



## MATERIAL REVISION TO CHARTER OF PUENTE CHARTER SCHOOL

This Material Revision to the Charter of PUENTE Charter School (“Material Revision”) is made between the Charter School’s Authorizer, Los Angeles Unified School District (“District”), a California public school district, and PUENTE Learning Center, a California non-profit corporation, (“Parties”) operating a California public charter school known as PUENTE Charter School (“Charter School” and/or “PUENTE”).

This Material Revision is to be read in conjunction with and shall expressly revise the Charter of Puente Charter School approved by the Los Angeles Unified School District Board of Education on **March 14, 2017** (“Charter”). The effective date of this Material Revision is the date of approval by the Board of Education.

A. WHEREAS, PUENTE Charter School’s Charter was to serve students in Kindergarten, including TK;

B. WHEREAS, the board of directors of PUENTE Learning Center resolved, on October 25, 2017 (Board Resolution), to add grades 1 to 5 to the Charter School;

C. WHEREAS, the Charter School believes, among other statements in its Board Resolution, that the “addition of grades 1-5 will provide children and families in Boyle Heights with academically-sound educational activities, experiences and an excellent learning environment that will prepare PUENTE Charter School graduates to meet or exceed mastery of the California Common Core State Standards to provide the foundation and motivation to complete high school, graduate college and be career ready”;

D. WHEREAS, the Board Resolution also states that “PUENTE Charter School increased its organizational capacity for the additional grades through intentional professional development with the Common Core State Standards, the English Language Development Framework, instructional design, test preparation, and best practices for expansion through school site visits, and is ready to extend its services to include grades 1-5 to meet the academic, social emotional, and health development of more children and families in Boyle Heights”;

E. WHEREAS, Parties agree to materially revise the Charter, pursuant to Education Code sections 47607(a) and 47607(b), and where required, its Bylaws, to reflect changes to the Charter as noted below; and

F. WHEREAS, District and Charter School jointly agree to revise certain provisions of the Charter to reflect District policy and applicable state and federal laws, statutes, and regulations.

NOW, THEREFORE, the parties hereby acknowledge the adequacy of the consideration given for this Material Revision and, notwithstanding any provision to the contrary set forth in the Charter, the parties hereto expressly agree as follows:

1. **General Information.** The Charter shall be revised to reflect the following changes in the rows under the chart titled “General Information” on page 10 as follows:

<ul style="list-style-type: none"> <li>• The grade configuration of Charter School is:</li> </ul>	TK-5
<ul style="list-style-type: none"> <li>• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</li> </ul>	300

1. **Element 1 - The Educational Program.** *Grades Served and Enrollment Capacity:*

All provisions in the Charter referencing grades configuration, grades served or students whom the school will educate shall be deleted and replaced with grades TK to 5. All related components shall likewise be revised to reflect **grades TK to 5.** Further, all provisions related to the enrollment/operational capacity of the Charter School or number of students served by the Charter School as “100”, shall be deleted and replaced with **300** students.

Further, Element 1 shall be materially revised to reflect the revised Element 1 in Attachment A of this Material Revision.

2. **Elements 2 and 3 - Measurable Pupil Outcomes; Method by which Pupil Progress Toward Outcomes will be Measured.**

Elements 2 and 3 shall be materially revised to reflect the revised Elements 2 and 3 in Attachment A of this Material Revision.

3. **Element 4 - Governance.** Element 4 of the Charter shall be revised as follows:

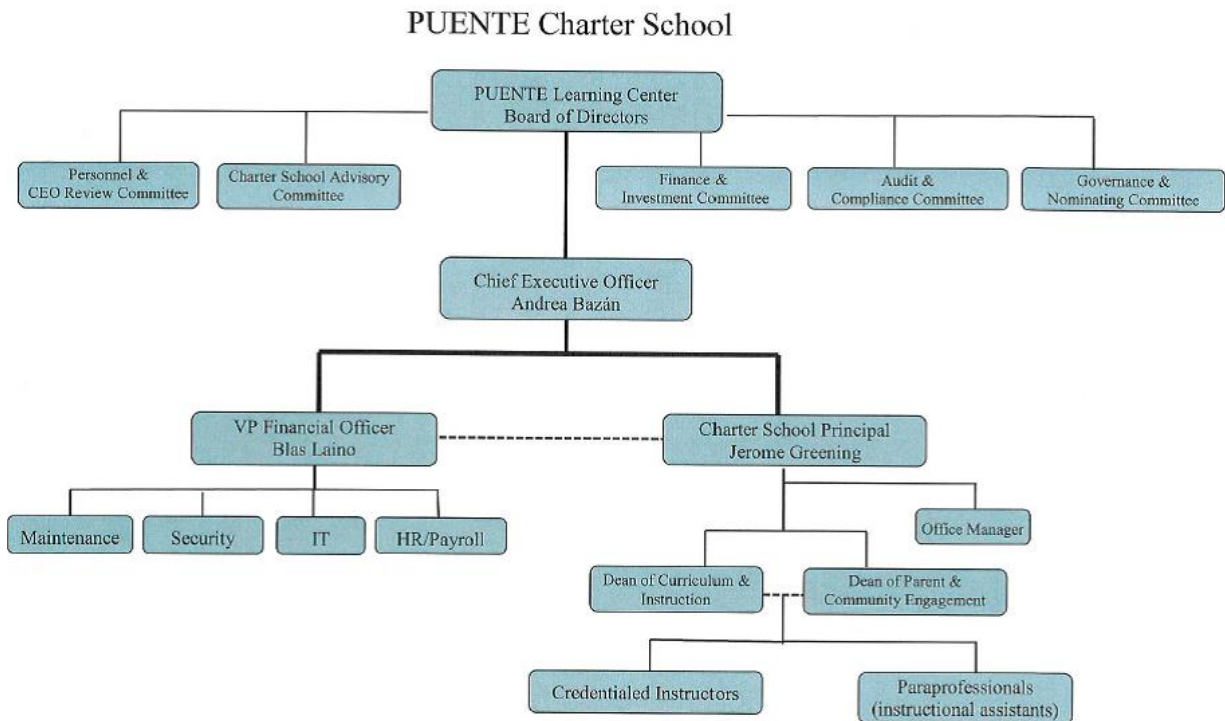
- **Governance Structure:** The 2<sup>nd</sup> paragraph on page 94, under the section titled Governance Structure, and the Organizational Chart on page 95, shall be deleted and replaced with the following provisions:

“The PUENTE Learning Center (PLC) Board of Directors is the sole governing entity for PUENTE Charter School and governs in accordance with its approved Charter and its adopted corporate bylaws that are consistent with the terms of the Charter. As per the PLC bylaws, the authorized number of Directors shall be set by resolution of the Board of Directors but may not be less than three (3) or more than twenty-five (25). Currently, the PLC Board of Directors is comprised of eight (8) board member representing diverse areas of expertise including education, finance and accounting, legal and human resources, fundraising and development, technology and community partnerships.

The expansion of the board is for the goal of continuing to build a diverse board and marshal their expertise, resources and networks to help meet the needs of the organization in providing compliant and effective governance for our charter school and organizational growth. The plan is to increase the board to 18 Directors by January 2019, which is an action goal in our 3-year strategic plan drafted and approved in December 2016 with the support of Executive Service Corp. (ESC), a

Los Angeles non-profit organization dedicating to serving non-profits with high-quality coaching and consulting as organizations grow and evolve. PUENTE developed a matrix outlining the current skills, representation and other attributes our current board brings, and determined areas to strengthen. Our current board recruitment is focused on including additional education expertise, specifically elementary, technology, marketing/communications and gender diversity.

The revised PUENTE Learning Center bylaws were approved at the PUENTE Learning Center Board of Directors meeting on December 12, 2017 and submitted with the PUENTE Charter School material revision on February 6, 2018.”



- The Roles and Responsibilities of the PLC governing board on page 95 shall be revised to now include:

“Provides feedback to the CEO on Charter School Principal evaluation annually.”

- Provisions under the section titled Functions and Roles of the Board Committees shall be revised to reflect the following:

- All references to a *Finance Committee* shall be deleted and replaced with:

“The Finance & Investment Committee.”

- The provisions in the 4<sup>th</sup> sentence of the 2<sup>nd</sup> bullet point on page 96, starting at “[t]he PUENTE Charter School Advisory Council...” shall be deleted and replaced with the following:

“The PUENTE Charter School Advisory Council meets monthly and will be comprised of the following: *A parent/guardian of currently attending students from each grade level, elected by the parent body; Principal of the PUENTE Charter School; Chief Executive Officer of PUENTE; A community member; and Two instructional team members (rotation participation by instructional team members every year).*”

- The following provisions shall be added below the section above:

“The Audit & Compliance Committee may include persons who are not members of the board, but may not include any the staff of the organization, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee. The committee reviews and proposes approval of the yearly financial audit and 990 form and recommends to the board the retention, termination, or selection of external audit firms.

The PUENTE Board of Directors will appoint an Audit & Compliance Committee by January 1 of each year. The PUENTE Board will ensure the inclusion of at least one audit committee member with financial expertise, one who is knowledgeable in Generally Accepted Accounting Principles ("G.A.A.P."), financial statements, can assess internal controls and procedures for financial report so there is complete understanding when communicating between the audit committee, PUENTE management, and the external and internal auditors. In addition, individuals with diverse backgrounds and experience in areas such as finance, industry, or leadership to obtain a balanced perspective as a whole will be included as committee members.

Governance & Nominating Committee assists the Board in assessing the Board membership needs; identifying and recommending individuals qualified to become members of the Board; proposing slate of Board officers in consultation with the CEO, including the Chairperson, Vice Chairperson, Treasurer, and Secretary. The committee also ensures the bylaws are updated.”

- The 3<sup>rd</sup> and 4<sup>th</sup> sentences in the 1<sup>st</sup> paragraph under the section titled Governing Board Composition and Member Selection shall be deleted and replaced with:

“Each first-term director serves a term of 3 (three) years. Directors elected to serve additional terms shall be elected for one or more successive terms of 3 (three) years each. Each board member and administrative staff member receives Brown Act training annually.”

- The section titled Governance Procedures and Operations shall be revised to include the following provision:

“The Chair conducts a roll call for voting.”

- The last paragraph, on page 101, under *Stakeholder Involvement and LCAP Feedback* shall be deleted and replaced with the following provisions:

“On-going calendared parent engagement opportunities including bi-monthly Coffee with Principal meetings where LCAP priorities are presented and discussed. Special projects, such as our KaBOOM! playground build and our strategic planning process, and our school expansion planning to be inclusive of grades TK-5, always includes parent participation.”

4. **Element 5 - Employee Qualifications.** Element 5 shall be revised to include the following provisions:

**“Dean of Curriculum and Instruction**

The Dean of Curriculum and Instruction is part of the management team of the PUENTE Charter School and will work with the School Principal to provide instructional leadership and ensure that the School’s curriculum is implemented and follows best practices. The Charter School management team includes the Principal, the Dean of Curriculum and Instruction and the Dean of Community and Parent Engagement.

The Dean will work closely with the Principal to ensure:

- Curriculum development is aligned with state standards
- The systematic use of formative and summative assessment data
- The presence of layers of learning support for instructional team
- The offering of ongoing, innovative professional development of instructional leaders and paraprofessionals.

***Areas of Responsibility:***

**Curriculum Development and Implementation:**

- Curriculum development for elementary school K-5
- Provide structures for collaborative planning in all subject areas, including opportunities for vertical and horizontal planning with teachers to ensure instructional alignment and consistency
- Ensure provision of resources for curriculum development across all subject area
- Support teachers in unit and lesson planning, including providing ongoing feedback
- Lead blended learning curriculum
- Advise instructional team on overall subject curriculum design
- Stay abreast of research and effective practice in all subject areas
- Maintain/update TK - 5 report cards assuring they are aligned with state standards.

**Instruction Oversight/Teacher Professional Development**

- Strengthen the professional learning community at PUENTE Charter
- Design and lead professional development calendar and sessions

- Create personalized professional development plans for teachers
- Model lessons as appropriate
- Conference with teachers on planning, classroom and student data
- Conduct observations and provide feedback to teachers
- Videotape teachers and facilitate opportunities for peer observation & feedback
- Identify professional development resources to support teacher development, including books, articles, conferences, and learning opportunities
- Conduct performance evaluations of instructional team members, together with the Principal
- Ensure provision of supplies and classroom materials across all subject areas.

### **Systematic Use of Formative Assessment Data**

- Coordinate system of daily formative assessment practices and interim assessments, including assessment design, revision, tracking, and analysis
- Facilitate the coordination of the interim assessment process to ensure opportunities for a comparison of interim assessment data and to benchmark progress towards Common Core mastery
- Ensure alignment of internal assessment practices with state assessments
- Ensure comprehensive preparation for state assessments
- Facilitate data-driven instructional planning through regular meetings and professional development sessions
- Prepare monthly assessment reports for the Charter Advisory Committee and quarterly reports for the PUENTE Board of Directors meetings.

### **Layers of Learning Support**

- Ensure systematic learning intervention program and schedule
- Use formative assessment data to drive on-going responsive support for students
- Participate in school's RTI process
- Promote an instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, economically disadvantaged students, foster youth, standard English learners, gifted and talented, and students with disabilities.

### **Management team responsibilities**

- Provide instructional support as needed
- Mentor teachers (each member will have a portfolio for mentoring)
- Teach intervention groups
- Ensure compliance to Charter School expectations (facility, punctuality and attendance, dress, decorum, parking, etc.)
- Participate in all duties and responsibilities as appropriate for a PUENTE Team member
- Other duties as assigned by the School Principal.

### **Position Requirements Education & Expertise**

- Believe deeply in the mission and values and approach of PUENTE Learning

Center

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- At least two semester units each (six semester units total), or the equivalent, of course work in culture, language, and methodology to meet the requirements of the PUENTE's Master Plan for English Language Learners
- A valid California K-12 Teaching Credential
- Minimum of 5 years of teaching experience, with experience teaching the community PUENTE serves (English Language Learners)
- Minimum of 1-2 years in a leadership or coaching position
- Demonstrated success working with a diverse student population
- A strong background in and command of a California Common Core Student content area and the ELD framework
- Enthusiasm for all subject areas and for on-going acquisition of knowledge across all areas.

### **The Dean of Community and Parent Engagement**

The Dean of Community and Parent Engagement is part of the management team of the PUENTE Charter School and will work under the guidance of the School Principal. This position will represent the School with key stakeholders in the community, participate in education-related groups and events, lead outreach and recruitment efforts and will lead the development and implementation of a comprehensive parent engagement program.

In particular, the Dean will provide support and leadership through ensuring:

- A vital school culture conducive to continuous improvement for students , staff and parents with an attitude of appreciation and respect
- A process that addresses immediate response to parent concerns
- Thorough parent communications
- Authentic community relationships and partnerships.

### ***Areas of Responsibility***

#### **Parent Engagement**

- Develop a comprehensive parent engagement program
- Facilitate parent communications
- Schedule all parent/teacher conferences
- Facilitate new student orientations (home visits)
- Facilitate orientations for grades TK – 5 at onset of the year
- Facilitates parent participation in the IEP process
- Collaborates with staff and parents on effective behavior management strategies
- Maintains high standards for supports to parents including due process for the rights of students
- Provides professional development with the intended goal of effective school climate
- Facilitate Family Engagement Nights
- Create weekly parent newsletters, with a goal to integrate technology
- Maintain digital media outlets
- Coordinate Reading Is Fundamental book choosing events

- Develop a parent volunteer program for the Charter School and the organization
- Advise Facility Manager about facility-related matters and cleaning suggestions
- Prepares emergency procedures and communicates them to students, teachers and staff.

### **Community Engagement**

- Participate and become active in district training and activities
- Participate and become active in related education groups
- Foster collaborative relationships with other organizations
- Develop formal partnerships with organizations to provide enrichment activities to students (art, music)
- Lead outreach activities for the Charter School
- Promote and represent PUENTE in the community
- Recruit and retain students to meet enrollment goals
- Coordinate special school events (field trips, collaborative celebrations, volunteer opportunities with partners).

### **Use of Assessment Data**

- Conduct ongoing parent assessments for continued feedback for improvement of school services
- Prepare data-driven reports for monthly Charter Advisory Committee and quarterly reports for Board of Directors meetings.

### **Layers of Learning Support**

- Create academic year program calendar
- Attend SST & IEP meetings, as per the Charter School Principal
- Plan summer charter school program in collaboration with management team
- Expands use of technology
- Stay abreast of research and effective practice in all subject areas
- Assists with monitoring student intervention plans and accelerated learning plans (plans that meet individual student needs).

### **Management Team Responsibilities**

- Provide instructional support as needed
- Mentor teachers (each member will have a portfolio for mentoring)
- Teach intervention groups
- Ensure compliance to Charter School expectations (facility, punctuality and attendance, dress, decorum, parking, etc.)
- Participate in all duties and responsibilities as appropriate for a PUENTE team member
- Other duties as assigned by the School Principal.

