000, including families who are residing with multiple members. Cultural wealth is rooted deeply, as parents build familial capital by serving as cultural experts and sharing their life experiences with their children, evidenced by the relationship PUENTE has had with our Boyle Heights families during the term of the charter, and an integral component of the strengths perspective of our community.

A high percentage of our students and families who attend PUENTE live in the neighborhood immediately surrounding our school, designating us as true community school that is providing a response to the residents who are asking for high quality, early education resources for their family needs. Many of our families are able to walk to the PUENTE campus. To support our school community of parents and caregivers, and to extend the authentic invitation to partner with the school in pursuit of the shared desired outcomes, our written and oral family communication is conducted in both English and Spanish to strengthen the home to school connection.

Our culturally relevant learning environment respects and celebrates our diverse representation of students and is a key component of the strengths perspective of our school culture. Our predominately Latino population affords us the opportunity to ensure family communications are accessible in English and Spanish. Our students and families' bilingual capacities are affirmed as assets to the school community. Our inclusive embracing of our families' rich identities is a guiding principle of our school operations and is expressed through our available parent education supports.

Our intentional emphasis on quality parent/caregiver engagement in support of a strong home to school connection serves to honor parents' role as "first teacher" and to responsibly initiate parents into the school system. With the extension of tools, resources and an "open" school environment, the promotion of parent

advocacy for the rights of their child and themselves is encouraged and supported.

With the standards-based, Common Core-aligned curriculum focusing on the core skills and content area knowledge, and the building of critical thinking skills that students need to excel in their transition to the next grade and beyond, PUENTE Charter School personalizes the learning for each student and family in recognition of their existing strengths, and is the full expression of our belief that every child can succeed regardless of perceived obstacles.

## 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 reactive 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 innately 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.

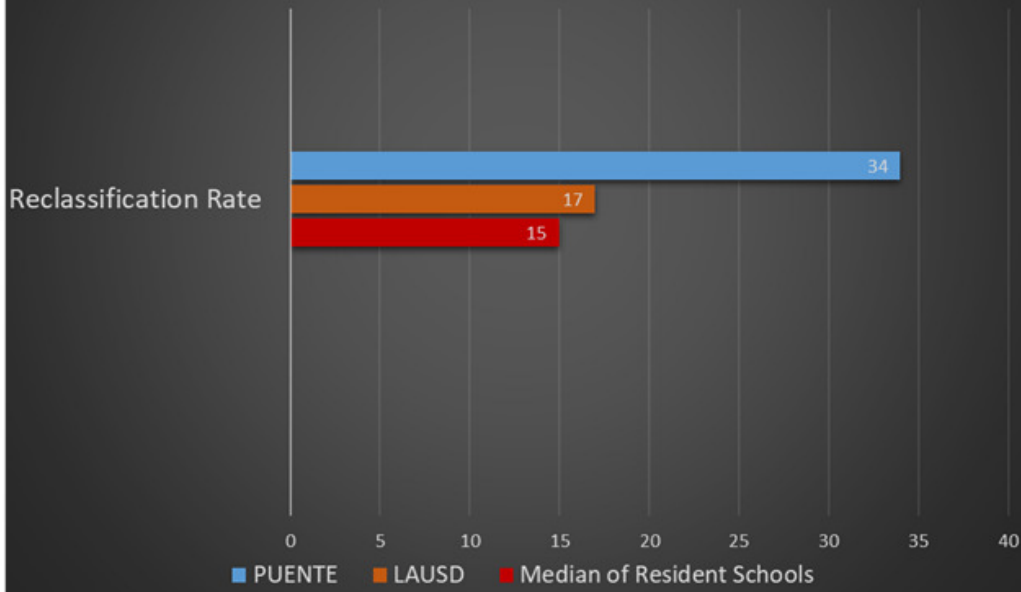
Using the 8 state priorities as our guide, the PUENTE students, families, staff, governing board and community members draft the goals and actions outlined in the LCAP through the academic year in preparation for submission of the report in June. Parent nights, Coffee with Principal & Deans, Family surveys, Staff meetings, Charter School Committee meetings, Finance Committee meetings, and Governing Board meetings all serve as opportunities for full stakeholder input.

## Review of Performance

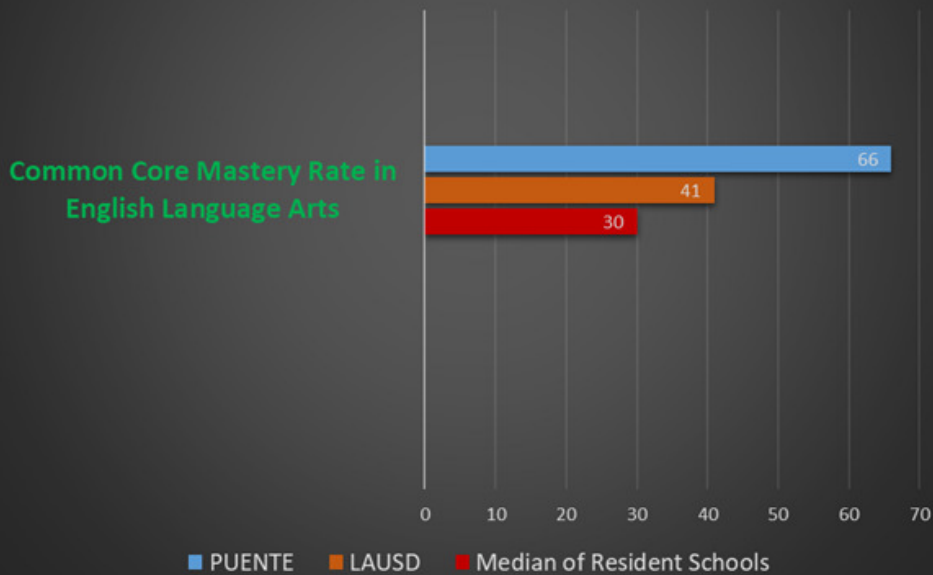
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to 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.

## Greatest Progress

### English Learner Reclassification Rate for Academic Year 18-19 Expressed in Percentage

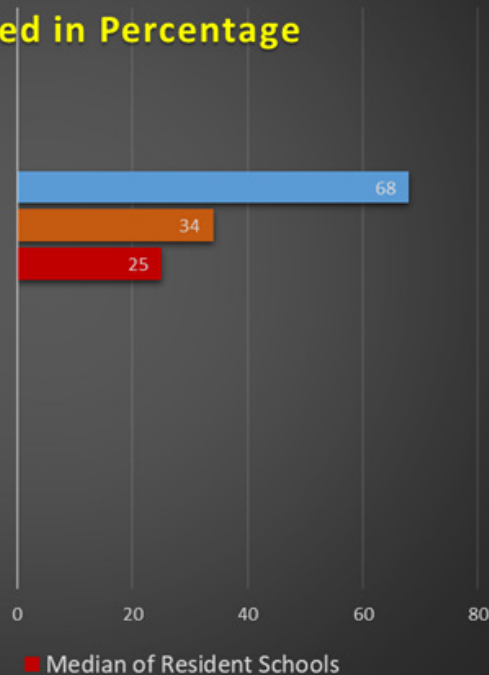


### School Wide English Language Arts Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage



## School Wide Mathematics Common Core Mastery Rate Academic Year 18-19 Expressed in Percentage

### Common Core Mastery Rate in Mathematics



PUENTE Charter School's academic program service is rooted in researchbased evidence for the sound practices to motivate our young learners and to promote a love for learning. One extensive review of the literature related to elementary classroom instruction (Meltzer, 2002; Meltzer & Hamann, 2004) generated three effective approaches that PUENTE teachers use to motivate students, including our English language learners, to read, discuss, and strengthen literacy skills across content areas.