### **Position Requirements Education & Expertise**

- Have a strong connection with the Boyle Heights/ East Los Angeles community
- Believe deeply in the mission and values and approach of PUENTE Learning Center



- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university
- At least two semester units each (six semester units total), or the equivalent, of course work in culture, language, and methodology to meet the requirements of the PUENTE's Master Plan for English Language Learners
- A valid California K-12 Teaching Credential
- Minimum of 5 years of teaching experience
- Minimum of 1-2 years in a leadership or coaching position
- Demonstrated success working with a diverse student population
- A strong background in and command of a core content area.

### **Special Education Instructor**

The PUENTE special education teacher will plan and provide for appropriate learning experiences and support for students with disabilities.

### **Responsibilities**

- Deliver differentiated instruction in order to develop necessary skills (motor, language, cognitive, memory) using methods and strategies to enhance student achievement.
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regards to special education
- Create and coordinate an annual schedule for IEPs
- Embody mission and vision of PUENTE.
- Facilitate review of intake assessments for incoming students.
- Facilitate the evaluation/reevaluation process.
- Develop and implement ambitious and standards-aligned lesson plans with the outcome goals of student performance at or above grade level.
- Coordinate push-in and pull-out schedules with special education instructional specialists (contracted) and general education teachers.
- Work directly with general education teachers on issues that may arise in classroom settings.
- Maintain up-to-date Welligent records.
- Provide Welligent data analysis for all Modified Consent Decree meetings.
- Communicate regularly and proactively with students and families.
- Draft student report cards and revise as required.

### **Qualifications**

- Strong commitment to PUENTE mission and vision of the school and the belief that every child can succeed.
- California State Education Specialist teaching credential.
- Minimum of a Bachelor's degree.
- Highly qualified as determined by applicable federal and state requirements.
- Minimum of two years working as an instructor in an elementary school with a history of demonstrated gains in academic performance.
- Experience drafting Individual Education Plans (IEPs) and 504 plans and communicating the contents in an accessible way to stakeholders, both internal and external.

- Experience tracking, compiling and managing special education reporting data, including Welligent.
- Excellent verbal and written skills.
- Experience analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for student outcomes and achievement.
- Bilingual English/Spanish preferred.”

5. **Element 7 - Means to Achieve Racial and Ethnic Balance.** Provisions under the heading titled *Targeted Outreach & Recruitment Methods*, on page 119, shall be deleted in its entirety, and replaced with following provisions:

“PUENTE Charter School makes every effort to achieve a racial and ethnic balance among the students attending the school that is reflective of the general population residing in the District, recognizing that the demographic data of the targeted local community is Latino and socio-economically disadvantaged. Extensive and varied outreach efforts, conducted in English and Spanish, ensure that families within the local neighborhoods are informed about PUENTE and that they are welcomed to pursue additional information about our school service and enrollment process. PUENTE has broadened its reach in to the community with strategic informational mailings and our school facility has electronic signage that faces traffic busy Boyle Ave. and serves as a daily reminder of our school service as an option for all. We continue to work with community-based organizations to educate families about the availability of PUENTE Charter School in support actively recruiting students from within the local community, particularly from traditionally underserved areas. Our outreach activities occur on a continuing basis and include visiting and/or participating in:

- Community events sponsored by the mayor, council member and community groups
- Houses of worship
- Retail centers
- Social service agencies
- Local preschools
- Early education centers

PUENTE hosts multiple community events in our facility throughout the year and have signage and informational flyers for the attendees to receive. We conduct an Open House during the school year and promote it among our community partners in support of sharing the good news of our educational resources as a charter school. Our school uniforms proudly display our PUENTE logo and serve to also have our students and families as ambassadors for sharing with others.”

6. **Element 8 - Admission Requirements.** Element 8 shall be revised to include the following under the section titled Lottery Preferences and Procedures:

“Existing students are exempt from the lottery.”

7. **Element 9 - Annual Financial Audits.** Element 9 shall be revised to reflect the following revisions:

- All references to the “Audit Committee” in the Charter shall be deleted and replaced with:

Audit & Finance Committee

- The provision in the last paragraph on page 124, which states that “the Chief Executive Officer and Chief Financial Officer will send a Request for Proposal” shall be revised to delete “Chief Financial Officer” from that role and replaced with:

“VP of Finance”

8. **Element 10 - Suspension and Expulsion Procedures.** Element 10 shall be revised to include the following revisions:

“Tiered Behavior Intervention, Including Alternatives to Suspension PUENTE’s school-wide and tiered positive behavior intervention and support promotes trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment.

The first tier support for all students introduces the school wide expectations at the beginning of the academic year. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. The PUENTE team affirms the positive behaviors exhibited by students with acknowledgement both verbally and with incentives. Additionally, relationships based on trust and respect are developed between students and PUENTE team members in support of strengthening school culture and student adherence to behavior expectations in support of a conducive learning environment.

The second tier intentionally offers support to a smaller group of students who require a more intensive intervention in order to consistently follow behavioral expectations. The PUENTE instructional team will work with the family to identify root causes of the behavior issue and to strive for consistent communications about behavior expectations in the home and school environments. Behavior contracts and Student Success Team meetings will be utilized to strengthen the support offered to the student.

The most intensive interventions for progress toward mastery of behavioral skills will be tier three supports and include working in collaboration with the family to

remain committed to the child's success and identify the root causes for the behavior matters and proactively provide the resource support to assist, including behavior contracts and the available assessments for possible qualification for special needs assistance."

10. **Budget.** All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the new PUENTE Charter School 18-19 revised budget(s) incorporated and attached herewith as Attachment B and part of this Amendment.

11. **Updated District Required Language.** The Charter shall be revised to update District Required Language attached herewith as Attachment C, and incorporated as part of this Material Revision.

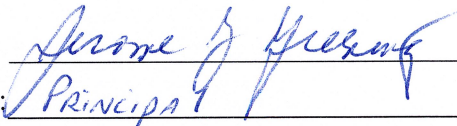
12. The Charter School warrants that it is/is operated by a non-profit corporation in good standing in the State of California.

13. All other provisions of the Charter shall remain in effect.

IN WITNESS WHEREOF, the parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: March 19, 2018

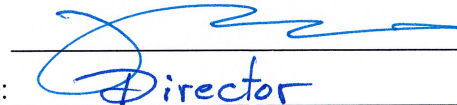
PUENTE CHARTER SCHOOL

By:   
Title: PRINCIPAL

Authorized Representative of PUENTE Charter School

DATED: April ~~March~~ 16, 2018

LOS ANGELES UNIFIED SCHOOL DISTRICT

By:   
Title: Director

Authorized Representative of Los Angeles Unified School District

**Attachments:**

- A. Elements 1, 2, and 3 for PUENTE Charter School submitted on February 6, 2018
- B. Updated PUENTE Charter School Budget and Financial Projections.
- C. District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions, updated November 3, 2017.

# **ATTACHMENT A**

PEOPLE UNITED TO ENRICH THE NEIGHBORHOOD  
THROUGH EDUCATION



Attachment A  
**MATERIAL REVISION**  
FOR JULY 1, 2018 – JUNE 30, 2022



**Respectfully Submitted February 6, 2018 To:**  
**The Los Angeles Unified School District**  
**Charter Schools Division**  
**333 South Beaudry Avenue, 20th Floor**  
**Los Angeles, CA 90017**

**Submitted By:**  
**PUEENTE Charter School**  
**501 S. Boyle Avenue**  
**Los Angeles, CA 90033**  
**P: (323) 780-0076**

**Los Angeles Unified School District**

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## Element 1 – The Educational Program

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### General Information

#### General Information Table

Contact Person for PUENTE Charter School	Jerome Greening, Principal
Contact Address for PUENTE Charter School	501 S. Boyle Ave., Los Angeles, CA 90033
Contact Phone Number for PUENTE Charter School	(323) 780-2961
Address or Zip Code of the target community served by PUENTE Charter School:	501 S. Boyle Ave., Los Angeles, CA 90033
The location is in the LAUSD Board District	2
The location is in the LAUSD Local District	East
The grade configuration of PUENTE Charter School is:	TK-5
Number of students in the first year will be:	125
The grade level(s) of the students in the first year will be:	TK-1
PUENTE Charter School’s first day of instruction for 2018-2019 is:	August 14, 2018
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in the Charter School regardless of student residency.)	300



The type of instructional calendar (e.g. traditional/year round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for PUENTE Charter School is:	Grades TK-2 7:45 a.m. – 2:15 p.m. (M-TH) 7:45 a.m. – 12:30 p.m. (F) Grades 3-5 7:45 a.m. – 3 p.m. (M-TH) 7:45 a.m. – 1 p.m. (F)
The term of this Charter Revision shall be from:	July 1, 2018 – June 30, 2022

### **Demographic Data Overview**

Like most large urban districts, the Los Angeles Unified School District serves many students from families living below the poverty line, with an average during the term of the charter of 72% qualifying for free and reduced lunch through the National School Lunch Program and approximately 70% of district students coming from families in which neither parent attended college. The district serves a diverse student population, representing dozens of ethnicities and languages, but the majority of LAUSD students, 73% in 2006-07, identify themselves as Hispanic/Latino. Over a third of the district’s students are English Language Learners, with the majority of these students speaking Spanish as their native language. In our PUENTE Charter School community of Boyle Heights, there are approximately 99,243 people residing and 133,700 in East Los Angeles (2015 est.; Census 2010, Southern California Assn. of Governments, LA Dept. of City Planning). Of all residents, approximately 95% are Latino, 53% are immigrants and 60% are citizens. (This is based on 2000 Census data; actual numbers of immigrants are likely higher.) Eighty-two percent of Boyle Heights households have children, and the average household size is 4.01. Our community residents of Boyle Heights are under stressful economic pressures: 33% live below the poverty line; 40% of children under 17 live below the poverty line; the median household income is \$39,000 and the per capita income is \$12,000; and 75% of residents rent their homes. These economic challenges for our community are deep, yet the cultural vibrancy and the aspirations families have for their children’s future is strong and is an essential component of the PUENTE Charter School renewal request.

<b>Income Comparison</b>	<b>90033</b>	<b>90023</b>	<b>90063</b>	<b>U.S.</b>
Total Population	49,861	45,903	55,758	--
Percentage of total individuals living below the federal poverty line	34.8%	31.1%	27.7%	15.5%
Percentage of individuals <u>under 18 years</u> living below the federal poverty line	46%	44%	38.9%	21.7%

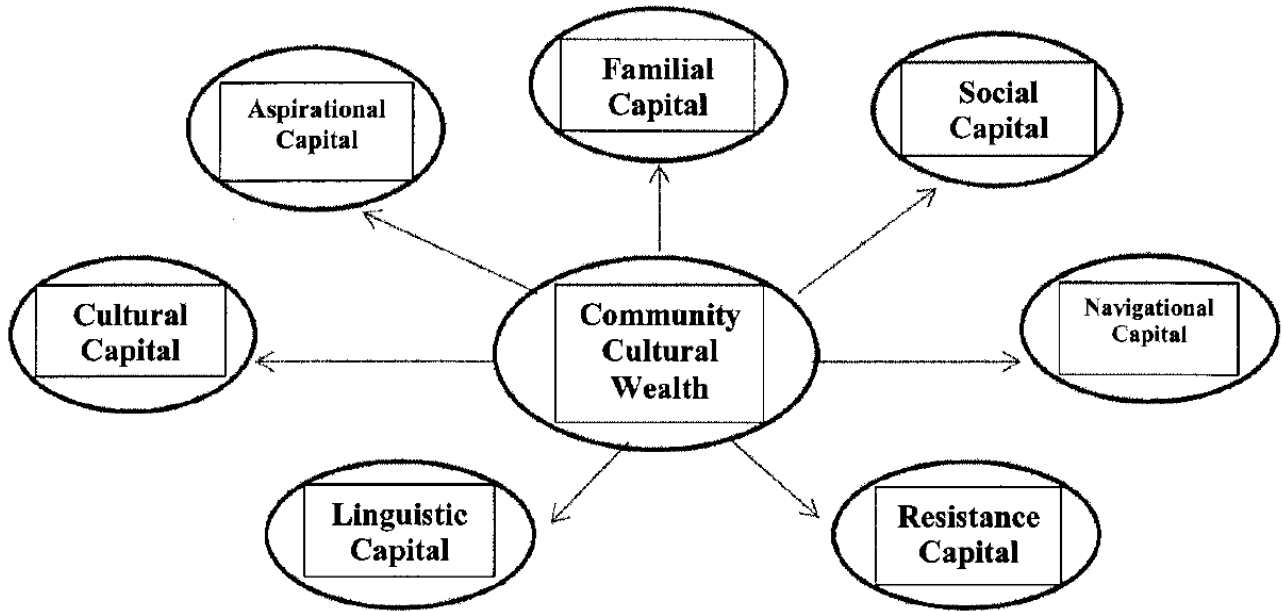
Unfortunately, the long-standing scholarly focus on the academic underachievement of poor youths has eclipsed insight into the strengths and resources of students who are successful despite adversity. In a qualitative study of 30 Latino university undergraduates from families living below the poverty line, Arellano and Padilla (2004) identified several factors that were especially salient to these students' academic accomplishments. Three personal attributes were identified as contributing to these students' success: *an affiliation with their Latino culture as a source of pride; an optimistic outlook regarding their abilities; and a persistent drive to succeed.* In addition, the students identified parental support and encouragement of educational pursuits as critical to their educational success. A number of studies communicate that Latino parents firmly believe in the importance of education for their children and see education as the key to the American Dream and the catalyst for success and a better life (Ceballo, 2004). In identifying key components of academic success of Latino students from impoverished immigrant families, Ceballo's study yielded several themes including, *parents' steadfast verbal commitment to the importance of education and the presence of supportive instructors, mentors and role models in the students' lives.* Indeed, the learning trajectories of children from immigrant families are shaped not only by parenting practices but also by the quality of the school they attend and the support extended by the school and community.

### **Community Need for Charter School**

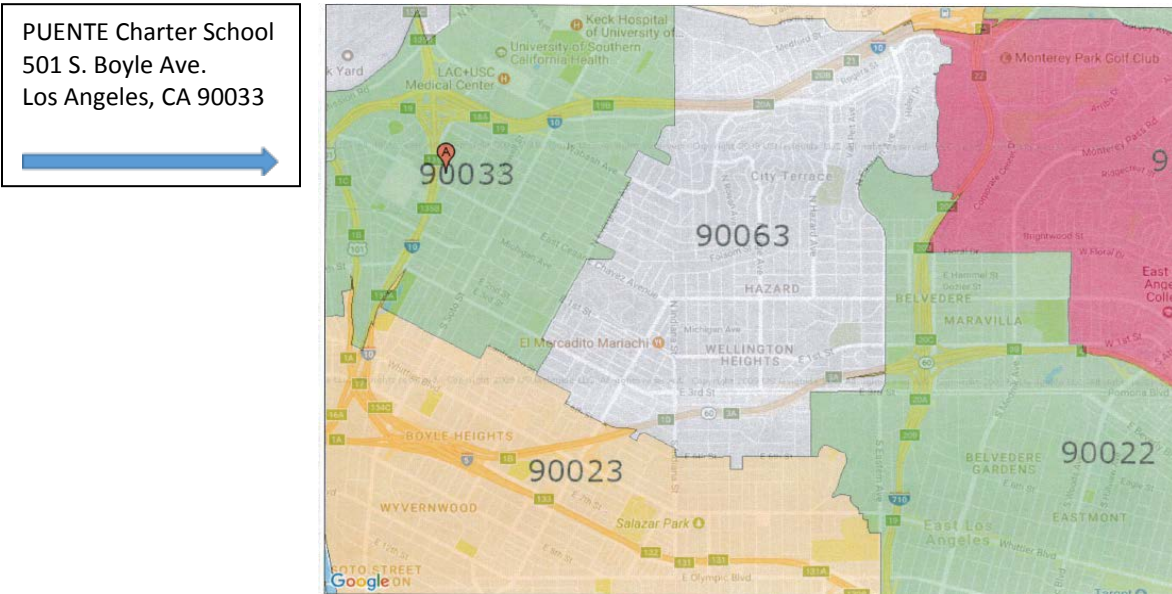
Epstein (2001) refers to these three overlapping spheres of influence, ***schools, families,*** and ***communities,*** as the entities that most impact students' development. In another supporting concept that offers an appropriate lens for the importance of the relationship of these support systems, is the *strengths perspective* (Saleebey, 2008). The "strengths perspective" (Saleebey, 2008), a concept borrowed from the field of social work, offers a unique manner to examine the work on social/cultural capital from a different perspective. The premise is that every child, individual, group, teacher, school, and community has resources, assets, and capabilities. The strengths perspective holds five essential elements: (1) *respect for an individual's innate abilities and point of view;* (2) *use of strengths as an underlying theme in any intervention;* (3) *emphasis on collaboration among individual, community, and providers;* (4) *prevent the use of a victim mindset;* and (5) *utilizing community resources whenever possible.* Saleebey argues that this perspective should be applied in education due to its potential in altering the way in which work is done. Understanding and embracing this culturally-rich framework and its impact on the educational landscape, PUENTE Charter School has a 15-year history of respecting and supporting that children live and learn within the context of a family, and a family lives and learns within the context of a community. We support our children and families by addressing each child's needs in the context of his/her family and community, and provide comprehensive and accessible supports in our school services.

The PUENTE Charter School instructional design utilizes rotation-based work station activities aligned to the Common Core State Standards framed in weekly themes, relevant to our community and the world-at-large, to engage, motivate and inspire our young learners. Our community of students – *the overwhelming majority of whom are English Learners* – are educated in our intentionally-designed early education classrooms to explore multiple pathways in gaining mastery

of grade level standards. At the same time, parents and caregivers are supported with educational supports to create a stronger home-to-school connection. This community relationship, rooted in the foundation of mutual respect, cooperation, and shared responsibility with families, has been noted by Los Angeles Councilmember, Jose Huizar, with his naming of PUENTE as “a community jewel.”



The figure above provides an image of the intentional recognition and value of the East Los Angeles community “cultural wealth.” With this awareness, the PUENTE instructional and administrative team, together with families, will intentionally support student mastery of the Common Core State Standards for students in TK-5.



According to California *statewide* 2017 Smarter Balance Assessment Consortium (SBAC) results, 13% of students are proficient in English Language Arts (ELA) and 12% of English Learners are proficient in Math. In the Los Angeles Unified School District (LAUSD), 4% are proficient in ELA and 5.5% of English Learners are proficient in Math. A review of the SBAC results of the 10 local traditional public schools in the PUENTE service area of Boyle Heights/East Los Angeles serving similar grade levels as our proposed expansion indicates challenging English Learner performance in Math and ELA in our target community. Given the community’s significant population size of English Learners, this translates to a large percentage English Learners in the target community who are not meeting English Language Arts and Math standards.

**English Learner Proficiency Rates in ELA and Math on CAASPP (2017)**  
 (as reported on the [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) website)

School Name	EL Proficiency Rate (ELA)	EL Proficiency Rate (Math)
Second Street Elementary (K-6)	3%	4%
Breed Street Elementary (K-6)	4%	5%
First Street Elementary (K-6)	2%	3%

Sheridan Elementary (K-6)	3%	1%
Bridge Street Elementary (K-5)	2%	7%
Belvedere Elementary (K-5)	2%	3%
Rowan Elementary (K-5)	2%	3%
Lorena Street Elementary (K-5)	1%	1%
Evergreen Street Elementary (K-6)	3%	1%
Murchison Street Elementary (K-6)	0%	0%
LAUSD	6%	3%
State of California	12%	13%

PUENTE’s expansion of service to include grades TK-5 is also in support of the LAUSD goal of a 100% high school graduation rate. Currently, the East Los Angeles high school graduation rate is 45.7% – compared to a 77% graduation rate across LAUSD (California Department of Education 2017) – and the percentage of adults ages 25 years or higher who possess a bachelor’s degree is 5.6%. A comparison of local education, income, and poverty levels to those of greater Los Angeles and national averages and as outlined in the figure below demonstrate the severity of the socioeconomic inequalities in this area.

### Socioeconomic Comparisons

	East Los Angeles	Los Angeles	United States
<b>Bachelor’s degree or higher (age 25 years+)</b>	5.6%	31.5%	29.3%
<b>Median household income</b>	\$39,103	\$49,682	\$53,482

A key objective of our expansion to offer service to students in grades TK – 5 is our goal at PUENTE to ensure that our students transition to middle school with mastery of the Common Core State Standards, ready to excel with continued academic rigor and equipped with critical thinking skills rooted in equity and hearts rooted in service. Students who attend low-performing elementary and middle schools are less likely to demonstrate proficiency in core subjects and are more likely to enter high school multiple years behind grade level (Palardy, G.J. 2008) A review of the relevant performance data from the elementary schools in PUENTE’s service area indicates the need for high quality elementary school educational resources for families.

## 2016 CAASPP Proficiency Rates in ELA & Math

School Name	SBAC Proficiency Rate in ELA	SBAC Proficiency Rate in Math
Second Street Elementary (K-6)	20%	18%
Breed Street Elementary (K-6)	29%	18%
First Street Elementary (K-6)	18%	11%
Sheridan Elementary (K-6)	18%	15%
Bridge Street Elementary (K-5)	21%	13%
Belvedere Elementary (K-5)	16%	18%
Rowan Elementary (K-5)	35%	32%
Lorena Street Elementary (K-5)	21%	11%
Evergreen Street Elementary (K-6)	21%	17%
Murchison Street Elementary (K-6)	23%	14%
LAUSD	29%	39%

### Five Year Enrollment Plan

To drive educational and economic opportunity in the Boyle Heights/East Los Angeles area, the community can benefit from more high-performing schools, especially elementary to leverage the important early years of learning, that will work in an intentional manner with families to serve the needs of all learners, and provide an education that will prepare all students for success in high school, college, and beyond.

According to the Center for Research on Education Outcomes, elementary schools using the “Slow-Grow” approach “consistently and impressively outperformed schools with a Full-Grow model.” Further, schools that operate under a slow-growth enrollment model have proven “more likely over time to maintain their levels of performance.”

Adhering to the slow growth enrollment model for effective performance, PUENTE Charter School proposes to serve 60 Kindergarten (including Transitional Kindergarten) and 65 first grade students (to accommodate our current Kindergarten students transitioning to first grade) for the 2018-2019 academic year, beginning in August 2018 and add one grade level each year, until we reach capacity of 360 students in grades K-5 in 2023. The PUENTE Charter School classroom allocation includes dedicated separate rooms for each grade level class.

Relevant PUENTE Charter School operation components supported by the slow growth approach includes:

- Growing our strong school culture and supporting and training staff strategically
- Strategically developing our standards-driven curriculum year by year
- Continue building an effective assessment system to monitor student progress and achievement at all grade levels.

### PUENTE Charter School Enrollment Plan

	2018-19 Year 1	2019-20 Year 2	2020-21 Year 3	2021-22 Year 4
TK/K	60	60	60	60
Grade 1	65	60	60	60
Grade 2		60	60	60
Grade 3			60	60
Grade 4				60
Grade 5				
<b>Total</b>	<b>125</b>	<b>180</b>	<b>240</b>	<b>300</b>

**\*The school would serve grade 5, after the current charter term and at that time, if granted renewal will propose to serve up to 360 in year one of the new charter term in 2022-23.**

The expansion of our educational service as a charter school to serve students inclusive of grades TK-5 is an intentional effort to deepen our impact in the East Los Angeles community with our culturally responsive approaches and instruction already in practice. The recognition of the cultural richness our families and our community bring to the school relationship will be the foundation for leveraging our families’ heritage and experiences, and our community assets, in our school operations. This capital, or “funds,” is the information that distinguishes each student’s family of origin and our community’s rich history and is the framework to engage our students with our rigorous academic program aligned to Common Core State Standards with greater contextual and interaction opportunities. This culturally inclusive practice, known as Funds of Knowledge (Moll et al. 1992; Gonzalez et al., 2005), serves to respect, recognize and build upon the life and interests of our students.

### **The Success of the PUENTE Mission**

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 33 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 40,000 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.

### **California English Language Development Test (CELDT)/ELPAC**

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 research-based 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.

## **Resident Schools**

For reporting purposes, we provide the following data information on the resident schools in the Boyle Heights service area:

LAUSD Schools	# of Students [2013]	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2016 ELA CAASPP Proficient & Advanced	2016 Math CAASPP Proficient & Advanced	2017 ELA CAASPP Proficient & Advanced	2017 Math CAASPP Proficient & Advanced
Breed ES (K-6)	458	100	9	41	Latino 99%	Filipino .004%	--	29%	18%	31%	25%
Second St ES (K-6)	426	100	14	39	Latino 97%	Af Amer .02%	--	20%	18%	28%	16%
Sheridan ES (K-6)	1,070	100	13	37	Latino 98%	Af Amer .005%	White .002%	18%	15%	22%	18%
Bridge ES (K-5)	293	100	23	44	Latino 97%	Asian .01%	Af Amer .01%	21%	13%	25%	16%
Soto ES (K-6)	216	100	25	34	Latino 99%	White 1%	--	41%	20%	26%	17%
Euclid ES (K-5)	920	99	10	35	Latino 98%	Asian .01%	White .003%	28%	24%	36%	25%
Belvedere MS*(6-8)	1,356	100	13	20	Latino 99%	--	--	16%	18%	15%	14%
Charter Schools											
Extera Public School (K-8)	386	87	10	55	Latino 98%	White .01%	Af Amer .01%	20%	25%	28%	33%
Arts in Action (K-5)	295	97	48	10	Latino 99%	Af Amer .01%	Filipino .003%	30%	24%	31%	28%
Endeavor (K- 8)	595	83	21	10	Latino 98%	Af Amer .01%	Filipino .01%	42%	32%	42%	32%

KIPP LA Prep (5-8)	480	90	13	6	Latino 99%	Af Amer .01%	Filipino .01%	72%	74%	72%	71%
Para Los Niños (K-1)	398	96	64	11	Latino 97%	Not Reported .02%	White .01%	18%	21%	28%	38%
PUENTE CHARTER SCHOOL	110	92	6	69	Latino 86%	AFAMER 14%		N/A	N/A	N/A	N/A

### **ADA, Suspension, Expulsion**

Beyond standardized test data, PUENTE Charter School has realized consistently strong attendance at a rate of 96-97% each of the past four years and low suspension (0%) and expulsion (0%) rates each year.

<b>Suspension &amp; Expulsion Rates</b>	<b>12 -13</b>	<b>13 -14</b>	<b>14 -15</b>	<b>15-16</b>	<b>16-17</b>
Suspension	0%	0%	0%	0%	0%
Expulsion	0%	0%	0%	0%	0%

### **Success of The Innovative Features of the PUENTE Educational Program**

- Facilities**
- Foundational Skills-Common Core and the Content Areas**
- Parents As Partners**
- Culturally-Relevant Learning Environment**
- Data Driven Instruction**

#### **Facilities**

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 affecting 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 Children's 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 peer-based 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 value-add component of PUENTE. Parent satisfaction with facility environment yields a consistent 98% "extremely satisfied" response rate during the term of the charter.

It was with the support of the funding community, including the Vernon CommUNITY Fund, which led to the completion of a 2,000 square foot innovative classroom space addition, comprising of two classrooms incorporating student work centers for the academic, technology, peer-to-peer, and project-based learning to ensure optimal school service and outcomes. Also included in the project was the interior redesign of our existing lunch area to accommodate additional students, safety enhancements following best practices of a secured school site including secured entry doors to our designated charter school wing, and the repositioning of our registrar office to welcome the PUENTE Charter School students and families with the customer-service focus that defines our relationship with our community.

The design of the new classrooms, named "butterfly wings" due to their curved walls, incorporate 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. Our skilled and experienced collaborative project planning team included William Honnold, a certified construction manager with 42 years of project management experience with vital Southern California projects, PUENTE Chief Executive Officer, Andrea Bazán, who has over twenty years in national nonprofit leadership and sustainability, and PUENTE administrative and instructional team members. Together, with the support of the PUENTE governing board, the team had the common goal of providing East Los Angeles with a charter school that will continue to educate and empower the next generation of local, national and global leaders.

## **Foundational Skills – Common Core**

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

PUENTE 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 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 credentialed instructor and paraprofessional in ELA instruction for smaller student-to-teacher ratio for 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.

### **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-to-school relationship with on-going 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.

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

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

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

- Parent mentor and volunteer program to welcome new families and co-host school events
- Parent workshops on grade-level specific topics including preparing for state-standardized testing
- PUENTE 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

## **Culturally-Relevant Learning**

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. The expansion of our Charter program 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 will utilize the Funds of Knowledge framework to recognize, engage with, and extend a stronger interpretation of children’s 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 efforts beyond kindergarten 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.

## Data-Driven Instruction

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.

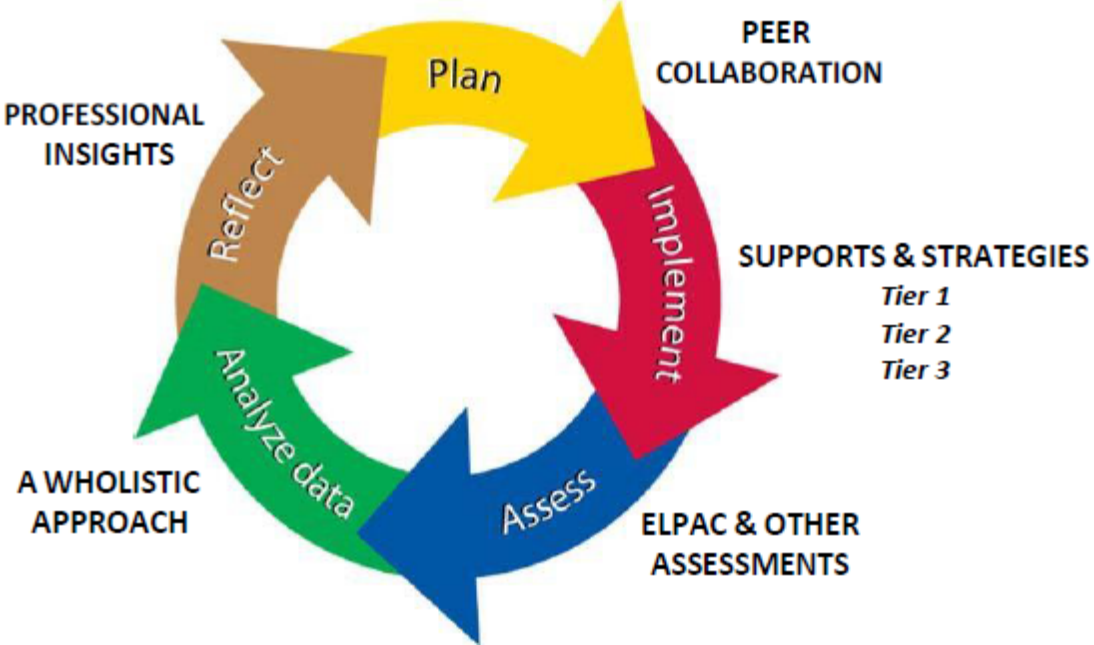
Studies have shown that the use of Assessment for Learning contributes significantly to improving student achievement, and that improvement is greatest among lower-achieving students (Black & William, 1998). This assessment approach is the process of gathering evidence about our students learning from 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 will conduct weekly professional development sessions (Fridays 1 p.m. – 3:30 pm.) for TK-5 grade level collaborative planning to plan instructional units and activities that are aligned to Common Core standards. Our formative and summative assessments across all subject areas determine standards mastery. Our PUENTE Dean of Curriculum and Instruction will serve with intention and commitment to increase academic student achievement by supporting and mentoring our PUENTE instructional staff. The PUENTE administrative and instructional team adheres to a data-informed instructional practice that includes assessment, analysis, reflection, planning and collaborating, and implementation (supports and strategies). The “tiered” approach 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. The Dean will be in the classrooms regularly, conducting observations, performing model demo lessons in order to monitor the instructional methods being used by our instructional team. Our PUENTE Dean of Curriculum and Instruction plans and provides professional development during our professional development session and also meets weekly with our grade-level instructional team members to analyze student assessment data and provide support and guidance in using the data to inform instruction. These content/grade level sessions are conducted on Fridays and during the week after dismissal. The Principal, Dean of Curriculum and Instruction and the Dean of Parent and Community Engagement meet to review and assess the data and progress to plan for continued strengthening of our PUENTE school-wide and grade level team meetings. The continued reporting of our data will be a component of our monthly Charter School Advisory Committee meetings and quarterly Board of Directors meetings.



**PUENTE Charter School  
Framework for Data-Based Decision Making**



## **Transitional Kindergarten**

PUENTE's Transitional Kindergarten program is the first year of a two-year kindergarten program that uses an age and developmentally appropriate modified kindergarten academic curriculum that reinforces and builds upon expectations for learning at the preschool level (the California Preschool Learning Foundations). The TK curriculum is grounded in the Kindergarten California Common Core State Standards and the California State Content Standards that includes social, emotional, and cognitive outcomes and benchmarks. A child who has his or her fifth birthday between September 2 and December 2 of the school year shall be admitted to a transitional kindergarten program maintained by the school district.

The English Language Development Standards (ELD) and effective research-based practices are incorporated into the PUENTE Transitional Kindergarten program. These areas include (a) building connections through use of the student's primary language, (b) scaffolding instruction so that it is comprehensible for our TK English learners, and (c) including explicit ELD instruction along with multiple opportunities for using English. The PUENTE instructional team enhances English learners' comprehension of information in English by regularly using visuals such as pictures, diagrams, charts, and realia so that students can understand new ideas while they are learning English. Our teachers differentiate the level of support provided for each lesson, depending on the complexity of the academic task and the student's English proficiency level. In addition to designing lessons that focus on our TK students' English language development, our differentiated instruction plays an important role in planning and supporting interactions with English-speaking peers who serve as valuable language models. These interactions encourage our TK students to be able to identify and communicate with others about emotions as well as solve social problems. Social-emotional competencies being strengthened include emotional regulation, social knowledge and understanding, social skills, and social dispositions.