*Making connections to students' lives* – PUENTE instructors connect existing cultural context, background knowledge and life experiences to the texts to be read and produced; PUENTE students are encouraged to view the content they are learning as meaningful and connected, not isolated and foreign.

*Creating safe and responsive classrooms* – PUENTE students are acknowledged, have voice, and are given choices in learning tasks in our classroom activity centers and topics of inquiry that strengthen their literacy skills; PUENTE instructors make clear to students that they care about their learning and their development of literacy skills, as well as their well being as individuals. It is okay to make mistakes in their classrooms—our teachers acknowledge explicitly that learning is a continuum and that the role of students in our learning community school is to improve their own skills and help their peers to improve theirs; and

*Having students interact with text and with each other about text* – PUENTE instructors promote the questioning, predicting, visualizing, summarizing, and clarifying by students as they engage in authentic activities for learning that are both student and teacherinitiated; a collaborative learning experience within the context of our classroom environment welcomes and supports the diverse perspectives of our young learners and the multiple literacies they bring to the classroom which are welcomed as a capacity and a resource.

Making the connections to our students' lives is underscored by our emphasis on engaging their first teachers – parents and caregivers. Being in a healthy and affirming relationship with our families, we can build on the stories that speak to cultural wealth. Our strong family engagement program reaches out to parents and engages them in a true partnership, challenging them to learn and apply the necessary supports for their children's learning at home and school. The Family Orientation meeting at the beginning of the year extends the official welcome to the school community. The weekly bilingual newsletters keep the hometoschool dialogue continuing – shared stories of the activities and successes of our students, families and instructional staff. Our evening Family Engagement meetings, offered every month, support the family access to the school environment at a time that meets most families' schedules. The Parent/Teacher conferences, offered twice during the school year, welcomes the continuation of the authentic dialogue between the home and school as, together, we support each student's academic and personal achievement. Our initiation of the family into the school environment deepens as we move to integrate them into the operational components of the LCAP priorities and school governance; invitations are extended to this more invested stake. The instructional and administrative team at

PUENTE fully embraces this shared responsibility, integrated, sustained, and family strengthening approach that truly engages parents and fosters the relationships between schools and the home. During the term of our charter, we have built the meaningful foundation to authentically connect to our students' lives.

With this recognition that student motivation is often dependent upon purpose and context, including relationships with peers, parents, teachers, and others, a variety of other motivational entry points are incorporated into our service to spur student engagement with literacy. Our classrooms contain activity centers for differentiated learning and are literacy rich with books, manipulatives, technology resources, and a variety of other materials. The activity centers have consistent displays of our students' work for the reinforcement of student ownership and pride.

Embedded in the PUENTE school operations practice is the respect and value we hold for our students and families and the research based best practices from the areas of human development, learning, cognition, and motivation. Ornstein (1993) argues that key in these practices which foster motivation and engagement in learning are good teaching and teachers that emphasize the personal and social development of learners. He further cites a variety of research indicating that people perform best when they indeed feel respected and valued, when they can develop their own unique strengths, and when they are helped to take control of their learning and their lives. During the term of our charter, we have experienced that this higher level of sensitivity to the social learning context results in broader documented educational outcomes at PUENTE such as favorable school attendance, zero percent suspension/expulsion rates, high academic performance, selfregulation of learning, and positive feedback from parents concerning satisfaction with school culture and outcomes. The intentional goal is to create a relevant, meaningful and positive experience in our early education school in support of a lifetime of academic success and authentic personal growth.

Referring to the California School Dashboard, 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

The continued need to utilize student performance data to inform instruction is the focus for the 2019-2020 school year. Having the Common Core-aligned, norm referenced NWEA MAP assessment has been a valuable tool in measuring student grade-level mastery. We have established a student progress monitoring culture at PUENTE Charter School which will continue in support of the school's academic and personal goals for the students.

Referring to the California School Dashboard, 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 continues to meaningfully support all students, school-wide and subgroups, in achieving grade-level mastery of the standards. We are pursuing a goal of 70% of students meeting or exceeding Common Core State Standard mastery. For academic year 18-19, we achieved 65%. Our goal is to raise this outcome by 5% for academic year 19-20.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

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 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:

### Annual Measurable Outcomes

	Expected	Actual
<b>Assessment Testing</b>	<b>2018-19</b> + 3% in Proficient and Above from Baseline	+3 % Above Baseline Achieved



## 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
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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 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</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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</p>	<p>\$350,000 - LCFF - 1000-1999 Certificated Salaries - Credentialed Instructors (repeated expenditure)            \$80,000 - LCFF - 4000-4999 Books and Supplies - Classroom Resources            \$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Special Education            \$173,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Lease            \$75,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals</p>	<p>\$350,000 - LCFF - 1000-1999 Certificated Salaries - Credentialed Instructors (repeated expenditure)            \$80,000 - LCFF - 4000-4999 Books and Supplies - Classroom Resources            \$75,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Special Education            \$173,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Lease            \$75,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals</p>

(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 publisher-provided 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 standards-based 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

additional take home work is utilized regularly by the instructional team.

PUENTE Charter School students and families receive a high quality education that integrates the arts, math and science (including engineering) into all disciplines. Carl Sagan stated, All children are born natural scientists. The primary role of our PUENTE instructional and administrative team members is to leverage this curiosity into a continued love for learning. When planning curriculum, our teachers use the Next Generation Science Standards (NGSS) and California State Common Core Standards (CCSS) as the learning goals, yet are responsive to students' questions, ideas and interests. We believe that planning and instruction should be integrated and interdisciplinary, as these approaches lend themselves to more meaningful, in-depth and engaged learning. Our classrooms environments are designed to foster 21st century skills: critical thinking, communication, creativity, and collaboration, and to help

students individual needs. It is based on the frequent 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.

students feel safe so that they can be inquisitive learners.

Through rigorous curriculum, targeted supports and the PUENTE Charter School focus on the strong home-to-school connection, our TK-5 students will achieve academic excellence and be positioned well for the transition to middle school and beyond. The PUENTE Charter School students will exit as fifth graders prepared to meet the demands and challenges of the high-performing school options. In our capacity-building work to support this desired outcome, the PUENTE administrative and instructional team will provide:

- Assessment-driven instruction aligned to the Common Core State Standards and reflective of the rigor demonstrated on the California Assessment of Student Performance and Progress and ongoing professional development support for the PUENTE instructional and administrative team to continue to use data-informed strategies for high-achieving classroom and school outcomes
- Daily literacy block instruction minutes for TK-5 including strategic intervention support for our

most struggling learners utilizing the two teacher support in ELA instruction for small group (10:1) for more effective targeted support

- Daily math block instruction with intentional learning goals on quantitative reasoning and conceptual understanding utilizing the two teacher support in math instruction
- Daily blended learning instruction as an adaptive learning tool to support increasing students proficiency in core subject areas and English-language development
- Daily utilization of designated and integrated English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies in support of high reclassification designations.

## 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 California School Dashboard, as applicable.

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

## English Language Arts

PUENTES goal is to provide an English Language Arts instructional program based on an integrated model of literacy aimed at scaffolding and building upon skill sets that students will need as they progress from grade to grade. Our goal is to work together with the families to enable students to attain the necessary skills to become successful in their educational career. To do this, we will implement an ELA program aligned to the CCSS and the California English Language Arts/ California Language Development frameworks, which incorporates the following strands of learning: reading, writing, language, speaking and listening.