PUENTE's warm, nurturing approach is intended to offer reassurance and promote security in our Transitional Kindergarten students. The attentive commitment by the instructional team to learn about each student's interests, learning styles, strengths, and the areas that need support is an intentional effort in the positive impact on the developing TK students.

## Target Population

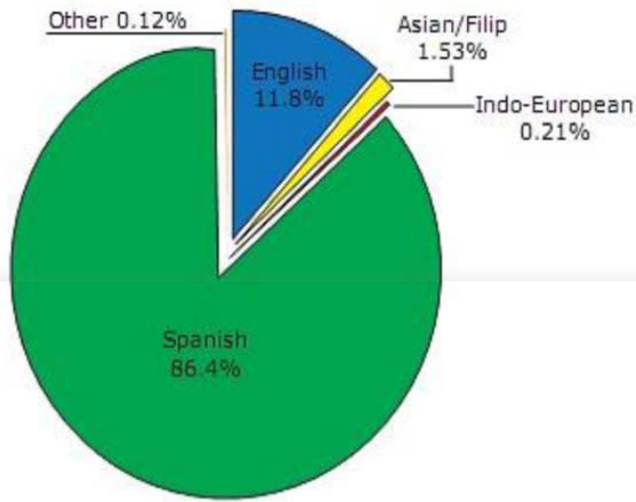
PUENTE Charter School serves inner city students in our vibrant Boyle Heights / East Los Angeles community, located east of downtown Los Angeles. Our target area includes zip code 90033, 90023 and 90063. During the current term of our charter, an average of eighty–seven percent of the PUENTE students 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.

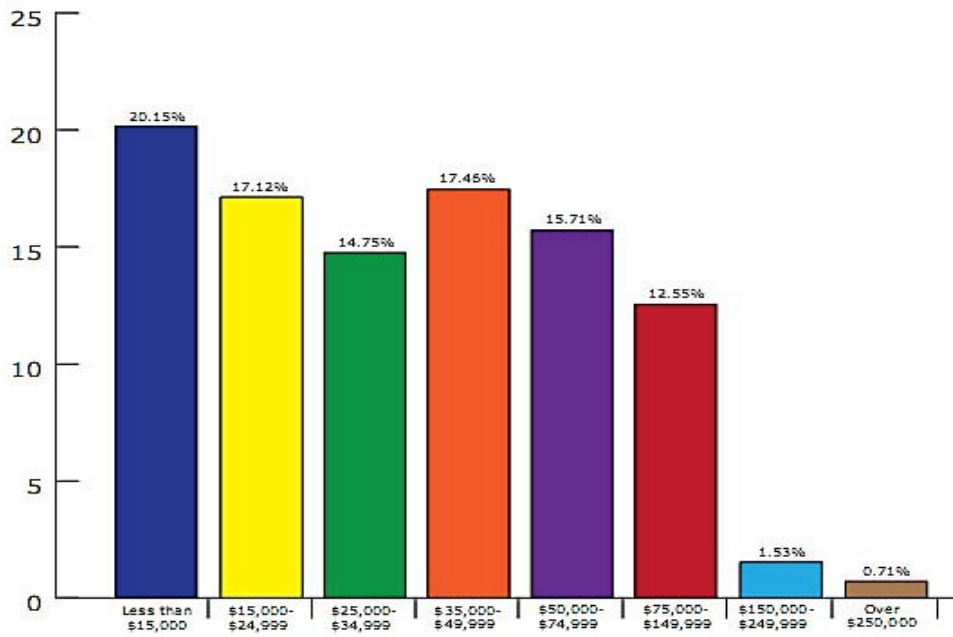
A high percentage of our students and families who attend PUENTE live in the neighborhood immediately surrounding our school, designating us as true community school that is providing a response to the residents who are asking for high-quality, education resources for their family needs. Many of our 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 educational program is designed to address the unique needs of our entire community of learners. These needs include robust literacy supports, small group, differentiated instruction to address low academic achievement, and a caring, safe facility to nurture the growth and development of our students through our culturally-relevant program.

PUENTE is committed to enrolling a population of students that is a true reflection of our community in terms of cultural wealth and extend our educational services to our Boyle Heights neighborhood.

Languages Spoken at Home in Zip Codes 90023, 90033, 90063



**Household Income Levels for Zip Codes 90023, 90033, 90063**



## **Goals and Philosophy**

### **Mission and Vision**

The mission of the PUENTE Charter School is to give children an exceptional early learning experience that establishes a solid foundation in the Common Core State Standards and 21<sup>st</sup> Century skills with superior academic instruction and intentional parental involvement. PUENTE Charter School encourages the creative pursuit of knowledge, instilling a desire for curious exploration in a caring environment in which high standards of academic performance and individual behavior are embraced to educate, inspire and empower the next generation of local, national and global leaders.

The PUENTE Charter School community of instructional and administrative 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:

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

## **An Educated Person In The 21<sup>st</sup> Century**

Joining together our dedicated instructional and administrative team members with our supportive community of parents and caregivers, PUENTE Charter School has demonstrated a clear focus on its stewardship responsibilities of ensuring effective inclusion of 21<sup>st</sup> Century learning skills during the term of its charter. Our guiding principles stated above provide the foundation for the robust educational program plan which recognizes that our students are world citizens and need to be prepared for a more complex life and work environment in the 21st century.

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

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

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

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

**Creativity and Innovation**—PUENTE students are confident and proactive in trying new approaches while thinking creatively in day-to-day situations, and in their own learning, as they engage in activities that address their social-emotional development and natural curiosity in our literacy-rich and interactive classroom environments.

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

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

The PUENTE Charter School expansion is rooted in these holistic supports and maximizing student learning and stimulating these critical thinking skills for the PUENTE community – our students, teachers, and families. The foundation for our lesson planning and instruction is the rigorous Common Core State Standards (CSSS), English Language Development framework (ELD) and Next Generation Science Standards (NGSS). Mastery of these learning standards position students with the school-readiness skills essential for success through middle school, high school, college and beyond. The goal is to equip our stakeholders to lead with excellence and equity, and effect meaningful positive change in their communities.

### **How Learning Best Occurs**

As practitioners we recognize that elementary school years provides a critical window of time during which positive relationships— between our children and our teachers, between our families and PUENTE, and between PUENTE and our community—can form and be made permanent. It’s the ideal time to build patterns of trust and communication to last lifetimes. PUENTE’s instructional and administrative team promotes the building of children’s enthusiasm, initiative, and engagement in learning. Our children’s social and emotional well-being and eagerness to learn are prerequisites for their absorbing our formally taught content and achieving academic and personal success.

A wide body of research shows that the single greatest factor affecting student achievement is classroom instruction. “The quality of an education system cannot exceed the quality of its teachers” (Barber & Mourshed, 2007). PUENTE Charter School embraces the research-based

conclusion that the only way to improve outcomes is to improve instruction. Our instructional team, supported by administrators and parents, design and deliver instruction with the intentional goal of raising student achievement, both academic and personal. PUENTE's *strategic teaching* utilizes:

an understanding of research-based instructional strategies  
an understanding of how and when to use particular strategies  
an understanding that our fellow team educators are our greatest resource

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

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

To ensure this teaching practice is supported in a learning environment that matches the evolved, technologically-driven world our students are preparing for, PUENTE Charter School offers instruction in our intentionally-designed, wholly-owned facility with dedicated classroom work stations and auxiliary spaces for increased student engagement and learning. Our classroom design is particularly relevant with our emphasis on 21<sup>st</sup> century learning, and is intended to ensure students can work in peer groups, problem solve, and communicate effectively. Our classrooms have adequate space for reconfiguring seating arrangements to facilitate various modes of teaching and learning and the use of technology, all aligned to 21<sup>st</sup> century skills.

The alignment of our instructional strategies and our learning environment is in direct response to our community's request to provide an effective, respectful, and high-quality early educational program for families. This dialogue with our community has been continuous for over 33 years, beginning with the launch of our Preschool Readiness program in 1985 and continuing with the opening of our Charter School in 2002. During the term of our charter, our family-centered approach to learning has continually striven for balanced, integrated, and personalized instruction that recognizes, embraces and builds on the cultural strengths of the students and parents we serve. PUENTE is a community school where all children – regardless of their cultural, linguistic or



socioeconomic background, ability or disability, or level of school readiness – are provided equal access to a respectful and engaging environment, caring instructors, support staff and administrators, and a challenging curriculum and relevant resources aligned to Common Core State Standards.

The intent of the PUENTE Charter School expansion to serve grades of TK-5 is a deepening of the commitment PUENTE has with our community and is aligned with the Los Angeles Unified School District goal of improving student outcomes for all students. In our deep organizational work in planning for the expansion, we utilized the The Charter School Act legislation that outlines guidelines and requirements for new charter schools to guarantee its students a quality education. The legislation outlines seven key tenets for successful charter schools:

Improve pupil learning

Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving

Encourage the use of different and innovative teaching methods

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system

Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance based accountability systems

Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

Rooted in the Common Core State Standards (CCSS), our TK-5 curriculum and data-informed instruction will support student achievement and prepare them for demonstrated success on the state and national assessments, with the goal of scoring at the 80<sup>th</sup> percentile or above. As an instructional and administrative team, we have as our operational focus the following components in support this goal:

TK-5 integrated and designated instructional block time with two instructors (credentialed instructor and a paraprofessional) for smaller student/teacher ratio

TK-5 curriculum resources aligned to state standards

TK-5 daily lesson plans in support of CCSS mastery and EL development

TK-5 weekly assessments for student monitoring

TK-5 targeted intervention based on student need

TK-5 continuous professional development for the instructional and administrative team

TK-5 community best practices and shared resources (PUENTE connects with Para Los Niños for shared instructional and governance practices)

TK-5 family outreach with consistent communication and multiple opportunities for school participation

## **THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)**

PUENTE Charter School pursues the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned, when applicable to kindergarten, to state and federal standards (including the new Common Core) and reflect proficiency measures, when applicable to kindergarten, required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

STATE PRIORITY #1: BASIC SERVICES

GOAL #1 TEACHER ASSIGNMENTS AND CREDENTIALING

Related State Priorities: X  
1  2  3  4  5  6  7  8

Continue to employ fully credentialed and qualified teachers for all students as required by ESSA and the charter.

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Annual review in May/June of human resources criteria, systems and procedures for teacher hiring.
- Annual review every August of master schedule/teacher assignments to ensure compliance.
- Annual evaluation of teacher performance
- Calendar of professional development for on-going training
- All late hires are required to go through full hiring process, which ensures appropriate qualifications are met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** All PUENTE Charter School teachers are qualified and credentialed.

**Metric/Method for Measuring:** Documentation (as per CCTC) maintained and current for each teacher.

Applicable Student Groups

Baseline

2017-2018

2018-2019

2019-2020

2020-2021

2021-2022

All Students (School-wide)	All PUENTE Teachers are qualified and credentialed.	All PUENTE Teachers are qualified and credentialed.	All PUENTE Teachers are qualified and credentialed.	All PUENTE Teachers are qualified and credentialed.	All PUENTE Teachers are qualified and credentialed.	All PUENTE Teachers are qualified and credentialed.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

Socioeconomic /Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #1: BASIC SERVICES

<p><b>GOAL #2: ACCESS TO INSTRUCTIONAL MATERIALS</b></p> <p>Continue to provide all pupils, including significant subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), with access to standards – aligned (including CA CCSS and the academic content and performance standards) instructional materials.</p>	<p><u>Related State Priorities:</u>  X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7  <input type="checkbox"/> 8</p> <hr/> <p>LOCAL PRIORITIES</p>
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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Annual inventory of instructional materials, and corresponding purchase of materials as necessary
- Annual budget review and planning to ensure funds are available for instructional materials

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** 100% of students will have access to instructional materials

**Metric/Method for Measuring:** Annual inventory and review

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022

All Students (School-wide)	N/A	100% of students grades TK-1 will have access to instructional materials.	100% of students grades TK-2 students will have access to	100% of students grades TK-3 will have access to instructional	100% of students grades TK-4 will have access to instructional	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic/Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

**STATE PRIORITY #1: BASIC SERVICES**

<p align="center"><b>GOAL #3 FACILITIES MAINTENANCE</b></p> <p align="center">Continue to maintain the facility in excellent condition</p>	<p>Related State Priorities: <input checked="" type="checkbox"/> 1  <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p>
	<p align="center">LOCAL PRIORITIES</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

<p>Hire quality maintenance and operations team members</p> <p>Steward the community of caretakers with staff, students and families</p> <p>Ensure reserve for basic maintenance</p> <p>Conduct and track annual optimal maintenance inspections</p>
--

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Facilities in good repair

**Metric/Method for Measuring:** Annual review, using a checklist for equipment and systems condition, including buildings and grounds, fire protection and prevention, steps and stairways, kitchen and food service, electrical and power services, heating and cooling systems, water heaters, and the storage and handling of chemicals reflecting 100% functioning, and ongoing monthly maintenance.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	Facilities in excellent condition.	Facilities in excellent condition	Facilities in excellent condition	Facilities in excellent condition	Facilities in excellent condition	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

**STATE PRIORITY #2: IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS**

<p>GOAL #1 IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS</p> <p>Ensure all students have access to the State content and performance standards, including the CA CCSS in ELA and Math and the Next Generation Science Standards (NGSS) through aligned curriculum, research-based instructional practices, and assessments aligned to internal benchmark assessments.</p>	<p><u>Related State Priorities:</u></p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p>
	<p>LOCAL PRIORITIES</p>
	<p></p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Teachers will continue to refine yearlong pacing plans in all core subject area to ensure student proficiency mastery of CCSS.
- Continued professional development with CCSS and new assessment measures, as well as instructional strategies/teaching practices for increasing student proficiency.
- Workstation activities will continue to be strengthened to meet CCSS.
- Technology resources will be used in the classrooms in blended learning, with an emphasis on programs that have assessments.

- Monitor mastery of the standards throughout the year and addressing learning gaps as needed.
- Administer NWEA MAP assessments
- Administer ELPAC
- Supplemental program material such as DreamBox (math), Starfall (ELA and Math) and Achieve3000 (ELA)

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** 100% of ELA and Math curriculum fully aligned to CA CCSS & Science aligned to the Next Generation Science Standards (NGSS)

**Metric/Method for Measuring:** Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; implementation of NGSS-aligned curriculum; classroom observations by administrators. Teachers will attend weekly PD's to improve lessons and assessments.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	100% of ELA, Math & Science curriculum fully implemented.	100% implemented	100% implemented	100% implemented	100% implemented	
English Learners	Same as above, in addition to ELD standards – aligned to CCSS	Same as above, in addition to ELD standards – aligned to CCSS	Same as above, in addition to ELD standards – aligned to CCSS	Same as above, in addition to ELD standards – aligned to CCSS	Same as above, in addition to ELD standards – aligned to CCSS	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	

Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	



### STATE PRIORITY #3: PARENT INVOLVEMENT

GOAL #1 PARENT INVOLVEMENT

Related State Priorities:

1  2  3  4  5  6  7  8

Increase parent and family participation in school events (e.g. Family Engagement Nights; Charter School Advisory Committee Involvement (LCAP); Coffee with the Principal; Family Fun Fest; KaBOOM! Playground; Parent Workshops; Learner Advisory Committee).

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Promote school-wide opportunities for parent/caregiver and family involvement and participation shared decision-making. Strengthen the initiation of parent involvement to the integration of their participation at a more comprehensive operational level including the Charter School Advisory Committee.
- Disseminate information on special education services during parent orientation meetings and via the weekly family newsletter
- Conduct bi-monthly Coffee with the Principal meeting to share program and operations updates with the parent community
- Conduct at minimum three parent surveys to assess school climate/culture/academic program plan satisfaction
- Allocate financial resources for all parent events that includes translation services, childcare, and recognition of participation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Consistent increase in parent/caregiver and family participation and involvement and the deepening of collective stakeholder decision-making

**Metric/Method for Measuring:** Documentation of parent gathering attendance and agendas; results of participation/satisfaction surveys; enrollment data

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022

All Students (School-wide)	Currently 10 Family Engagement Meetings are conducted annually/ Quarterly School Site Council Meetings; Bi-Monthly Coffee with the Principal	Conduct 10 Family Engagement Meeting annually/ Monthly Charter School Advisory Council Meetings; Bi-Monthly Coffee with the Principal	Conduct 10 Family Engagement Meeting annually/ Monthly Charter School Advisory Council Meetings; Bi-Monthly Coffee with the Principal	Conduct 10 Family Engagement Meeting annually/ Monthly Charter School Advisory Council Meetings; Bi-Monthly Coffee with the Principal	Conduct 10 Family Engagement Meeting annually/ Monthly Charter School Advisory Council Meetings; Bi-Monthly Coffee with the Principal	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	

Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

### STATE PRIORITY #4: STUDENT ACHIEVEMENT

**GOAL #1 STATEWIDE ASSESSMENTS**

All students, including all statistically significant subgroups, will Meet/Exceed standards in ELA and Math on state CAASPP tests and demonstrate growth over previous year; 5th graders will be Proficient/Advanced (or comparable measure) on the CST for Science/new NGSS tests.