PUENTE adopted the *World of Wonders* and *Reading Wonders* comprehensive reading program, published by McGraw-Hill, in the fall of 2018 as the school wide CCSS aligned English language Arts series for grades TK- 5. *Wonders* is a comprehensive English language arts development program integrating reading, writing, language, speaking and listening skills. PUENTE will also rely on three distinct blended learning programs as supplementary support for the needs of diverse learners, including ELLs. These programs are Writing to Read (a phonics based intervention program designed to reinforce reading and writing skills), Starfall (a program designed to build phonemic awareness, vocabulary, and reading comprehension for grades TK-2), and Achieve3000 (a program aimed at strengthening the vocabulary, grammar, and reading comprehension of children grades 3<sup>rd</sup> thru 5<sup>th</sup>). All of the supplementary programs will allow students to move at their own pace through one-on-one computing. All of the programs are designed to individualize tasks using adaptive technology based on student responses.

The chart below summarizes these programs.

<b>Language Arts</b> <b>(Reading, Writing, Language, Speaking, and Listening)</b>	
Grade TK	<u>World of Wonders</u> , 2018 McGraw-Hill Scott Foresman Reading Decodables (Supplemental)
Grade K-2	<u>Reading Wonders</u> , 2018, McGraw-Hill <u>Writing to Read by IBM (Supplemental)</u> <u>Starfall (Supplemental)</u>
Grade 3-5	<u>Reading Wonders</u> , 2018, McGraw-Hill

### Readers and Writers Workshop Block

The curriculum will be implemented using a readers and writers workshop approach in a 120-minute literacy block for grades TK-2 and 140-minute literacy block for grades 3-5, with additional time for RTI. The intent behind the workshop model to provide the strongest elements of literacy, including both reading and writing, to students while allowing the instructor the space to differentiate the material to meet the needs of all students. More so, the workshop model allows students to have greater ownership of their reading and writing. In terms of reading, students have a chance to practice skills and strategies presented by the teacher. In terms of writing, students have the space to work in various genres that foment a love for writing. More so, the workshop model allows teachers to implement various instructional approaches including whole group instruction, small group instruction, collaborative groupings, pair groupings, and independent learning. During *whole group instruction*, the teacher will use direct teaching methods and introduces new concepts to the entire class. During guided reading and writing assignments, children will be placed in *small group instruction* settings. *Collaborative Grouping* will be used when students are working on project-based learning writing assignments or when conducting research. *Pairing* will be used to facilitate children reading to each other. *Independent Reading Stations* will include extension activities for students that need differentiation as well as activities to help children that need further reinforcement.

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

### Grades TK-2<sup>nd</sup>

During the TK year at PUENTE, children focus on developing their oral language skills, expanding their vocabulary, develop their alphabet awareness, hone their phonological skills, and work on concepts of print. In Kindergarten, students will continue to strengthen and master the alphabet and the basic features of letters and words. More so, students will begin to read and write simple sentences. These important skills will enable kindergarteners to learn new words and to read and understand age appropriate decodable books and stories. Children will break down spoken and written words into syllables and letters, identify the sounds each letter makes, and eventually sound words. With prompting and support, students will build their comprehension skill set by using literature and informational text by asking and answering questions and identifying details and main events. Students will discuss, draw, and write about what they read and learn. Students will also learn to write and share information in a variety of ways, including drawing, writing letters, and words, listening to others, oral presentations and performing arts presentations, such as plays and skits.

In first grade, students will continue to build, strengthen, and master their reading, writing, speaking, and listening skills. Children will continue to develop their phonological awareness by analyzing and decoding grade level words. In terms of reading, students will begin analyzing text in class discussions by listening and responding to

what others are saying. Children will think, talk, and write about what they learn. In their writing, students will work on putting together clear sentences on a range of topics using their growing vocabulary. Teachers will use vocabulary that is familiar to the child to increase fluency as well as develop confidence and self-esteem.

In second grade, students will build on foundational reading skills, strengthening their ability to read fluently and decode complex, age appropriate text. Students will think, talk, and write about what they know in their daily lives, which includes what they see in their neighborhood, what occurrences happen in their family, what they read in stories, books, and other sources of information including the Internet. Students will write a coherent sentence to convey meaning and explore different types of sentences (interrogatory, statements, and exclamations) together to create a descriptive piece of writing. In collaborative discussions, students will learn how to build on what others are saying. They will listen for key concepts and main ideas so that they will be able to write and describe an event, provide information on a topic, or share an opinion. Children will make oral presentations to large groups and answer questions their audience of peers may have. Students will begin to learn how to develop a topic and constructively look at their own writing and begin to self-edit and revise their work.

### **Grades 3<sup>rd</sup> 5<sup>th</sup>**

By third grade, all students will be reading and continue to build their writing, speaking, and listening skills. Children will be encouraged to think critically in their reading analysis of diverse text. Students will continue to expand their vocabulary, allowing them to create more in-depth sentences and read with greater fluency. In collaborative discussions, students will build on the ideas of others by listening, asking questions, and sharing ideas. In their writing, students will pay more attention to organizing information, development of ideas, and supporting these ideas with facts, details, and reasons.

By grade four, students have become skilled readers and writers. Children will expand their reading materials to include articles, fiction, non-fiction stories and other sources of information as they continue to grow their vocabulary. Children will explain in detail what they have read during collaborative discussions by referring to details from the text. Students will learn how to take notes to organize information taken from books, articles, and online sources. In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information to write opinion papers over extended periods. By the end of fourth grade, children will have learned formulate a draft, revise, and publish a well-crafted narrative.

By the end of fifth grade, children will have read challenging literature, articles, and other sources of information and continue to build their vocabulary and comprehension skills. Students will understand and clearly summarize what they have learned from readings and collaborative discussions. Students will provide thorough and convincing evidence from the main idea that includes the effective use of sources, facts, and details. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. They will also write research or opinion papers over extended periods. Their writing should indicate a progression from beginning to end.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.



## 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:

### Annual Measurable Outcomes

	Expected	Actual
<b>Parent Attendance at School Scheduled Events</b>	<b>2018-19</b> Increase yearly attendance by 3 %	3% Increase Realized

## 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
<p>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 basis. Conduct Charter School Advisory Committee meetings for enhanced stakeholder engagement; Conduct quarterly governing board meetings</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location:</p> <ul style="list-style-type: none"> <li>■ Parent orientation sessions</li> <li>■ Monthly Family Engagement Nights facilitated by the PUENTE administrative and instructional team and include grade-level interactive literacy-based activities for the entire family.</li> <li>■ All parent meetings in August to begin the school year</li> <li>■ Distribution of a Parent Handbook</li> <li>■ Weekly grade-level bi-lingual newsletters</li> <li>■ Parent-teacher conferences offered at minimum two times in the academic year</li> <li>■ Student Success Team meetings with parents of diverse learners</li> <li>■ Update and guidance regarding student EL status and the necessary steps towards reclassification</li> </ul>	<p>\$100,000 - Other Local Revenues - 2000-2999 Classified Salaries - Dean of Engagement; Principal \$40,000 - Other Local Revenues - 2000-2999 Classified Salaries - Charter Office Assistant \$10,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Infinite Campus System</p>	<p>\$100,000 - Other Local Revenues - 2000-2999 Classified Salaries - Dean of Engagement; Principal (repeated expenditure) \$40,000 - Other Local Revenues - 2000-2999 Classified Salaries - Charter Office Assistant \$10,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Infinite Campus System</p>

- 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

## 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 California School Dashboard, as applicable.

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

### Parents as Partners

In addition, in recognizing the important role parents have as their child's first teacher, PUENTE invites and cultivates a strong home-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-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.

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, 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.

Our intentional emphasis on quality parent/caregiver engagement in support of a strong home to school connection serves to honor parents role as first teacher and to responsibly initiate parents into the school system. With the extension of tools, resources and an open school environment, the promotion of parent advocacy for the rights of their child and themselves is encouraged and supported.