Related State Priorities:

1  2  3  4  5  6  7  8

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

The academic leadership team will advance the mission and desired outcomes, including high performing school status through the management and development of a standards-aligned curriculum; the evaluation, support, and development of teaching staff; and collaboration on areas of instructional and curricular needs of the school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Students including all subgroups will meet state academic performance targets. All students (including subgroups) will meet or exceed CAASPP benchmark assessments for ELA and mathematics by 5% or more

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)		N/A (only have grades K-1)	N/A (only have grades K-2)	Students will meet state academic performance targets by 5% or more	Students will meet state academic performance targets by 5% or more	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	

Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

## STATE PRIORITY #4: STUDENT ACHIEVEMENT

GOAL: A-G COURSE/ CTE COURSE OF STUDY COMPLETION  
RATE(S) [High School Only]

Related State Priorities:  
1 2 3 4 5 6 7 8

LOCAL PRIORITIES

### SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

▪ **Not Applicable**

### EXPECTED ANNUAL MEASURABLE OUTCOMES

▪ **Not applicable**

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)						
English Learners						
Socioeconomic./Low Income Students						
Foster Youth						

Students with Disabilities						
African American Students						
Latino Students						

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<p align="center"><b>GOAL: ENGLISH LEARNER RECLASSIFICATION RATE</b></p> <p>At least 80% of ELL students will advance at least one performance level of the ELPAC each year. PUENTE Charter School will exceed the Districts reclassification rate by at least 5%.</p>	<p><u>Related State Priorities:</u>  <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8</p>
	<p>LOCAL PRIORITIES</p>

**SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS**

- PUENTE will continue to implement an ELD program in accordance with the EL master plan and
- Charter petition.
- The Principal and Dean of Curriculum and Instruction will train all teachers on ELL instructional support.
- Teachers will provide intentional support to all ELL students daily in small groups. Also will meet with

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

**Outcome:** PUENTE will exceed the Districts reclassification rate by at least 5%

**Metric/Method for Measuring:** Reclassification documents; ELPAC Reports

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	N/A	N/A	N/A (only have grades K-1)	Reclassification will exceed the Districts reclassification rate by at least 5%	Reclassification will exceed the Districts reclassification rate by at least 5%	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	

Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

**EAP College Preparedness Rate (High Schools Only)  
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

GOAL: <b>Not Applicable (High schools-only)</b>	<u>Related State Priorities:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
	LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome: Metric/Method for Measuring:**

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)					

English Learners					
Socioeconomic. Disadvantage./Low Income Students					
Foster Youth					
Students with Disabilities					
African American Students					
Latino Students					

**STATE PRIORITY # 5: STUDENT ENGAGEMENT**

<p>GOAL: CHRONIC ABSENTEEISM RATE</p> <p>PUENTE commits to providing an engaging learning experience for its students and families in support of high student achievement and maintaining an attendance rate of 96%</p>	<p><u>Related State Priorities:</u>  <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 X5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8</p>
	<p>LOCAL PRIORITIES</p>
<p>SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS</p>	
<ul style="list-style-type: none"> <li>• Strong family engagement practices in support of favorable student attendance</li> <li>• Focus on a healthy school culture for child/family sense of wellness</li> <li>• Support families as they navigate the beginning of the school journey for their child</li> </ul>	
<p>EXPECTED ANNUAL MEASURABLE OUTCOMES</p>	



**Outcome:** Maintain strong favorable attendance rates

**Metric/Method for Measuring:** Individual student attendance records

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	96% attendance rate	Reduce absentee rate by 1% to reach/sustain goal of <4%...	Reduce absentee rate by 1% to reach/sustain goal of <4%.	Reduce absentee rate by 1% to reach/sustain goal of <4%.	Reduce absentee rate by 1% to reach/sustain goal of <4%.	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

STATE PRIORITY #6: SCHOOL CLIMATE

GOAL: STUDENT SUSPENSION RATE

Continue to maintain 0% suspension rate

Related State Priorities:  
1 2 3 4 5 6 7 8

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Continue with school best practices of a healthy school culture and provide supports as needed for positive student behavior

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Maintain less than 2% suspension rate, in alignment with the requirements of the MCD

**Metric/Method for Measuring:** Student suspension rate, as reported on the LAUSD monthly Suspension Report.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0% (current rate for grade K only)	Suspension rate will be the same or lower 1%	Suspension rate will be the same or lower than 1%	Suspension rate will be the same or lower than 1%	Suspension rate will be the same or lower than 1%
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above

**STATE PRIORITY #6: SCHOOL CLIMATE**

GOAL: STUDENT EXPULSION RATE

Continue to maintain 0% suspension rate

Related State Priorities:  
1 2 3 4 5 6 7 8

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Continue with school best practices of a healthy school culture and provide supports as needed for positive student behavior

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Maintain 0% expulsion rate, in alignment with the requirements of the MCD

**Metric/Method for Measuring:** Student expulsion rate, as reported on the LAUSD Expulsion report.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	0%	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

**STATE PRIORITY #6: SCHOOL CLIMATE**

GOAL: [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]

Stakeholders will report and demonstrate feelings of engagement, satisfaction and positive school climate and culture

Related State Priorities:

1 2 3 4 5 6 7 8

LOCAL PRIORITIES

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Continue Implementing engagement components and survey of stakeholders

EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Stakeholders will report a consistently positive relationship with the school community.

**Metric/Method for Measuring:** Stakeholder Survey Results

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
All Students (School-wide)	96%	Satisfaction rate will maintain  96% of stakeholder s will report feelings of satisfaction, safety and positive school climate	Satisfaction rate will maintain  96% of stakeholder s will report feelings of satisfaction, safety and positive school climate	Satisfaction rate will maintain  96% of stakeholder s will report feelings of satisfaction, safety and positive school climate	Satisfaction rate will maintain  96% of stakeholder s will report feelings of satisfaction, safety and positive school climate	
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	
Socioeconomic./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	

## STATE PRIORITY #7: BROAD COURSE OF STUDY

GOAL: BROAD COURSE OF STUDY

Related State Priorities:

All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.

1 2 3 4 5 6 X7 8

LOCAL PRIORITIES

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### SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- All academic areas will be available to all students, inclusive of all subgroups, and all grades.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

**Outcome:** Provide student handbook, weekly newsletters, send home daily journals with feedback and family engagement nights to build the home school connection and provide students with access to a broad course as outlined by the charter petition.

**Metric/Method for Measuring:** School calendar and schedule; student portfolios and tracking

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
English Learners	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter

Socioeconomic./Low Income Students	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	
Foster Youth	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter.	

**OTHER STUDENT OUTCOMES/SCHOOL CLIMATE  
STATE PRIORITY #8**

<p style="text-align: center;">GOAL: [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</p> <p>Implement a campus-wide positive behavior support system resulting in a goal of less than 2% suspensions and expulsion.</p>	<p><u>Related State Priorities:</u>  <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8</p> <hr/> <p>LOCAL PRIORITIES</p>
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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Implement positive behavior programs. Provide support in identifying cause of behavior issues.
- Make meaningful connection with parents and families in support of consistent behavior expectations
- Dean of Parent & Community Engagement to develop with all stakeholders a behavioral expectations policy
- Conduct assemblies with students to communicate expectations and policies and affirm a positive school culture of pride and respect

EXPECTED ANNUAL MEASURABLE OUTCOMES

- **Outcome:** Suspension and Expulsion data will be less than 2%; Parent support of consistent home-to-school behavior expectations will be strong.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	
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All Students (School-wide)	Current susp/expl rate is 0%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%
All Subgroups	Current susp/expl rate is 0%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%	Maintain an out-of-school susp/expl rate below 2%

## Instructional Design

### **Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research**

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. During the term of our charter, PUENTE intentionally created conditions in which teachers are well-supported to be effective in the classroom and to improve their effectiveness throughout their careers by:

Expanding our teachers’ repertoires of research-based strategies;  
 Developing our teachers’ ability to adapt strategies to meet specific needs and design meaningful lessons and units; and building collaborative support structures that allow teachers to learn together through feedback and coaching, analyze and refine their practices, and use student work to set instructional priorities.

Our weekly common planning time, every Friday from 1:00 pm – 3:30 pm is 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. We endorse the empowerment of our teachers as decision

makers to collaborate for the purpose of teacher learning and student improvement. 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.

Our “strengths-based” pedagogical foundation is influenced by Lev Vygotsky’s, “social constructivism” which emphasizes how understanding and making meaning grows out of social relationships, and inspired by John Dewey’s “active participation in one’s learning” and Reggio Emilia’s “environment as third teacher” theories.

Researchers have highlighted how these interpersonal, instructional, and environmental supports come together to produce better school performance through the following means: (a) *peer and adult norms that convey high expectations and support for academic success*; (b) *caring teacher–student relationships that foster commitment and bonding to school*; (c) *engaging teaching approaches such as proactive classroom management and cooperative learning*; and *safe and orderly environments that encourage and reinforce positive classroom behavior* (e.g., Blum & Libbey, 2004; Hamre & Pianta, 2006; Hawkins et al., 2004; Jennings & Greenberg, 2009).

These priorities underscore our goal of ensuring that our PUENTE students (and their families) are enjoying the learning experience. A guiding principle of the PUENTE community is that learning happens in classrooms in which children are fully respected and engaged in learning on a daily basis. Our intentionally-designed school facility supports our differentiated classroom practices, where we focus on the essential ideas and skills of the CCSS content areas; respond to individual student differences (such as learning style, prior knowledge, interests, and level of engagement); group students flexibly; make use of creative resources, integrate ongoing and meaningful assessments with instruction; and continually reflect and adjust by using our data-based decision making approach.

Classroom instruction is always in direct support of the learning goal of the planned activity and the link to the appropriate Common Core standard. During the term of its charter, PUENTE’s instructional team has ensured the following best-practices components to the inclusion in our instruction:

- Designed relevant integrated and designated lessons and activities while providing sufficient scaffolding to ensure all students will be successful.
- Engaged PUENTE students in thoughtful activities while being mindful of skill levels.
- Ensured work stations that provide the opportunity for PUENTE students to practice skills and processes.
- Included tasks that provide opportunities for students to use content language through discussions or writing assignments.
- Designed activities that are relevant to students by connecting them to their lives and



interests, or draw from students' prior knowledge and experience, enhanced with our intentional Funds of Knowledge practice.

- Determined what outcomes students will generate. In work station activities students collaborate with a partner or in small groups to create a shared outcome. This facilitates student dialogue and negotiations on various aspects of the task.
- Segmented each complex task into manageable subtasks to ensure student success.
- Included optional extensions for students who work quickly, or those who may benefit from additional, more challenging work.
- Determined how the outcome will be assessed, such as with a rubric, points, or a checklist; the criteria for assessment; and whether the assessment will be done by the student, a peer, or the teacher.
- Made instructions clear (e.g., direct instruction, visual representations, diagrams, or instruction sheets).
- Clearly stated the assessment criteria.
- Organized resources for each integrated and designated lesson.

We steward the principle that everyone has the opportunity to learn regardless of readiness level; whether a student's challenge needs additional supports or a strength needs to be developed; a child's reading level is at, above, or below grade-level; our students' interests for the content being studied; or whether our student is an English language learner or English proficient. Our differentiated instruction is in direct support of the education research that confirms every student learns when our teachers recognize differences among our children, respect those differences, and accommodate them to engage in learning.

Given that PUENTE's education service directly addresses the early years of learning, when children's approaches to learning (motivations, attitudes, and behaviors) and communicative competence are developing, the PUENTE team has prioritized the cultivation and implementation of the most-sound educational theories and practices, inclusive of the above-mentioned supports, for optimal school performance outcomes. According to Hyson (2008), challenges that may be part of a child's life, such as poverty, violence, and instability in families, combined with testing and performance measures that can be anxiety-provoking, make it especially important to use approaches that emphasize children's engagement in the learning experience. Baumgartner, Lipowski, and Rush (2003) studied a program to improve reading achievement among elementary and middle school students that used differentiated instructional strategies, including flexible grouping, student choice of learning tasks, self-selected reading time, and access to a variety of texts. In all the classrooms in the study, the targeted students improved their decoding, phonemic, and comprehension skills. Student attitudes about reading and their own abilities also improved.

A core principle at PUENTE Charter School is that if education is to truly empower students, it must be transformative. Being transformative involves helping students to develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action. Students must learn to analyze the effects of inequities on different ethnic individuals and groups, have zero tolerance for these, and become change agents committed to promoting greater equality, equity, and justice among all

people. They practice these ethics and skills in different community contexts – home, classroom, playground, neighborhood and community-at-large.

To best support our students on this journey, we recognize the first step is becoming a student to our students and their families, who are our community of partners in this enterprise. Another is creating an environment for learning, a nurturing and challenging space in which to grow and achieve. And finally, our instructional and administrative team must engage in the work of building the intricate, tiered bridges that will fill up this space, connecting all the dreams, hopes, skills, experiences and knowledge students bring to class with deeper and wider ways of knowing. Given this understanding, we have experienced our teaching is most effective when ecological factors, such as prior experiences, community settings, cultural backgrounds, and ethnic identities of both our students and teachers are included in its implementation.

To give support to this approach, Ladson-Billings (2009) observed these teaching values being exemplified in actual instruction in elementary classrooms she studied. She observed expectations expressed, skills taught, interpersonal relations exhibited, and an overall spirit de corps operating where students were part of collective effort designed to promote academic and cultural excellence. The students functioned like members of an extended family, assisting, supporting, and encouraging one another. The entire class was expected to succeed together, and it was in the best interest of everyone to ensure that each individual member of the group was successful. By building an academic community of learners, the teacher responded to the sense of belonging that youths need, honored their human dignity, and promoted their individual self-concepts. Students engaged in caring relationships, shared resources, and worked closely together and with the teacher to attain common learning outcomes. Educational excellence included academic success as well as cultural competence, critical social consciousness, political advocacy, and responsible community membership. A strong belief in the right of students to be part of a mutually supportive group of high achievers permeated all these learning processes and outcomes.

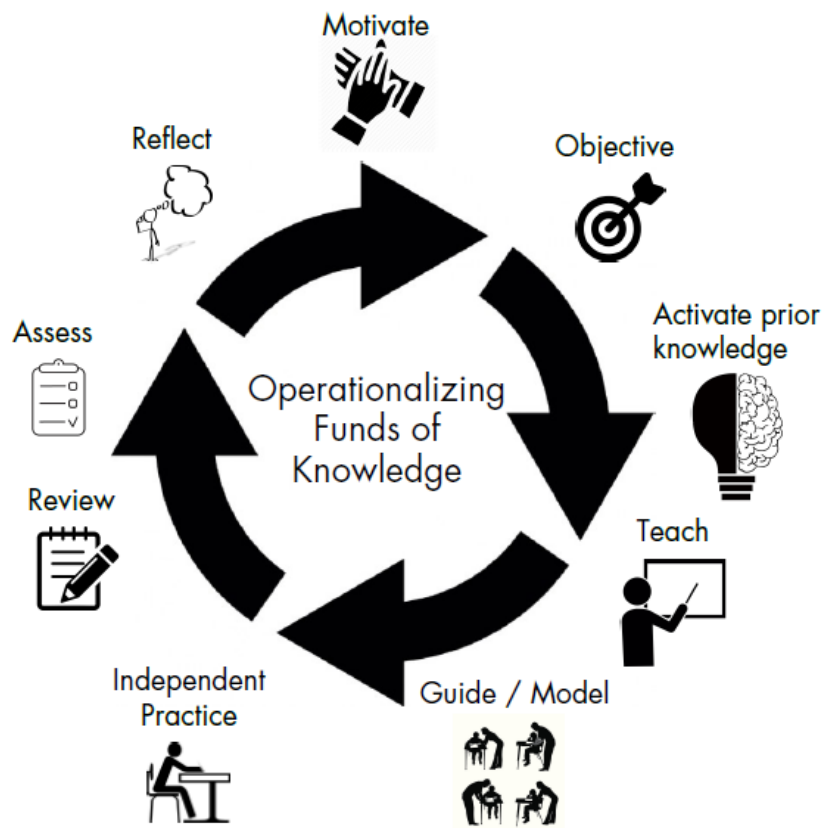
The desired outcome of the culturally responsive teaching at PUENTE Charter School is a powerful double-focused one. First, including rich cultural components in the curriculum content and classroom instruction in support of Common Core State Standard mastery and cultural heritage understanding, and the development of social consciousness, intellectual capacity, and personal and political efficacy to combat prejudices and other forms of oppression and exploitation to best support our students as the future global leaders.

One of the leading advocates of this approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying literacy instruction and directing field studies for more than a decade. His findings have made him a strong advocate for leveraging home and community resources to best support student learning. Conducting what he terms an "ethnographic analysis" revealed that many families have abundant knowledge that the schools did not know about--and therefore did not use in order to teach academic skills.

Moll described the potential use of this cultural capital as "truly formidable." He noted that once they are uncovered and mobilized for learning, they can become a social and intellectual resource for

a school and has named this instructional approach supporting an intentional home-to-school connection, Funds of Knowledge.