With the standardsbased, Common Corealigned curriculum focusing on the core skills and content area knowledge, and the building of criticalthinking skills that students need to excel in their transition to the next grade and beyond, PUENTE Charter School personalizes the learning for each student and family in recognition of their existing strengths, and is the full expression of our belief that every child can succeed regardless of perceived obstacles.

The expansion to 5<sup>th</sup> grade is also an intentional endeavor to deepen our roots and impact in the Boyle Heights community. PUENTE plans to expand its work delivering great quality education by deepening the scope of the culturally responsive instruction already in practice, through the asset-based approach known as Funds of Knowledge (Moll et al. 1992; Gonzalez et al., 2005). The concept of Funds of Knowledge is consistent with the PUENTE respect and recognition of the cultural richness our families bring to school relationship and our inclusion of their heritage and experiences in our school operations. More specifically, these funds are defined by the information, skills, and strategies which underlie household functioning, development, and well-being (Moll et al., 1992). Consistent with our cultural relevant pedagogical model, PUENTE teachers utilize the Funds of Knowledge framework to recognize, engage with, and extend a stronger interpretation of childrens experiences and interests leading to the mastery of subject content. Not only will our funds of knowledge approach be used in the classroom with students, but it will also drive our parent engagement to strengthen the ongoing dialogue between school staff and parents. Funds of knowledge approach will assist PUENTE in strengthening our ecological model of parent engagement where we *learn* from our parents knowledge about schooling and their understanding of the complex world of schools; we then *develop* their presence and roles within the school and community; and eventually *collectively participate* with them through their continuous leadership on parent engagement.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

## Goal 3

Continued opportunities for professional development for instructional staff and support staff through identified areas of interest and relevancy in support of high achievement student outcomes

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:

### Annual Measurable Outcomes

Expected

Actual

**Scheduled PD Sessions & Attendance at the Sessions**

**2018-19**

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

- 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

## 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					
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <table border="1" data-bbox="178 597 684 1505"> <tr> <td>Common Core Implementation ELD (English Language Development) Framework</td> </tr> <tr> <td>Special Education SST &amp; IEP Meetings including PLOPs</td> </tr> <tr> <td>Special Education In-Service (Total Education Solutions)SPED 101</td> </tr> <tr> <td>Special Education In-Service (Total Education Solutions)Student Success Team</td> </tr> <tr> <td>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</td> </tr> </table>	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 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	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>School activity calendar review</p> <p>Student IEP review</p> <p>Using assessments to inform instruction and SBAC preparation (<i>please see separate description at end of section</i>)</p> <p>Common Core State Standards-based Instruction</p> <p>English Language Proficiency Assessments for California (ELPAC)</p> <p>Meeting the need of English learners/ELD portfolios and trackers</p> <p>Thematic teaching and teaching integrated curriculum, including</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals; Principal, Dean of Curriculum &amp; Instruction; Dean of Engagement</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries - Paraprofessionals; Principal; Dean of Curriculum &amp; Instruction; Dean of Engagement</p>
Common Core Implementation ELD (English Language Development) Framework								
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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

## 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 California School Dashboard, as applicable.

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

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. 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. to 3:30 p.m., has proven key in providing the opportunity for our teachers to form the now-defined PUENTE professional community, which is affirmed by our supportive leadership, our mutual respect for one another, and a school culture that invites risk-taking 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; Data-Based 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 PUENTE 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.

Professional Development Fridays	
1:00 pm - 2:00pm	PUENTE School-wide Professional Development
2:00 pm - 3:30pm	Content / Grade Level Collaborations & Planning
Professional Development Monday Thursday	
After Class Dismissal	Teacher Preparation and Planning

The PUENTE Charter School instructional and administrative team has engaged in weekly professional development sessions in support of the 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:

PUENTE 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

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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 sand 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

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

PUENTE's strength in data analysis is underscored by the intentional creation and ongoing fostering of a collaborative school environment and that the purpose of the *analysis* is to transform data and information into insights. A guiding principle for the PUENTE operations is that student achievement is the greatest where teachers and administrators work collaboratively together, schoolwide, to identify sources of student success and then engage in the collective work to implement school improvement. The team goal of our data analysis dialogue is to answer questions by interpreting the data at a deeper insightful level and then implement actionable responses. We have discovered that through this process of performing analysis we raise additional questions, but stay on goal by identifying answers that can be implemented.

The reporting helps us monitor our ongoing work and be aware of the effectiveness of our practices, all in support of ensuring sound student, family and operational achievement.

PUENTE's data analysis has served to: strengthen schoolwide professional development (especially in the areas of English Language Learners and Special Education); identify and implement more effective teaching strategies; create new interventions for individual students; improve classroom instruction; build our curriculum resources; outreach to parents more meaningfully; create enhanced assessments; use more powerful tools to analyze data.

The PUENTE Charter School instructional, administrative and governing team members are committed to data-informed operational practices. As reflective practitioners, assessment data is analyzed for all students, including subgroups, and used to inform instruction with the intentional support of our Dean of Curriculum and Instructional and Principal. Students who are not meeting grade level standards are targeted for instructional modifications including additional review, intervention during and/or after school, a Student Success Team meeting (SST), strategic instructional grouping, and follow up monitoring to ensure that satisfactory progress is made.

The PUENTE administrative team, including the Chief Executive Officer, are accountable to the governing board of directors for student achievement. Data is reviewed and discussed by the instructional and administrative team weekly during our professional development sessions, with parents during conferences scheduled for twice a year, with the parent community at the bi-monthly Coffee with the Principal meetings, and the monthly Charter School Advisory Committee & quarterly Board of Directors meetings.

Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

Our data-informed practice and assessment plan identifies:

- Skills/objectives to be retaught to the **entire class**
- Skills/objectives to be retaught to **small groups** during class
- Skills/objectives to be retaught to **individual students** with one-on-one teacher instruction
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups



- Weaknesses in the curriculum to be revised
- Support and professional development needs for teachers to strengthen areas of instructional growth

PUENTE Charter School believes is promoting good attendance and punctuality habits and patterns in its students beginning in TK. Children are encouraged to attend school *and* be punctual daily. Monthly certificates of attendance during our family engagement nights recognize children who had perfect attendance for the entire month. Children strive to achieve medals and trophies for attendance and perfect punctuality for the entire year. This attendance awareness is vigorous and closely monitored. When a child is absent, a call is placed to the family home or workplace. If students were to be chronically absent or late, parents will have a mandatory conference with the principal explaining to families the challenges of not adhering to the instructional schedule and the impact on their child's learning.

PUENTE Charter Schools grading system and report cards allow PUENTE to assess and record student progress toward achieving mastery of the Common Core State Standards. Report cards will reflect progress at each grade level toward meeting critical thinking skills and core academic content areas. Report cards will record a student's competency with respect to grade-level CCSS for ELA and mathematics, science, and history and social science as adopted by the State Board of Education pursuant to Education Code Section 60605 [EC 47605(c)(1)]. In addition, report cards will record ELD scores that measure the achievement of English learners' English language competency as well as modifications that are appropriate for students with special needs as recommended by the student's IEP team.

Students in grades 3-5 will take the Smarter Balanced Assessment Consortium (SBAC) metric for reading and mathematics. Data results showing a student's achievement toward reaching the grade level standard, a student's attendance record, and student achievements in school determine a student's promotion or retention.