For PUENTE, Funds of Knowledge represents a culture of excellence and progress in addition to our mission guided by the values of equity serving the needs of all our students. In practice, our teaching approach using Funds of Knowledge will allow PUENTE teaching staff to leverage student experiences and interests to develop culturally responsive content to be applied towards subject mastery and language mastery. Consistent with the tenets of socio-cultural theory, students will then use their own bank of knowledge including information, skills, and strategies, and develop more formal, scientific, conceptual knowledge analogous to schooling delineated by the Common Core State Standards for grades TK-5.



PUENTE’s Funds of Knowledge Framework:

Fund	Definition	Practice examples
<p><b>Family Based</b> – Powerful primary sources on children’s interests and inquiries</p>	<p>Participation with parents in household operations Parent occupations Parents’ interests, talents, and activities Parent’s language, values, beliefs, and traditions</p>	<p>- <i>During parent conferences and with support of the Dean of Parent Engagement, we learn from parents about the roles their children engage on at home to embed within writing assignments</i> -<i>Connect to parents using their own home language and incorporating these assets to reading content. Teachers specifically select reading material that is culturally reflective of students’ lived experience.</i></p>
<p><b>Classroom-Station Based</b> - Pedagogical relationship between teachers and peers in station based grouping within the classroom</p>	<p>Peer interaction and activities Teachers’ interests, language, experiences, and culture</p>	<p>-<i>Leveraging friendships in the classroom as valuable conduits of knowledge including strategic grouping. Teachers will formally assess students to group them based on academic strengths and informally to understand the relationships they build with their peers</i> -<i>Teacher uses her love of cooking towards a long-term unit on nutrition using foods familiar to her 4<sup>th</sup> grade students to address both literacy and physical education model content standards. For ELA, she will address speaking, language, and writing (CCSS ELA Literacy SL4.4;W4.2). For Physical Education she would address Fitness Concepts for 4<sup>th</sup> grade to specifically work with students to identify healthful choices for meals and snacks.</i></p>
<p><b>Community Based</b> – Outside family and school settings, students participate in a range of social and cultural events within their community</p>	<p>Local cultural events Popular culture Politics</p>	<p>-<i>Teachers use a Dia De Los Muertos theme to teach myth and folklore</i> -<i>Teacher interviews students to gauge their interpretation of current events to incorporate in social studies lesson.</i></p>

This framework of Funds of Knowledge including Family, School (classroom), and Community are consistent with our current work over the last decades. The Funds of Knowledge here will allow PUENTE staff to elevate the scope of our instruction to serve grades TK through 5 through a culturally responsive lens that will also build authentic relationships with the Boyle Heights community.

PUENTE staff will use a tiered, iterative, and structured instructional model to apply the funds of knowledge framework within the classroom. This model is explained below with a working example from a 2<sup>nd</sup> grade literacy lesson. The lesson will cover the following CCSS:

CCSS.ELA-Literacy.RL.2.1      CCSS.ELA-Literacy.RL.2.3      CCSS.ELA-Literacy.RL.2.5  
 CCSS.ELA-Literacy.RL.2.7      CCSS.ELA-Literacy.RL.2.9

Lesson Component	Example
<i>Motivate</i> – Begin by gaining attention of students with a stimulating activity connected to students’ own assets.	<i>The teacher shows students two pictures: one of an empanada and another of a tamal. He solicits questions from the students inquiring whether they know what these two food items are.</i>
<i>Objective</i> – Inform student of the class objective and what students will do for the rest of the class, including the final assessment. Both Common Core State Standards and students’ funds of knowledge drive the objective.	<i>The teacher reads the objective from the board: Students will compare and contrast two stories regarding holiday traditions</i>
<i>Activate prior knowledge</i> – Remind students of the ongoing dialogue about the instructional component. Leverage their working funds of knowledge as background to the daily lesson to build new funds.	<i>The teacher reminds the students that they have been using various compare and contrast charts to differentiate stories and author meanings. The teacher solicits input from students asking for some examples.</i>
<i>Teach</i> – Deliver the content to students in a self-contained setting using whole group and small group instruction	<i>The teacher talks about holiday traditions using a web chart to capture student input about their own traditions and what they eat during the holidays. He mentions that some of these traditions and food are different and some of them are similar. He now uses a Venn Diagram to begin capturing the differences depending on the class group composition. He then proceeds to introduce two books as</i>

	<i>they will read two distinct holiday stories: Too Many Tamales by Gary Soto and The Empanadas that Abuela Made by Diane Gonzalez Bertrand. Students will work to read the two texts and differentiate key differences between the two Latino families using both text and images. Teacher provides students with a class set of the books for each student.</i>
<i>Guide/Model</i> – Guide students through the content of the instruction using examples to support learning new material. Students work with the guidance of the teacher and potential aides.	<i>The teacher begins by introducing Too Many Tamales. He discusses the cover and introduces the author. He will read the book with the class together. Once they finish the book, they have a small discussion about what they learned.</i>
<i>Independent Practice</i> – Students apply what they have learned in various formats, depending on the scope of the lesson, which can include autonomous practice, partner work, teamwork, or blended learning. Teachers strategically group students to differentiate English Language Learners and Students with Special Needs.	<i>After reading Too Many Tamales, students will read The Empanadas that Abuela Made independently, and begin answering the questions the teacher posed for them in a worksheet. Students are to compare and contrast what they learned from each of the stories and reflect on their own holiday traditions.</i>
<i>Review</i> – Reinforce knowledge learned with feedback to students about new content. Help students assimilate or accommodate new knowledge into their working funds of knowledge. Teacher can review with the class as a whole or during group work.	<i>Students share with the class what they learned from each story and complete the Venn Diagram chart that differentiates both stories. Students help the teacher fill out their diagram.</i>
<i>Assess</i> – Teacher closes lesson with a summative assessment to evaluate the acquisition of new funds	<i>Both books have a section of how empanadas and tamales are made. Students are to draw and explain the processes of making each food item as it's explained by the author</i>
<i>Reflect</i> – Teachers learn from their lesson to deepen their understanding of their students consistent with their understanding of the content covered. During PD's held on Fridays,	<i>Teacher looks at the Venn diagrams along with the assessment piece from student. He assesses how students understood the lesson, specifically his English learners as the books</i>

<p>teachers are able to discuss and meet as a collaborative group identifying individual student’s needs and steps needed to address those needs. This final step is critical to extrapolating students’ (and teacher’s) funds of knowledge.</p>	<p><i>contained both Spanish and English text. He uses booth assessment and anecdotal data to structure his lesson for the next day.</i></p>
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**Curriculum and Instruction**

The intentional goal of PUENTE Charter School’s curriculum and instructional approaches is to respect education as the process of accompanying our learners; caring for and about them; and bringing learning into life. John Dewey stated that “Education is born, it could be argued, of the hope and desire that all may share in life and ‘be more’.” For the PUENTE community, education is a matter of grace and wholeness, wherein we engage fully with the gifts we have been given to create and sustain informed, hopeful and respectful environments where learning can flourish.

The PUENTE Charter School instructional design aligns 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. The core subjects at PUENTE Charter School are English language arts, mathematics, science and history-social science. Current state board of Education approved textbooks and materials, aligned with the California Common Core Standards, as well as other additional resources, establish the scope and sequence for each of the following core curricular areas.

PUENTE Charter School provides students in grades TK – 5 an instruction program plan and environments intentionally designed to address age appropriate learning styles. Students in grades TK – 2 focus on learning their foundational skills, academic and social areas of development providing children the tools to become confident and independent learners in the core content areas. TK – grade 2 teachers discuss specific methods young students need to smoothly transition and reach level proficiency in the upper elementary grades.

To help children excel in the upper grades 3 – 5, teachers will focus on specific foundational and grade level skill sets, such as reading by grade 3. Specific PD’s, trainings, collaborative team teacher meetings, RTI sessions, and lessons support students to reach specific grade level benchmarks.

Students enrolled in grades TK - 2 and in grades 3 – 5 each have their own separate bell schedule and designated classroom areas best suited for optimum student success.

PUENTE’s goal is to provide its students with the necessary tools needed for deeper learning experiences and preparation needed of the following core concepts. The TK – Grade 5 specific content core areas are specified in the following tables:

Content Core Areas TK – Second Grade				
Grade/Source	ELA	MATH	SCIENCE	HISTORY-SOCIAL SCIENCE
<b>TK</b> -California Preschool Learning Foundations Volume 1 CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	Learning & Working Now & Long Ago
<b>Kindergarten</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	Learning & Working Now & Long Ago
<b>First Grade</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	A Child's Place in Time & Space
<b>Second Grade</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	People Who Make a Difference

Content Core Areas Grades 3 – 5				
Grade/Source	ELA	MATH	SCIENCE	HISTORY-SOCIAL SCIENCE
<b>Third Grade</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	Continuity & Change
<b>Fourth Grade</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	California: A Changing State
<b>Fifth Grade</b> CCSS NGSS History-Social Science Content Standards for California	Reading Literature Reading: Informational Text Reading: Foundational Skills Writing Speaking & Listening Language	Counting & Cardinality Operations & Algebraic Thinking Numbers & Operations in Base Ten Measurement & Data Geometry	Physical Sciences Life Sciences Investigation & Experiments Earth Sciences	United States History & Geography: Making a New Nation



PUENTE prides itself on its experienced teaching staff, most of whom have been with PUENTE since the start of the Charter School in 2002 and have formed a strong team and collaborative group cohesion. This team of teachers meet with school administrators on a weekly basis to discuss and reflect on instructional best practices, as well as individual student's needs. In addition, the teachers and administration reflect the diversity of its students, serving as a source of connection and encouragement to its students and families. This relationship serves to support the Funds of Knowledge pedagogical methodology. Teachers that serve students at PUENTE Charter School have a strong bond with the Boyle Heights community and/or live in the community they serve. Teachers must also have BCLAD or CLAD certification or the equivalent, as well as have experience working with the school community. In addition to having knowledge skills specific to ELLs, teachers are supported by PDs, as needed, as well as training to expand their repertoire of instructional strategies.

Using each students' funds of knowledge begins prior to the start of the academic school year and continues throughout the year. Initial bonding promotes lesson planning that incorporate students' life and cultural experiences to enrich and influence learning. Teachers must make this initial bond with each child and their family. Teachers are responsible to learn *something* that makes each child unique. Teachers must have thoughtful conversations with their students and families in support of accessing funds of knowledge.

This engagement component is fully expressed by our intentional activities including:

- Home visits beginning in the summer
- Student surveys in the fall
- Parent surveys in the fall
- Monthly "Family Engagement Nights"
- Potlucks, so that families and teachers can deepen the bond while sharing a meal
- Coffee with the principal morning LCAP meetings (Café y pan dulce con el director)
- Show and tell activities where students can share their home photographs, collections, hobbies, bring in their pets, etc.
- Discussions where students can talk about their neighborhood, their family members, their home, their favorite foods, music, etc.
- Activities such as collages, "background knowledge bags" where even the youngest learners can contribute and cut out (*or tear!*) their favorite things from "junk mail" catalogs or old magazines and put them into a bag and proudly share their funds of knowledge during oral presentations.

Teachers work in collaborative groups when conducting home visits. Teachers will ask respectful questions in regards to the family's daily activities. That may help access the family's funds of knowledge. The goal is for teachers and parents to have an increased sense of mutual trust to strengthen the home and school connection.

Instructional and administrative team members will gather, discuss, exchange notes, and “bank” these funds of knowledge to help when grouping children, planning the monthly family engagements and to be inclusive and sensitive to family’s preferences and interests when designing lessons for the academic year. An example of a typical lesson using the children’s funds of knowledge would be when in the fifth grade students visit several murals in their neighborhood. Fifth graders will learn about the familiar murals in Boyle Heights and East Los Angeles and how they tell several unique stories influenced by the social movements of the 70’s on the eastside.

PUENTE recognizes the critical role of teachers and administrators working together with families to achieve student success. Teachers and administrators analyze data regarding student’s assessments, give attention to ELL student’s needs, keep watch of student’s attendance patterns, monitor student’s behavior in class, attend to special needs students, as well as other factors to consider when meeting educational goals and reaching success. Assessments and data are analyzed on a weekly basis during scheduled Friday afternoon PD sessions, with the intent to design lessons that meet students’ targeted areas of need and challenge their growth. It is with this understanding that the children in the class at hand, with their specific needs, are what drives the best learning approach. Teachers thoughtfully align age appropriate creative lessons with the CCSS and are sensitive of children’s ability, strengths and/or challenges.

Data and reflective group discussions direct teachers with the tools needed to keep the instructional design lessons challenging and rigorous. Teachers will learn when appropriate to provide extension activities for children who need challenges, as well as providing proper pacing and support for students that may be struggling. Staff communicates regularly and shares these findings with families so that they can continue the learning at home with the student. Families play a vital role in achieving the learning goals. Home visits, weekly Family Newsletters, weekly teacher’s feedback in children’s math and writing journals, monthly family engagement meetings, morning announcements, parent/teacher conferences, being visible, and being available are some examples that strengthen the home/school connection to best serve our students and their families.

All materials used as primary and supplemental resources align with CCSS and are compatible with PUENTE’s emphasis on student-centered, hands-on learning strategies as well as adapt to our project-based learning, STEAM, and Fund of Knowledge instructional methodology.

Our thematic instruction is an intentional support for our predominately English-language learners to build *schema*—or to make connections—as they learn because they approach the theme from multiple perspectives and use many different resources. Our students benefit from multiple exposure to new words and ideas because each interaction with a new word or idea builds their understanding. Our English-language learners, in particular, learn by connecting their direct experiences to the language they hear during planned activities. The thematic instruction supports the strengths perspective of our educational program plan as our children connect their existing knowledge, which they develop within their culture and family, to new knowledge they are gaining at school. The instructional approaches fully express themselves as the PUENTE students:

- Build on their own cultural experiences
- Share their cultural experiences with others
- Learn English words for concepts they already know in their home language
- Learn new English words for concepts they have not yet learned in their home language
- Make connections between their cultural experiences and classroom curriculum

Studies affirm that students in schools using integrated curriculums experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Willett, 1992.) Additional studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).

## English Language Arts

PUENTE'S 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 will adopt the *World of Wonders* and *Reading Wonders* comprehensive reading program, published by McGraw-Hill, for 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 (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 Achieve 3000 (Supplemental)

### **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.

### **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.

### Grade Level Scope & Sequence using World and Reading Wonders

TK/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Unit 1:</b> Take a New Step	<b>Unit 1:</b> Getting to Know Us	<b>Unit 1:</b> Friends and Family	<b>Unit 1:</b> Growing and Learning	<b>Unit 1:</b> Think It Through	<b>Unit 1:</b> Eureka! I've Got It!
<b>Unit 2:</b> Let's Explore	<b>Unit 2:</b> Our community	<b>Unit 2:</b> Animal Discoveries	<b>Unit 2:</b> Figure It Out	<b>Unit 2:</b> Amazing Animals	<b>Unit 2:</b> Taking the Next Step
<b>Unit 3:</b> Going Places	<b>Unit 3:</b> Changes Over Time	<b>Unit 3:</b> Live and Learn	<b>Unit 3:</b> One of a Kind	<b>Unit 3:</b> That's the Spirit	<b>Unit 3:</b> Getting From Here to There
<b>Unit 4:</b> Around the Neighborhood	<b>Unit 4:</b> Animals Everywhere	<b>Unit 4:</b> Our Life/Our World	<b>Unit 4:</b> Meet the Challenge	<b>Unit 4:</b> Fact or Fiction?	<b>Unit 4:</b> It's Up to You
<b>Unit 5:</b> Wonders of Nature	<b>Unit 5:</b> Figure It Out	<b>Unit 5:</b> Let's Make a Difference	<b>Unit 5:</b> Take Action	<b>Unit 5:</b> Figure It Out	<b>Unit 5:</b> What's Next?
<b>Unit 6:</b> Weather for All Seasons	<b>Unit 6:</b> Together We Can!	<b>Unit 6:</b> How on Earth?	<b>Unit 6:</b> Think It Over	<b>Unit 6:</b> Past, Present, and Future	<b>Unit 6:</b> Linked In
<b>Unit 7:</b> The Animal Kingdom					
<b>Unit 8:</b> From Here to There					
<b>Unit 9:</b> How Things Change					
<b>Unit 10:</b> Thinking Outside the Box					

## Mathematics

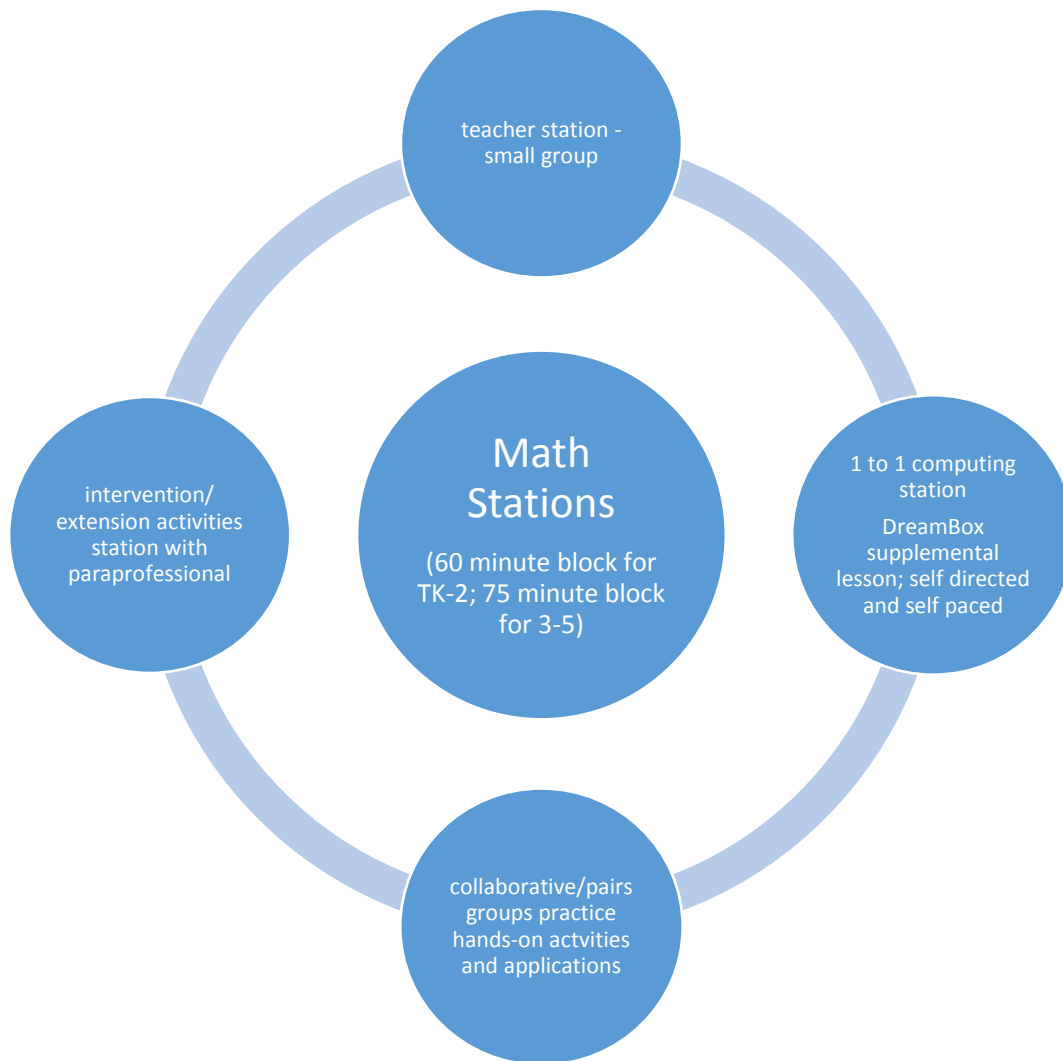
With the focus on developmentally appropriate math instruction and effective strategies, the learning objectives and outcomes aligned to the rigorous Common Core mathematics standards are met by ensuring balanced teaching for conceptual understanding and for procedural fluency. Research has shown that when students learn procedures without meaning, they are only memorizing discrete pieces of information that are difficult for them to remember. Students are better served when they develop an understanding of the concepts they are studying before application of these ideas to procedural strategies (National Mathematics Advisory Panel 2007).

This balanced math instructional design supports students' mastery of basic computational and procedural skills; conceptual understanding; and problem solving, with an emphasis on making connections among mathematical ideas and between mathematics and other disciplines. Our pedagogical approach supports engaging our students in a variety of mathematically-related activities across different areas of learning to intentionally support this learning goal. As an instructional team, we ensure our elements of sound teaching practices including, classroom management, a logical progression of lessons, an effective use of assessment, and time management are in place.

The math curriculum at PUENTE Charter School will follow the CCSS and state instructional frameworks, the California Standards for Mathematical Practice and the Standards for Mathematical Content. PUENTE's goal is to ensure that *all* children meet or exceed these standards as well as

become confident problem solvers and logical, mathematical thinkers. To do so, lessons will follow a coherent sequence so that students become confident and capable of using math concepts effectively and allow teachers the space for scaffolding opportunities. More so, we will strive to build a positive classroom culture, developing a support growth mindset to ensure students feel comfortable making mistakes. In math, errors are a necessary cognitive tool needed for learning, allowing teachers to create both an environment where students feel comfortable and confident when learning new math concepts and a place for reflective teaching practices.

Starting in the 2018- 2019 school year, PUENTE Charter School will implement the new math curriculum, California Go Math! by Houghton Mifflin Harcourt supporting the new state standards. The instructional program targets key learning areas to develop student's understanding and fluency and their ability to apply mathematics to analyze and solve complex problems. In addition, the DreamBox Learning Math online program will serve as a supplemental, blended learning program to help with practice, review, and provide highly personalized learning. DreamBox Learning Math offers several adaptive lessons aligned with the Common Core State Standards in Mathematics (CCSSM). DreamBox will also serve as an assessment tool to help teacher's gauge individual student progress. Teachers can analyze specific areas that students have mastered as well as areas where students need additional math practice and support. The following chart represents the scaffolding teaching practice of our math program.



### Grades TK – 2<sup>nd</sup>

Teachers strive to make the TK's introduction to math concepts in a way that ignites a love of math. In Transitional Kindergarten, teachers devote their instructional time focusing on helping children develop an understanding of whole numbers, concepts of number correspondence, counting, cardinality and comparing numbers. Children will also explore geometry as students learn their basic shapes. Math lessons will be engaging and involve various kinds of manipulatives to stimulate their curiosity for the subject.

Kindergarteners will focus on learning about basic numbers and number concepts. They will compare whole numbers and objects. Children will learn geometry concepts focusing on describing and distinguishing shapes, (two-dimensional and three-dimensional) and space. Children will also learn about patterns and be able to identify, finish and create their own pattern. Children will have various experiences with counting numbers. Teachers will guide students to move away from rote counting and will teach children to count forward from a given number instead of beginning at one.



Additionally, children will engage in various hands-on counting experiences and cooperative group work to develop this understanding. Number games will help children make connections when introducing abstract number concepts, helping them to understand that a number word spoken tells the quantity. Children will use objects and drawings to represent numbers and to represent problems. Children will begin to do basic addition and subtraction equations up to five. Children begin to work with problem situations of “putting together” and “taking apart”. Students will show their understanding in various ways such as by using language, objects, making drawings, or writing equations.

In first grade, children will begin developing a more concrete understanding of addition and subtraction. Children in the first grade will also develop an understanding of measuring lengths indirectly and by iterating nonstandard length units. Students develop skills understanding the relationship using whole numbers and place value. Students will practice these skills by solving word problems and equations increasing their mathematical and reading fluency. Children will continue composing and decomposing geometric shapes. Manipulatives such as the use of tangrams, blocks and pattern blocks will help children envision and grasp abstract geometric concepts.

By second grade, students will continue to expand and build upon their mathematical foundation as teacher’s model and demonstrate how to solve problems and then give children the opportunity to demonstrate their skills, offering support when needed. Children continue to review whole numbers Children work with place value concepts where they group numbers into the tens and one’s place and begin to apply these skills to develop a deeper understanding of simple base-ten notation. Second graders continue strengthening their addition and subtraction strategies strengthening their speed and accuracy with single digits, build to two digit and building to multi- digit numbers, adding to 100. They will begin using number lines when solving problems. Children will begin using standards units of measurement. Children will use rulers, yardsticks, tape measures and other tools to begin measuring objects. Students will continue to work with analyzing shapes and expand their geometry vocabulary. Children will look for geometric shapes in the real world to make lessons meaningful and relatable.

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

Students begin the third grade with an understanding of specific mathematical concepts and continue to build a solid math foundation that will support them for further challenges. Children begin to have deeper learning experiences and begin focusing on concepts needed for solving single digit multiplication and division problems. Teachers model and demonstrate how to solve multiplication and division problems by using strategies and multiplicative reasoning. Children learn to relate division to multiplication and to other mathematical concepts including geometry. Children will also learn the concept of “rounding off” and work with whole numbers to the nearest 10 or 100s place. They will also understand that fractions are numbers and begin by dividing a whole into equal parts.

Fourth graders continue to build upon on their addition and subtraction skill sets where they can demonstrate their understanding and fluency by adding and subtracting numbers using the standard

algorithms. In addition, students are using multi-digit numbers when multiplying and dividing. Children will understand the concept of fraction equivalence and continue adding and subtracting fractions. Students begin analyzing patterns using mathematical vocabulary. Activities in their project based learning class will extend to finding patterns within their real world experiences, such as weather patterns or sports scores, or natural occurrences where they can identify and explain their finding and data as a collaborative group. Children will continue to work with units of measurement and begin to use formulas to find the area and perimeter.

In the fifth grade, students will master all basic arithmetic operational skills. Students will continue adding and subtracting fractions and transition into multiplying and dividing fractions. Students will use variables to write simple equations and expressions. Students will learn to understand and graph linear relationships by using coordinate grids, tables, and charts. Fifth graders will also begin to using integers and rational numbers, setting the foundation for algebra, -skills that they will use in grade six.

TK-2 Math Scope & Sequence	Aug./Sep	Oct	Nov/Dec	Jan	Feb	March	April	May	June
<b>TK</b>  Develop an understanding of whole numbers, concepts of number correspondence, counting, cardinality and comparing numbers and introduce geometry concepts	Know number names & count in sequence  Identify the number of objects in a collection (up to 5 objects)  *Initial Benchmark Assessment	Recognize and know names of written numerals  Identify and construct basic shapes  Identify the number of objects in a collection (up to 10 objects)  *Benchmark Assessment	Recognize and know names of written numerals  Identify and construct basic shapes compare, sort and classify objects  Identify the number of objects in a collection (up to 10 objects)  Describe and compare measurable attributes of objects			Describe and compare measurable attributes of objects  Count to tell how many  Identify the number of objects in a collection (up to 15 objects)  *Benchmark Assessment	Identify the number of objects in a collection 20 objects  Count to tell how many  Develop an understanding of basic addition concepts	Review of TK math goals  *Benchmark Assessment	TK course review  *Final Assessment
<b>Kindergarten</b>  Develop an understanding of numbers and number concepts, geometry (two-dimensional and three-dimensional) and space, count from one to 100, count by tens, write the numbers from 0-20, and count using ordinals	Count objects in various configurations  Write numbers to represent total in a group  Set Number Relationships  *Initial Benchmark Assessment	Classify and count up to 10 objects  Describe positions of objects  Identify shapes as "flat" or solid  Counting in sequence to 50  Count objects in various configurations  Solving problem situations of "putting together" and "taking apart"  Tell time to the hour  *Benchmark Assessment			Solving problem situations of "putting together" and "taking apart"  Measurement  Compare measurable attributes of objects  Developing foundations of place value through counting and composing a group of ten  Introduce basic addition equations within 5  *Benchmark Assessments		Place value through counting and composing a group of ten  Fluently Add & Subtract Within 5 Addition & Subtraction Problem Solving Within 10  *Benchmark Assessment	Kindergarten course review  *Final Assessment	
<b>First Grade</b>  Develop an understanding of addition, subtraction within 20, place value by grouping in tens and ones, linear measurement and measuring lengths as iterating length units and	Composing & decomposing numbers  Addition & subtraction of numbers up to 10  Solve word problems using commutative property  *Initial Benchmark Assessment	Addition and subtraction of numbers 0 to 20 through problem solving  Expressing Length & measurements using numbers  Compare the lengths of objects  Introduce place value through addition and subtraction using numbers up to 20  Use drawings, objects to solve equations  Determine if equations are "true" or "false"  *Benchmark Assessments before and after winter break			Place value & comparison  Addition and subtraction numbers to 50  Count to 120 starting at any given number less than 120  Compare two two-digit numbers  Estimation problems  Find 10 more or less than a number		Place value and comparison  Addition & subtraction of numbers to 50.  Begin to use multiple representations to show thinking  Geometry -identify & compose shapes  Compose & decompose shapes partitions into equal shares  Tell time to the half hour  *Benchmark Assessment	First grade course Review  *Final Assessment	

Geometry concepts			*Benchmark Assessment		
<b>Second Grade</b>  Continue reinforcing base-ten notation skills, addition and subtraction drills, use standard units of measurement, geometry concepts, i.e. analyzing shapes, begin multiplication. Introduce division	Adding and subtracting (reviewing strategies learned in K-1 for mastery of concept)  Discuss odd & even numbers  *Initial Benchmark Assessment	Adding and subtracting with numbers up to 100  Place value using numbers to 1000  Compare two three-digit numbers  Skip counting by 2s, 5s, 10s, and 100s  Sums and differences using a number line  *Benchmark Assessments before and after winter break	Money and time concepts  Solve word problems involving coins and dollar bills  Estimating and measuring length units  Analyze data using graphs  *Benchmark Assessment	Develop multiplication skills  Introduce division skills	Second grade course Review  *Final Assessment

Math 3-5 Scope & Sequence	Aug/Sep	Oct	Nov/Dec	Jan	Feb	March	April	May	June
<b>Third Grade</b>  Develop an understanding of multiplication and division strategies within 100, introduce fractions, work with rectangular arrays, find the perimeters of polygons and analyze two-dimensional shapes.	Addition and Subtraction using standard algorithms  Estimation strategies - rounding off  Associative & commutative property of addition  *Initial Benchmark Assessment	Continue developing an understanding of multiplication and division  Single digit multiplication & division strategies within 100. Introduce basic multi-digit multiplication.  Investigate the area and the formula for the area of a rectangle  Measure areas by counting unit squares – rectangular arrays  *Benchmark Assessments before and after winter break			Solve word problems to develop fluency  Understand Fractions as Points on a Number Line Decompose Fractions into Unit Fractions Use Visual Models to Find Equivalent Fractions  Write Time to Nearest Minute Measure Time Intervals in Minutes  *Benchmark Assessments		Reason with two-dimensional shapes and their attributes  Find perimeters of polygons  Compare areas and perimeters of 2 rectangles  *Benchmark Assessments		Build concepts of data, graphing, and line plots  Generate and analyze measurement using data  Solve problems using picture and bar graphs  *Final Assessment
<b>Fourth Grade</b>  Use place value to solve multi-digit multiplication problems, compare fractions, relate operations with whole numbers to fractions, analyze geometric figures	Addition & subtraction using large numbers within 1000  Compare & round off numbers to 1,000,000  *Initial Benchmark Assessment	Use place value to solve multi-digit multiplication problems  Solve multi-digit division problems with remainders  Analyze Patterns  *Benchmark Assessments before and after winter break			Compare Fractions Using Various Methods Relate Operations with Whole Numbers to Fractions  Relate Operations with Whole Numbers to Fractions  Add Fractions with Denominators 10 and 10  Analyze Geometric Figures Identify Angle Measures, Line Orientation, and Symmetry Find Numeric and Geometric Patterns  *Benchmark Assessments		Understand Relative Sizes of Units of Measure  Use Formulas for Area & Perimeter  Use Line Plots to Display Fractional Measurements  *Final Assessments		
<b>Fifth Grade</b>  Addition and subtraction of fractions, begin multiplication and division of fractions, divide using 2 digits, find the area using models, number lines, and counters, use line plots to visually display data/ volume	Review of 4th grade concepts  Fluency with multiplication  Divide using 2 digits  Addition and subtraction using fractions  *Initial Benchmark Assessments		Multiplication and division of fractions  Find the area using models, fraction strips, number lines, and counters  Use line plots to visually display data/ volume  *Benchmark Assessments before and after winter break		Expand place value  Understanding of decimals to thousandths  Decimal to fraction equivalencies  Concrete and Visual Models to Understand Operations  *Benchmark Assessments		First Quadrant of Coordinate Plane  Ordered Pairs  Numerical Patterns  *Final Assessments		

## Social Studies/Humanities

Our practice of incorporating thematic instruction supports our instructional team in planning multiple opportunities for our students to build on what they already know and to extend learning with meaningful, connected activities throughout the day and the academic year. Our social studies curriculum is based on the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and ELA/ELD Framework. The curriculum is concept-based, and provides in-depth study to promote student inquiry of causal relationships and historical connections, reinforcing critical thinking skills and the understanding of our common human experience. Lessons on notable figures and everyday heroes build the understanding of contributing to one's community and the world-at-large in respect of others. Stewardship, leadership, and individual responsibility are underscored as students explore characteristics that are admirable, valuable and contribute to making the world a better place. To strengthen the display of these attributes with our students, our instructional team support peer group work station activities, based on the theme, where verbal, social, artistic and logic learning is reinforced. Themes currently used in our curriculum to engage our students in support of the Social Studies and Humanities standards include: Everyday Heroes/Community Helpers; Good Citizenship; African American Heritage Month; Family Traditions; Cesar Chavez; Geography & Map Skills; and The Continents.