PUENTE Charter School report cards align with the new California Common Core State Standards (CCSS) in English language arts and mathematics, the ELD standards, the Next Generation Science Standards (NGSS) and the History-Social Science Content Standards for Public Schools. Report cards follow a 4-point grading scale indicating the score levels of standards of achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No Material Difference

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

# Stakeholder Engagement

LCAP Year: 2019-20

## 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?

The PUENTE Charter School LCAP stakeholder engagement process is designed to include stakeholder sessions attended by parents, teachers, classified staff, administrators, board members and various community members. During the sessions, stakeholders focus on one of the state's eight LCFF priorities. The sessions are conducted a scheduled calendar throughout the fiscal year and include, Parent Night, Coffee with the Deans & Principal, Charter School Advisory Committee meetings, Teacher meetings, All-Staff meetings, Principal & Dean meetings, in addition to parent surveys throughout the year.

Recommendations from these stakeholder meetings and the results of student, parent, faculty, staff, and community surveys are shared with the PUENTE Charter School Advisory committee, which uses them to update and revise the district's LCAP. During the final stakeholder engagement meeting, the Principal presents goals and actions from the latest LCAP draft for PUENTE governing board approval. The final LCAP draft is then submitted to the LACOE.

## Impact on LCAP and Annual Update

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

A key feature of PUENTE's LCAP stakeholder sessions requires participants to analyze data and provide recommendations designed to influence policies and procedures. For example, during LCAP breakout meetings, stakeholders analyze student achievement data against the backdrop of PUENTE's mission and vision for deeper learning. Together, we a developing the common language and the shared vision of a high performing charter school.

# 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)

Modified Goal

## Goal 1

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

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

State Priorities:

Local Priorities:

### Identified Need:

PUENTE Charter School will fully implement California Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development standards, and other state content standards as aligned to the ambitious nature of our mission for all students to excel academically and for the our school to contribute meaningfully and responsibly to high student achievement outcomes.

Establishing a strong literacy foundation is one of our core principles, and therefore we will integrate Common Core Literacy Standards across all aspects of our TK-5 educational program. Our science, math, and history/social science curricula will be complemented by standards that assess reading, writing, speaking, listening, and language.

To support and train teachers on the implementation of these rigorous learning standards, the PUENTE Charter School instructional and administrative team will begin by backwards-mapping the scope and sequence of each subject to ensure alignment between and across grade levels with support from our Dean of Curriculum and Instruction.

With intentional planning tools and allocated time in place, teachers will receive the following professional development and ongoing support:

- During our teacher beginning-of-academic-year training program, 5 days will be devoted to exploring and implementing CCSS
- Weekly Professional Development sessions (2.5 hours) during our abbreviated days creating assessments and analyzing student data to adjust instruction
- Individual coaching and training on instruction and lesson planning

- Data reviews during our collective PD sessions to examine summative assessments such as NWEA MAP and interim assessments, both of which are aligned to the CCSS
- Electronic software for tracking of student progress that provides additional resources and support
- On-going collaboration between teachers in same grade level and content
- Peer exchange sessions with colleagues in the Los Angeles school community, including Para Los Nios Charter School

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core Aligned Norm Referenced Assessment		+ 3% in Proficient and Above from Baseline	+ 3% in Proficient and Above from Baseline	+ 3% in Proficient and Above from Baseline

# 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

**ACTUAL**  
School offered Common Core aligned curriculum with credentialed instructors as classroom leads. Students identified as EL were CELDT tested and results were used to inform

**2018-19**

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

Modified Action

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 to

**2019-20**

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

Modified Action

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 to inform instruction. Special education services were identified

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 publisher provided 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 standards based 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

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 publisher provided 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 standards based 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

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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 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.

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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$930,000 (repeat expenditure)	\$1,300,000 (repeat expenditure)	\$350,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Credentialed Instructor Support for ELA Student Outcomes
Amount	\$0	\$0	\$75,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Paraprofessional Support for School-Wide

			ELA Goals
Amount	\$0	\$0	\$100,000
Source			Other Local Revenues
Budget Reference			2000-2999 Classified Salaries; Principal, Dean of Curriculum & Instruction; Dean of Engagement
Amount	\$0	\$0	\$117,000
Source			Other Local Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; Lease
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Classroom Supplies
Amount	\$0	\$0	\$100,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$100,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Operating Costs
Amount	\$0	\$0	\$55,000
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses;





Modified 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:

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 5<sup>th</sup> grade, PUENTE will rely on Soo Hong's (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.

### 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:

Modified 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

**2018-19**

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

Modified 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

**2019-20**

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

Modified 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	survey annually on school climate and basic needs. Conduct Charter School Advisory Committee meetings for enhanced stakeholder engagement; Conduct quarterly governing board meetings	survey annually. Conduct Charter School Advisory Committee for enhanced stakeholder engagement; Conduct quarterly governing board meetings
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### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$35,000	\$45,000	\$55,000
Source	LCFF	LCFF	Other State Revenues
Budget Reference			2000-2999 Classified Salaries; Dean of Engagement
Amount	\$0	\$0	\$35,000
Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries; Principal
Amount	\$0	\$0	\$25,000
Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies; Supplies & Materials (Including Infinite Campus System)

Modified Goal

### Goal 3

Continued capacity-building with intentional professional development for instructional staff and support staff through identified areas of interest and relevancy for the purpose of high achievement student outcomes.

#### 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:

Our assessment strategy is rooted in Assessment for Learning and designed to give teachers information to modify and differentiate teaching and learning activities. We, as reflective practitioners, acknowledge that individual students learn in idiosyncratic ways, but also recognize that there are predictable patterns and pathways that many students follow. It requires careful design on the part of the PUENTE instructional and administrative staff so that we use the resulting information not only to determine what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Studies have shown that the use of Assessment for Learning contributes significantly to improving student achievement, and that improvement is greatest among lowerachieving students (Black & Wiliam, 1998). This assessment approach is the process of gathering evidence about our students learning from a variety of sources, using a variety of approaches, or assessment tools, and interpreting that evidence to determine:

where our student is in his or her learning;

where our student needs to go; and

how best to get to the desired goal.

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 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 PUENTE 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 PUENTE 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.

Professional Development Fridays	
1:00 pm - 2:00pm	PUENTE School-wide Professional Development
2:00 pm - 3:30pm	Content / Grade Level Collaborations & Planning
Professional Development Monday Thursday	
After Class Dismissal	Teacher Preparation and Planning

The PUENTE 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:

PUENTE 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.

### 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	Common Core Implementation ELD (English Language Development) Framework Special Education SST & IEP Meetings	Common Core Implementation ELD (English Language Development) Framework Special Education SST & IEP Meetings	Common Core Implementation ELD (English Language Development) Framework Special Education SST & IEP Meetings

	including PLOPs	including PLOPs	including PLOPs	including PLOPs
	Special Education In-Service (Total Education Solutions)SPED 101	Special Education In-Service (Total Education Solutions)SPED 101	Special Education In-Service (Total Education Solutions)SPED 101	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 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 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 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 English Language Learner Tracker Student Subgroup Tracker Local Control Accountability Plan Tracking Sharing Best Practices School Visits

# 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

School activity calendar review
Student IEP review
Using assessments to inform instruction and SBAC preparation ( <i>please see</i>

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

*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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$50,000 (repeat expenditure)	\$60,000 (repeat expenditure)	\$100,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference			1000-1999 Certificated Salaries; Credentialed Instructor Professional Development
Amount	\$0	\$0	\$30,000
Source			Other Local Revenues
Budget Reference			2000-2999 Classified Salaries; Paraprofessional Professional Development

New Goal

## Goal 4

Increase English Learner Reclassification rate by 5% over baseline achieved during 18-19 academic year

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

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 8. Other pupil outcomes  
Local Priorities:

### Identified Need:

All of the major components of our instructional program have been intentionally designed to promote the academic and social success of our English Learners students. PUENTE Charter School adopts and implements its own English Language Master Plan. A guiding principle for our school operations during the term of the charter is the recognition that our students must achieve literacy skills for mastery of the Common Core State Standards and that promoting a strong sense of personal and ethnic pride can be a motivator to continuously work hard in school and beyond. We have structured the curriculum and instructional program to meet the needs of our English Learners with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another and our bilingual instructional team offers intentional supports with plenty of opportunities for student practice. The goal is for EL students to gain fluency in English as quickly as possible in our supportive classroom setting and with the intentional supports offered. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>ELPAC Assessment &amp; Common Core Aligned Norm-Referenced Assessment</p>			<p>Student progress will be determined by evaluating the students ELD portfolios/trackers monthly. In addition to ongoing monitoring of ELD progress, teachers will use the California Department of Educations (CDE) criteria to reclassify students.</p> <p>PUENTE Charter School ensures our instructional team receives comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards and we have been deepening our capacity to strengthen our ELD opportunities in core content</p>	<p>Student progress will be determined by evaluating the students ELD portfolios/trackers monthly. In addition to ongoing monitoring of ELD progress, teachers will use the California Department of Educations (CDE) criteria to reclassify students.</p> <p>PUENTE Charter School ensures our instructional team receives comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards and we have been deepening our capacity to strengthen our ELD opportunities in core content</p>

instruction and in our targeted ELD instruction with continuous review of the grade level ELD standards. Our site visits to our colleagues in the charter school community allowed for continued growth with our classroom practices in support of our PUENTE EL students.

Professional development focuses developing reading, comprehension and writing skills of our EL students. Strategies to assist EL students in our classrooms includes front loading content area vocabulary, using graphic organizers, peer learning opportunities with an English

instruction and in our targeted ELD instruction with continuous review of the grade level ELD standards. Our site visits to our colleagues in the charter school community allowed for continued growth with our classroom practices in support of our PUENTE EL students.

Professional development focuses developing reading, comprehension and writing skills of our EL students. Strategies to assist EL students in our classrooms includes front loading content area vocabulary, using graphic organizers, peer learning opportunities with an English



			proficient students, and offering individual support with our instructional paraprofessionals.	proficient students, and offering individual support with our instructional paraprofessionals.
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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)

Specific Student Group(s): English Learner

**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:

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		<p>ELD instruction, through explicit direct instruction on language acquisition and by using Specially Designed Academic Instruction in English (SDAIE) strategies to scaffold instruction, is to ensure students are able to access core curriculum.</p>

Students will be provided with SDAIE to access core curriculum in all subject areas. The following PUENTE resources and strategies are in support of delivering our high quality ELD instructional program:

*Thinking Maps* have proven to be an essential tool not only for the organization of the thinking process, but as a vocabulary acquisition tool. PCS uses Thinking Maps across all content areas to facilitate oral language and vocabulary development, concept understanding, reading comprehension, word analysis, and a deeper understanding of the English grammatical structure, as demonstrated in standardized tests and written assessments.

*Graphic Organizers* help children conceptualize abstract concepts into a concrete format. Other graphic representations include Venn diagrams, T-Charts, mental pictures, concept mapping, webs, drawing pictures, and the use of colors and visuals.

*Peer Learning (Think/Pair Shares)* provide students the opportunity to talk with one another about what they learned. This strategy helps to unleash critical thinking and practice academic language modeled by their teacher. Think/Pair Shares provide

		<p>students the opportunity to show they know what has been taught.</p> <p><i>Computer-based</i> interactive individualized reading program that maximizes growth for English Learners, at risk students, and students. All students have access to individual classroom computers/tablets and access the support programs daily. Teachers use the data to monitor progress and adjust instruction.</p> <p><i>Think Alouds</i> help students think through a problem. Children often struggle with thinking through problems. This metacognitive approach helps students attack a difficult concept by listening to how their teacher thinks through solving a problem or conceptualizing a task. Students benefit from modeling to learn the procedural steps in how to think through a task.</p>
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$100,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Credentialed Instructors Intentional EL Support

Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Paraprofessionals Intentional Support of EL Students
Amount	\$0	\$0	\$30,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Classroom Materials
Amount	\$0	\$0	\$75,000
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Dean of Curriculum & Instruction & Dean of Engagement
Amount	\$0	\$0	\$25,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Operating Costs

New Goal

## Goal 5

Establish a GATE Program for Students Exceeding Common Core Mastery

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

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

Local Priorities:

### Identified Need:

To promote meeting the needs of all students, the use of effective, researchbased class management procedure to embed appropriate depth and complexity to the Common Core State Standards provide the ability for the instructional team to meet students at their mastery level, including advanced, and allocate the resource support accordingly. For students displaying high achievement identified through formative classroom assessments, teacher observations, parent input and performance on internal assessments, support is extended through differentiation and small group instruction to effectively meet the needs of our individual learners. For example, the work stations 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 with additional take home work is utilized regularly by the instructional team, when appropriate. A parent meeting is scheduled to form a community of support between the school and the home as the identified child works on abovegrade level work. Families are informed about options concerning their childs status and resources available to continue the support.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
GATE Assessment & Common Core Mastery Level				PUENTE Charter School will intentionally support our students who are performing above grade level to help

them leverage their learning pace and continuously grow and achieve. PUENTE will assess students for GATE eligibility, identification of our gifted and talented students will be through our data-informed instruction and is a component of our Friday professional development student progress review and action plans. The instructional team monitors on-going classroom assessment results and responds to advanced performance from students by adjusting student groupings in support of providing targeted instructional rigor, with both resources and intensity. Resources utilized include differentiated instruction (including blended learning), challenging assignments and projects and customized support

from the teacher and paraprofessional. Our home-to-school connection extends to working with the parents of our high performing students to continue the accelerated learning at home with additional classroom extensions. Our use of learning software on a daily basis serves to adapt to the accelerated pacing from our students. Our instructional blocks serve to connect students will additional classroom resources to promote customizing the instruction to students zone of proximal development. Also, in support of continuing to meet the needs of all students, our professional development sessions include strategies to implement in the classroom to address the needs of our gifted and talented students,



				including deepening the students conceptual knowledge and customizing learning goals.
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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)

Specific Student Group(s): GATE Students

**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:

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		<p>PUENTE Charter School will intentionally support our students who are performing above grade level to help them leverage their learning pace and continuously grow and achieve. Although PUENTE will assess students for GATE eligibility, identification of our gifted and</p>

talented students will be through our data-informed instruction and is a component of our Friday professional development student progress review and action plans. The instructional team monitors on-going classroom assessment results and responds to advanced performance from students by adjusting student groupings in support of providing targeted instructional rigor, with both resources and intensity. Resources utilized include differentiated instruction (including blended learning), challenging assignments and projects and customized support from the teacher and paraprofessional. Our home-to-school connection extends to working with the parents of our high performing students to continue the accelerated learning at home with additional classroom extensions. Our use of learning software on a daily basis serves to adapt to the accelerated pacing from our students. Our instructional blocks serve to connect students will additional classroom resources to promote customizing the instruction to students zone of proximal development. Also, in support of continuing to meet the needs of all students, our professional development sessions include strategies to implement in the classroom to address the needs of our gifted and talented students, including deepening the students conceptual knowledge and

customizing learning goals.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$50,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Credentialed Instructor Support for GATE Students

New Goal

## Goal 6

Ensure facility is conducive for high performing student achievement

### 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; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. With respect to teachers, school facilities affect teacher recruitment, retention, commitment, and effort. With respect to students, school facilities affect the health, behavior, engagement, learning, and growth in achievement. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve the complex needs of a student population (Tanner, C.K. 2006). Besides general maintenance and construction issues, researchers have found most schools lack 21st century facilities in the form of infrastructure, dedicated computer labs, and instructional space (Tanner and Lackney 2006). More than half do not have sufficiently flexible instructional space for effective teaching to take place.

Thus, facility quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential. Our facility, designed by noted architect, Stephen Woolley, and wholly owned by PUENTE Learning Center, was recognized by the American Institute of Architects with the I.D.E.A.S. award (Innovative Design and Excellence in Architecture with Steel) for exemplary structural steel design with sensitivity to the resolution of functional and technical requirements.

PUENTE Charter is proud to offer the community of learners in the underserved area of Los Angeles an intentionally designed dedicated Childrens Wing that incorporates literacy work stations and technology enhancements for a rotation based experiential and participatory learning program. As educators we understand that students learn in different ways, so we offer rich and differentiated learning opportunities. Using all five senses provides an appropriate scaffolding approach as students build high level academic content knowledge, skills and language. PUENTE's unique classroom rotation supports the multiple opportunities for students to express that understanding through the visual arts (hands on project based learning, mural and collage making, realia) and the performing arts (music, creative dance and drama). Students also participate in the designing,

engineering and presentation of projects that connect to our theme based learning. Through these peerbased projects, students are able to apply their content and skill knowledge in purposeful and meaningful ways. Parent feedback concerning the respectful and dignified school design and curriculum resources confirm this valueadd component of PUENTE. Parent satisfaction with facility environment yields a consistent 98% extremely satisfied response rate during the term of the charter.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Evaluations from Maintenance Checklst, LAUSD Charter Schools Division & LA County Health Department				Ensure facility incorporates the research-based evidence of the components of effective learning spaces for a highly-engaged student experience and desired academic outcomes including natural light, defined areas for implementation settings, restrooms, and energy efficient lighting, and food service and recreation areas for children's health and well-being

# 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:

**2018-19**

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

**2019-20**

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

Action	Action	New Action
		<p style="color: red; font-weight: bold;">Ensure facility incorporates the research-based evidence of the components of effective learning spaces for a highly-engaged student experience and desired academic outcomes including natural light, defined areas for implementation</p>

settings, restrooms, and energy efficient lighting, and food service and recreation areas for children's health and well-being

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$100,000
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; Facility Operations
Amount	\$0	\$0	\$85,000
Source			Other Federal Funds
Budget Reference			5000-5999 Services and Other Operating Expenses; Meal Program for Children



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$450,000

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](#)).

The PUENTE Charter School instructional, administrative and governing team members are committed to data-informed operational practices. As reflective practitioners, assessment data is analyzed for all students, including subgroups, and used to inform instruction with the intentional support of our Dean of Curriculum and Instructional and Principal. Students who are not meeting grade level standards are targeted for instructional modifications including additional review, intervention during and/or after school, a Student Success Team meeting (SST), strategic instructional grouping, and follow up monitoring to ensure that satisfactory progress is made.

The PUENTE administrative team, including the Chief Executive Officer, are accountable to the governing board of directors for student achievement. Data is reviewed and discussed by the instructional and administrative team weekly during our professional development sessions, with parents during conferences scheduled for twice a year, with the parent community at the bi-monthly Coffee with the Principal meetings, and the monthly Charter School Advisory Committee & quarterly Board of Directors meetings.

Student achievement data will be disaggregated annually to clearly identify the academic performance of students by numerically significant subgroups including but not limited to ethnicity, gender, English Learner, socio-economically disadvantaged students, and students with disabilities.

Our data-informed practice and assessment plan identifies:

- Skills/objectives to be retaught to the **entire class**
- Skills/objectives to be retaught to **small groups** during class
- Skills/objectives to be retaught to **individual students** with one-on-one teacher instruction
- Students in need of intense remediation and/or tutoring

- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised
- Support and professional development needs for teachers to strengthen areas of instructional growth

PUENTE Charter School believes is promoting good attendance and punctuality habits and patterns in its students beginning in TK. Children are encouraged to attend school *and* be punctual daily. Monthly certificates of attendance during our family engagement nights recognize children who had perfect attendance for the entire month. Children strive to achieve medals and trophies for attendance and perfect punctuality for the entire year. This attendance awareness is vigorous and closely monitored. When a child is absent, a call is placed to the family home or workplace. If students were to be chronically absent or late, parents will have a mandatory conference with the principal explaining to families the challenges of not adhering to the instructional schedule and the impact on their child's learning.

PUENTE Charter School's grading system and report cards allow PUENTE to assess and record student progress toward achieving mastery of the Common Core State Standards. Report cards will reflect progress at each grade level toward meeting critical thinking skills and core academic content areas. Report cards will record a student's competency with respect to grade-level CCSS for ELA and mathematics, science, and history and social science as adopted by the State Board of Education pursuant to Education Code Section 60605 [EC 47605(c)(1)]. In addition, report cards will record ELD scores that measure the achievement of English learners English language competency as well as modifications that are appropriate for student with special needs as recommended by the student's IEP team.

Students in grades 3-5 will take the Smarter Balanced Assessment Consortium (SBAC) metric for reading and mathematics. Data results showing a student's achievement toward reaching the grade level standard, a student's attendance record, and student's achievements in school determine a student's promotion or retention.

PUENTE Charter School report cards align with the new California Common Core State Standards (CCSS) in English language arts and mathematics, the ELD standards, the Next Generation Science Standards (NGSS) and the History-Social Science Content Standards for Public Schools. Report cards follow a 4-point grading scale indicating the score levels of standards of achievement.

English Learners:

PUENTE's support to our EL students is based on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which is aligned to the 2012 revised CA ELD Standards. Until the transition to ELPAC is fully implemented, PUENTE will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

PUENTE Charter utilizes a variety of researchbased methods and strategies to help deliver the EL instructional program for all students. Our program emphasizes hands on activities to build experiential background, receptive and expressive vocabulary, and oral fluency and comprehension in English. These are all critical for the mastery of the challenging requirements of the Common Core State Standards. In an effort to ensure that every student is reaching his or her attainable level of proficiency, PUENTE Charter School continues to use formative and

summative data obtained both formally and informally to measure student progress. In our current 2016 2017 academic year, the PUENTE instructional team is using ELDRA results to improve instruction and guide English Learners based on the specific rubrics used in scoring the assessment. Individual ELD portfolios of student work and instructors' notes are maintained and are an integral part of the weekly collaborative team review of student work, progress and tracking.

PUENTE Charter School instructional and administrative team is use our database management system to collect, report, analyze, and interpret the data regarding our ELs' linguistic progress at our weekly PD sessions, including EL student achievement on CELDT (currently transitioning to ELPAC) and the English Language Development Retell Assessment ("ELDRA"). ELDRA will be utilized to monitor ongoing progress and identify students needing additional assistance and support. Teachers will use ELDRA results to improve and guide English Learners based on the specific rubrics used in scoring the assessment and aligned to the new California English Language Development ("ELD") Standards.

If students are identified as not making sufficient academic progress, as indicated through the measures, our bilingual instructors and paraprofessionals offer targeted support, including:

#### *Explicit Direct Instruction*

The EDI approach places emphasis on constantly checking for understanding, while echoing student responses and allowing enough wait time for students to respond, which in turn, effectively helps our large population of English learners. Research supports the use of an explicit instructional methodology, particularly with student groups similar in demographics to the students attending PUENTE.

#### *Specially Designed Academic Instruction in English (SDAIE)*

SDAIE is the instructional support in which our teachers plan instruction so that English learners can acquire gradelevel content and academic competencies to gain English language. Our teachers utilize visuals, cognates, realia, graphic organizers, gestures, facial expressions, pair shares and many other handson activities to ensure that all learners can access the rigorous academic program.

#### *OrtonGillingham MultiSensory Methodology*

The OrtonGillingham approach supports reading through direct instruction of phonicsbased strategies utilizing multisensory, structured and sequential methods. OrtonGillingham focuses on three learning modalities: visual, auditory and kinesthetic. The flexibility of implementation has allowed the OrtonGillingham methodology to be easily adapted in our work stations.

#### *Response to Intervention (RTI)*

Response to Intervention is a multilevel approach used to identify struggling students and support their learning and behavioral needs through intervention strategies. Our instructors utilize assessments and observations to

ascertain, early on, which students require additional support. Researchbased intervention strategies are used to meet student needs, and our progress monitoring helps the instructional tea, adapt the strategies used to support student achievement.

The ELD component of the *Reading Wonders* language arts program will be implemented in all classrooms with enhancements such as Thinking Maps, Retelling and Picture Walks. *Reading Wonders ELD* promotes effective strategies for English language acquisition and provides an avenue to identify English Learners' progress and target their needs.

PUENTE continues to provide professional development in the areas of integrated and designated ELD instruction and focuses on alignment of content curriculum and instructional practices that help move students towards successful mastery of the English Language. PUENTE is preparing for the full implementation of the ELPAC (English Language Proficiency Assessment for California).

#### Socio-Economically Disadvantaged

PUENTE's instructional services offer intentional supports to the needs of our socioeconomically disadvantaged students and their families, which comprises a significant percentage of our school population, as identified through the Free and Reduced Lunch Program survey. We provide an instructional design with programmatic and curricular elements that promotes strong academic achievement and supports for any gaps. Specifically, our focus on intensive literacy instruction ensures our students receive a myriad of supports through our comprehensive approaches including targeted assistance with onetoone support from our paraprofessionals, ability groupings, and work station anchor activities.

Our aesthetically beautiful PUENTE school facility is welcoming and safe, and includes stimulating and interactive classroom resources, including a computer for every student and a dedicated outdoor playground to promote every child having access to quality resources for personal and academic success, regardless of conditions in the home environment due to income status.

PUENTE is a recognized School Food Authority by the California Department of Education and offers daily breakfast, lunch and snack to our socioeconomically disadvantaged students in an intentional effort to support learning with available healthy school meals. Our one free uniform to each family is an extension of support to ensure our students and families feel connected to the school culture and we start building the inclusive and welcoming environment.

Partnerships with Reading Is Fundamental, the Ella Fitzgerald Foundation Book Program, and corporate sponsors like Wells Fargo, places new books directly in the hands of our families throughout the school year to promote building of a home library and creating a literacyrich environment for our young learners. The inclusion of music, art and performance in our educational program sparks the creative imagination of our students and introduces them to the world of the arts for exploration and appreciation. Progress of our socioeconomically disadvantaged students is tracked alongside our general performance monitoring of all students, utilizing our ongoing formative

and summative assessments.

### Students in Other Subgroups

The PUENTE enrollment process, which occurs at the beginning of every school year, serves as our way to collect data on other subgroups including, but not limited to, foster youth and students who are homeless. Our contract relationships with Total Education Solutions and Comprehensive Therapy Associates provide the ready availability to assist with the mental health needs or those experiencing other significant challenges. We monitor the progress of these students by analyzing student achievement data for this subgroup, utilizing our ongoing formative assessments.

Our PUENTE students in other subgroups such as Standard English Learners, Foster Youth, and Homeless Youth are immediately identified through our registration and enrollment process. Our trained staff will identify students in these subgroups and we will communicate the support and services we will offer with our individual families. We partner with and solicit services from other institutions and agencies based on individual student need, including social service and legal agencies. The administrative and instructional team will review student data of students to ensure our school services are providing a comprehensive education that meets their needs and supports high achievement and positive personal development.

Students who enroll will have access to the PUENTE team of caring professionals who believe every child can succeed. Foster youth are welcomed in our vibrant learning environment and supported by our defined mission and commitment to serve the unique needs of each individual. Through our educational program, foster students will also have access to support services that will focus on their emotional wellbeing, including our current contracted services. We recognize that students in foster care may require special mental health services because of issues in their home life and therefore, our Dean of Engagement will ensure that these students are provided the identified and necessary supports.

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### 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	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$703,000	\$603,000	\$1,717,000
1000-1999 Certificated Salaries	0	0	600,000
2000-2999 Classified Salaries	365,000	265,000	400,000
3000-3999 Employee Benefits	0	0	125,000
4000-4999 Books and Supplies	80,000	80,000	85,000
5000-5999 Services and Other Operating Expenses	258,000	258,000	507,000

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$703,000	\$603,000	\$1,717,000
Other Federal Funds	0	0	85,000
Other State Revenues	10,000	10,000	270,000
Other Local Revenues	140,000	40,000	347,000
LCFF Base/Not Contributing to Increased or Improved Services	553,000	553,000	1,015,000

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$703,000	\$603,000	\$1,717,000
1000-1999 Certificated Salaries	Other Local Revenues	0	0	100,000

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	500,000
2000-2999 Classified Salaries	Other State Revenues	0	0	90,000
2000-2999 Classified Salaries	Other Local Revenues	140,000	40,000	130,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	225,000	225,000	180,000
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	0	125,000
4000-4999 Books and Supplies	Other State Revenues	0	0	25,000
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	80,000	80,000	60,000
5000-5999 Services and Other Operating Expenses	Other Federal Funds	0	0	85,000
5000-5999 Services and Other Operating Expenses	Other State Revenues	10,000	10,000	155,000
5000-5999 Services and Other Operating Expenses	Other Local Revenues	0	0	117,000
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	248,000	248,000	150,000

**Expenditures by Goal and Funding Source**

<b>Funding Source</b>		<b>2019</b>
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The percentage of students who demonstrate grade-level and above proficiency in ELA & Math will increase by 3%

All Funding Sources	\$927,000
Other State Revenues	55,000
Other Local Revenues	217,000
LCFF Base/Not Contributing to Increased or Improved Services	655,000

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

All Funding Sources	\$115,000
Other State Revenues	115,000



Continued capacity-building with intentional professional development for instructional staff and support staff through identified areas of interest and relevancy for the purpose of high achievement student outcomes.

All Funding Sources	\$130,000
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Other Local Revenues	130,000
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Increase English Learner Reclassification rate by 5% over baseline achieved during 18-19 academic year

All Funding Sources	\$310,000
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LCFF Base/Not Contributing to Increased or Improved Services	310,000
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Establish a GATE Program for Students Exceeding Common Core Mastery

All Funding Sources	\$50,000
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LCFF Base/Not Contributing to Increased or Improved Services	50,000
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Ensure facility is conducive for high performing student achievement

All Funding Sources	\$185,000
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Other Federal Funds	85,000
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Other State Revenues	100,000
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**Annual Update Expenditures by Goal and Funding Source**

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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The percentage of students who demonstrate grade-level and above proficiency in ELA will increase by 3%

All Funding Sources	\$403,000	\$403,000
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LCFF Base/Not Contributing to Increased or Improved Services	403,000	403,000
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Improved parent participation in school-based activities to strengthen the home-to-school connection

All Funding Sources	\$150,000	\$50,000
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Other State Revenues	10,000	10,000
Other Local Revenues	140,000	40,000
Continued opportunities for professional development for instructional staff and support staff through identified areas of interest and relevancy in support of high achievement student outcomes		
All Funding Sources	\$150,000	\$150,000
LCFF Base/Not Contributing to Increased or Improved Services	150,000	150,000

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