PUENTE'S History and Social Studies instructional program builds its yearly curriculum around a theme-based instruction model integrated across all subjects. Teachers will work with students to make connections between what they are learning within social studies to apply across all academic subjects and deepen their learning experience. The pedagogical goal is of PUENTE's History and Social studies curriculum is to leverage student histories through our Funds of Knowledge approach and connect their learning with Science, Math, English Language Arts, as well as other non-core content areas. The social studies content will cover several topics including, but not limited to, cultural and political history, social justice, socioeconomics, California and world history, and geography.

PUENTE's social studies curriculum will be intentionally designed for students to develop cooperative problem solving skills to address social, ethical, and personal concerns. Instructors will leverage students' lived and cultural experiences to make history and social science studies a more relevant and meaningful experience for the children. Teachers will also rely on their life experiences as instructional assets.

In terms of learning content, PUENTE will adopt the Scott Foresman California History-Social Science program as the curriculum for all students. In addition, PUENTE will use the Reading Wonders, ABCya!, Achieve 3000, and Starfall as supplemental curriculum for social sciences. In terms of instruction, TK thru 2<sup>nd</sup> grade students will receive a minimum of 240 minutes of social studies instruction per week, implemented in alternating two-hour blocks. In other words, students will receive social studies instruction either Monday and Wednesday or Tuesday and Thursday. Students will begin social studies instruction based on the grade specific content standards for the first hour

and follow with another hour of integrated instruction during our project-based learning block. Depending on the scope of instruction, Students may receive additional social studies instruction embedded within PUENTE's additional ELA Integrated Instruction block designed to support the learning content of both ELA and social studies. More importantly, the Integrated Instruction block is aimed at strengthening the skills and strategies for students to be proficient readers, especially for ELL students. Students in grades 3<sup>rd</sup> thru 5<sup>th</sup> will receive a minimum of 120 minutes of social studies instruction and an additional 90 minutes of integrated support a week. Similar to our TK thru 2<sup>nd</sup> population, students will receive social studies instruction twice a week in alternating days. Students will start with integrated ELA instruction analogous to the social studies curriculum in our blended learning lab for 45 minutes. This specific time will allow for teachers to differentiate instruction and work with students that may need more support to develop their reading proficiency. Students will then continue and engage the content material reflective of their specific grade. All instruction will be consistent with the History-Social Studies Standards for California and further undergirded by students' own life histories, consistent with our Funds of Knowledge approach. The following themes will be applied to the content standards for TK through 5<sup>th</sup> grade following the History-Social Science Content Standards for California Public Schools.

- TK/Kindergarten – Learning & Working Now and Long Ago
- First grade – A Child's Place in Time & Space
- Second grade – People Who Make a Difference
- Third grade – Continuity and Change
- Fourth grade - California: A Changing State
- Fifth grade - United States History & Geography: Making a New Nation

Relevant to our students from the Boyle Heights and East Los Angeles community, children will take walking trips throughout their neighborhood to connect classroom learning with real life experiences. Children will visit several historical sites across Los Angeles, including Mariachi Plaza, La Plaza de Cultura y Artes, Olvera Street, The Broad Theatre, the Getty Museum, the Autry Musuem, the Southwest Museum of the American Indian, Pio Pico State Historcal Park, San Gabriel Mission, and East LA murals. These trips are designed with the intent of helping students contextualize their working understanding of their social world and understand their own social surroundings and histories.

## Science

Curiosity is a natural component of childhood (Arnold & Colburn, 2010). Science is part of the integrated curriculum offered at PUENTE Charter School. Students explore and discover the natural world in support of mastery of the Practice Standards component of the *Next Generation Science Standards*. With the ability to offer work station activities, our students engage in both guided and student-initiated exploration and about the physical and biological sciences that builds upon their understanding and use of vocabulary skills, cooperative learning skills and science concepts as they relate to the world around them. Our instructional team actively promotes the reinforcement of key mathematical concepts, especially graphing and measurement skills. The science curriculum promotes intuitive, imaginative thought, encouraging children to learn to ask *Who?; What?;*

*When?; Where?; Why?; and How?* Embedded in the instructional practices is the desired results of our students:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

PUENTE strives to develop scientifically literate students so that they make informed decisions about health, safety, citizenship, and environmental issues. Physical science, earth science and life science areas of study integrated throughout the curriculum where teachers use constructivist-teaching methods to engage students. Our students are encouraged to embrace the concept of being “a scientist,” and innately are prone to ask many questions as well as use needing hands-on exploration of the natural world. The curriculum will include science concepts, experiments, lab activities, and students’ life experiences, to help students experience success throughout all core and non-core areas of the overall curriculum. Approximately 30-40% of science instruction time will involve direct lab and experiment activities, consistent with implementation of the scientific method. These activities will be based on benchmark requirements and will utilize the skills and techniques outlined in the Investigation & Experimentation Strand of the NGSS standards. In addition, STEAM (Science, Technology, Engineering, Art and Math) based learning experiences are emphasized throughout the curriculum design using real-world connections. Our goal is to prepare all of our students for an increasingly technological society that requires its citizens to receive advanced instruction in science and be sensitive to environmental issues.

In terms of learning content, PUENTE will adopt the Full Option Science System (FOSS) program as the curriculum for all students. In addition, PUENTE will use the Reading Wonders, ABCya!, Achieve 3000, Starfall, and Edmark Thinkin’ Science as supplemental curriculum for science. Similar to social studies, our TK through 2<sup>nd</sup> grade will students will receive a minimum of 240 minutes of science instruction per week, implemented in alternating two-hour blocks. Students will begin an hour block of science instruction working on grade specific content consistent with the NGSS standards and continue with another hour of project-based learning. Students will also have opportunities to develop their science literacy during our ELA block based on the scope of our lessons. Students in grades 3<sup>rd</sup> thru 5<sup>th</sup> will receive a minimum of 120 minutes of science instruction and an additional 90 minutes of integrated blended learning support a week. Similar to our TK thru 2<sup>nd</sup> grade, students may receive additional science instruction based our integrated approach across subjects. The following chart covers what students will cover based on NGSS standards by respective year:

## Disciplinary Core Ideas for Elementary Science Instruction: Grades TK-5

TK/Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Motion &amp; Stability</li> <li>• Forces &amp; Interactions</li> <li>• Energy</li> <li>• Molecules to organisms</li> <li>• Earth's Systems</li> <li>• Earth &amp; Human activity</li> <li>• Engineering &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Waves &amp; applications to Technology</li> <li>• Molecules to organisms</li> <li>• Heredity</li> <li>• Earth's place in the Universe</li> <li>• Engineering &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Matter</li> <li>• Ecosystems</li> <li>• Biological Evolution</li> <li>• Earth's Systems</li> <li>• Universe</li> <li>• Engineering &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Motion &amp; Stability</li> <li>• Forces &amp; Interactions</li> <li>• Molecules to organisms</li> <li>• Ecosystems</li> <li>• Heredity</li> <li>• Biological Evolution</li> <li>• Earth's Systems</li> <li>• Earth &amp; Human activity</li> <li>• Engineering &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Energy</li> <li>• Waves &amp; applications to Technology</li> <li>• Molecules to organisms</li> <li>• Universe</li> <li>• Earth's Systems</li> <li>• Earth &amp; Human activity</li> <li>• Engineering &amp; Design</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Matter</li> <li>• Motion &amp; Stability</li> <li>• Energy</li> <li>• Molecules to organisms</li> <li>• Ecosystems</li> <li>• Universe</li> <li>• Earth's Systems</li> <li>• Earth &amp; Human activity</li> <li>• Engineering &amp; Design</li> </ul>

Consistent with our on-going equity work, PUENTE Charter School is sensitive to the underrepresentation of women in the fields of science, technology, engineering and math in our society. For this reason, it is important that *all children* begin learning that these fields are assessable to men *and* women at an early age. All students will have exposure to female guest speakers to serve as role models in STEM based careers to inspire students; girls in particular, towards interest in science related fields.

Our goal for our students is to provide as many opportunities to nurture their natural curiosity that they have about their world. PUENTE Learning Center currently offers additional engaging resources filled with opportunities for our students to learn science. These resources include, after-school clubs for children to pursue science fields, collaborations with organizations such as DIY Girls and Girls Who Code, and offering "Coding and Droning" for students to fly unmanned drones using Google codes. In addition, PUENTE's ongoing construction plan for our continued growth in academic service will include an aquaponics garden providing an additional learning tool where children can experience and study plants and fish interacting in a living ecosystem.

## The Arts

The visual and performing arts are intentionally integrated into our core subject areas, incorporating the five strands of the *Visual and Performing Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve*: Artistic Perception, Creative Expression, Historical and Cultural Content, Aesthetic Valuing, and Connections, Relationships, and Application.

Music, art, and drama are all powerful manifestations of cultural heritage. We promote the study and participation in the visual and performing arts to support student learning about the traditions and modes of thought of their native cultures as well as those of other cultures. The arts provide a means for creativity and self-expression. Our young students discover that their thoughts and feelings can be communicated nonverbally through music, art, and drama. These disciplines are integrated throughout the curriculum, including both opportunities to learn about the arts and to personally participate in weekly music and drama cycle instruction including percussion, storytelling, and musical theater. PUENTE has partnered with local arts-based organizations, *Theater of Hearts/Youth First* and *Sound Art*, to provide professional artist-in-residence instruction for our students. With a schedule that includes skill-building, cooperative learning with peers and rehearsal, our students display their proficiency and collaborative efforts at celebratory work-in-progress performances for family members and invited guests at the conclusion of each music and drama instructional cycle in our dedicated 4500 square foot multipurpose room, with elevated stage.

Field trips and community collaborations provide additional enriching experiences for our students to the local cultural resources for our students and families. PUENTE Charter School recognizes that there is much value in providing educational fieldtrips for its students. Visiting museums, attending musical performances or a theater production exposes students to a diversity of ideas, peoples, places, and times and imparts a greater appreciation and understanding of all people in general. Opportunities for students to highlight their arts proficiency skills displayed during month family engagement performances. Performances have included, *The Lion King*, *Peter Pan*, *Beauty and the Beast*, *Charlie and the Chocolate Factory*, *The Sound of Music*, *Mary Poppins* as well as displaying cultural tales spanning the world such as *Anansi the Spider* African folktales, and “*The Bossy Gallito*” (*Gallo de Bodas*) as well as other Latin folktales and legends that connect with our students funds of knowledge.

Trips to the Getty Museum allows children to study other cultures and ways of life as well a memorable hands-on learning experiences. PUENTE Charter School conducts class visits to Los Angeles-based arts organizations including Casa 101, The Broad Stage and the Boyle Heights Neighborhood Music School to promote arts appreciation and deepening student and family awareness of performing arts resources in the city. Plans to offer formal piano and/or violin lessons for our upper grade students are being developed in collaboration with the Neighborhood Music School.



## Technology

The PUENTE Charter School instructional team utilizes computer-assisted instruction (CAI) programs to support student mastery foundational literacy skills. Our classroom design includes a dedicated computer lab work station (with tablet access also), allocating a computer for every student during rotation into the lab. The intentional effort is to offer programs that adjust to students' specific instructional levels and provide immediate and specific feedback such that the rate of learning is maximized. In addition, instructional features (e.g., animation, interactive features) that are engaging to our young children assists with the time on task which enhances learning. In an effort to address the needs of each learner, our students who have Individualized Educational Plans, or those who are referred to our Student Success Team, our computer-assisted instruction is considered an evidence-based educational support. Specifically for the students who need additional supports and interventions, the computer-assisted instruction provides the opportunity for intensive anchor skill reinforcement including word recognition, decoding skills and numeracy skills. The multisensory approach, including the auditory and visual reinforcement, provides a value-add component to the students learning experience.

Teachers integrate technology into all instructional programs. Students use computers to reinforce studies in content core areas such as English language arts, mathematics, science, and history-social studies areas as well as non-core areas such as art and music. Science instruction follows the International Society for Technology (ISTE) standards. Students in grades TK – 5 use technology skills daily to become empowered learners. Using technology as a learning tool becomes second nature, where students seamlessly use technology as a part of the learning process. Students use technology in the classroom daily to create projects, reinforce core content areas and as a research tool. In addition to using technology as a blended learning supplement for strengthening core and non-core content areas, students will also learn simple computer science concepts such as computer terminology, typing skills, computer science concepts, use digital media for research, and learn about internet safety.

Fifth graders will learn the power of social media and guided to become responsible online citizens, as well as learn to use internet communication responsibly. The internet will become a research tool where students search for images and information.

Children in TK and K will have 1:1 computing access within a computer lab equipped with 24 PC's. The room layout allows teachers to differentiate instruction creating whole group instruction, small group instruction and intervention/enrichment stations. In grades 1-5, students have daily access to tablets used in their modern classrooms for whole and small group instruction, collaborative groups, pair research projects, publishing assignments as well as other student writing projects. Each grade will have access to a set of 20 tablets kept in portable tablet cart. Classes for grades 1-5 will use Smart Board technology for differentiated group teaching.

Practical skills such as basic typing will taught beginning in kindergarten. Typing is a needed skill set for future compositions and for some coding efforts. By the time students are in grade five, they will

work in collaborative and project based groupings to create documents for PowerPoint presentations.

Children in grades K-1 will learn very basic coding skills using the simple online application, “Scratch Jr.” and Edmark Thinkin’ Science. Students in grades 2-4 will transition to the more advanced online coding application, “Scratch”. Students develop coding skills that will serve them throughout their content studies as well as skills they will need for the rest of their education. By the time students are in grade 5, they will use the “Tynker” online application and begin to use their coding skills to program a drone. Fifth graders will learn to move a programmable Parrot drone, forward and back, up and down, and side to side. Fifth graders will highlight their coding and programming skills by completing a “drone obstacle course” during a culminating activity where family members attend. Fifth graders will also work in collaborative groups using “WeDo 2.0 Lego’s Robotics Kits” to construct a simple robot as part of their project based learning instruction. Fifth graders will learn that if they want a robot to do something they must communicate the idea with logical precision. Collaborative groups will conduct experiments and collect data for PBL group presentations.

Element	Expectation
Introduction to Technology	Students log-on independently into their respective software learning accounts Students create their own Google Application and email accounts Students learn the fundamentals of typing Students begin to explore technology as a tool for learning
Communication and Information	Students obtain skills to professionally and formally communicate with each other and staff Students acquire informational literacy to use technology to help gather information Students gain access to and use universal learning programs
Critical Thinking and Decision Making	Students use technology to solve challenging problems in core content areas Students apply their skills to solve scenarios that require effective use of technology Students demonstrate fluency in technological literacy through end of year presentations and projects
Online Testing	100% of students will take a mock state assessment online to demonstrate proficiency of computer use 100% of students will be able to navigate the state standardized assessment portal

## School Responsibilities

- IT on site where PUENTE Learning Center staff maintains hardware, software, and network architectures
- PUENTE Administration supports innovative instructional programs incorporating technology
- Monitors the use of evolving technology and how to implement in classroom setting
- Supervises and conducts staff development and training programs
- Coordinates electronic systems for teachers to access student information and assessment data
- Maintain tablets in portable tablet carts in working order and continue to upgrade, as needed

## Infrastructure

- Computer lab equipped with 24 PC's
- 80 tablets
- Lego's WeDo 2.0 Robotics kits for grade 5 project based learning class
- Ten Parrot programmable drones for grade 5
- Interactive Projectors grades 1-5
- Laptops for instructional team members
- Wifi access throughout school facility

<b>Technology</b> <b>(keyboarding, digital media, coding, robotics, droning)</b>	
Grade TK - 2	Scratch Jr. Starfall Touch Typing Edmark Thinkin' Science Series
Grades 3-5	Scratch DreamBox Learning
Grade 5	Tynker WeDo 2.0 Robotics Kits Programmable Parrot Drone Kits

## **Physical Education and Cooperative Play**

The PUENTE Charter School Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. Our students build their fitness, coordination, locomotor skills, and listening skills with intentional time outdoors in our designated play space with new equipment including zip line, multiple slides, pull-up bars and a small rock climbing wall, classroom imaginative play stations with props and costumes and our 4500 square foot multipurpose room. Stretching and a cardiovascular activity such as running are performed in each class to encourage fitness throughout the year.

Extensive studies indicate the importance of cooperative play in the kindergarten classroom. It is during play situations that our children have the opportunity to cooperate and engage in conversation with their peers that is child-initiated and is associated with a balanced development of both cognitive and affective domains in students (Gmitrova and Gmitrova 2004). We provide resources for the opportunity for play activities, including access to imaginative play activity stations, toys, board games, manipulative, costumes, and props.

Age appropriate lessons about learning good nutrition habits and maintaining physically and mentally fit offered at all grade levels promote healthy habits among students.

In addition to time allotted for regular stretches, movement activities and physical play, children will partake in intentional cardiovascular physical education experiences through movement and dance activities. Plans are in progress to offer callisthenic workouts for grades 3-5. Plans to offer folkloric dance lessons for grades 2-5 are also in progress. Students in grade 5 participate in the standardized performance test, the California FitnessGram which offers a standards-based, health education lessons incorporated into the curriculum.

## **Innovative Components of the Instructional Program**

PUENTE’s integrated and designated learning activities aligned to CCSS and rooted in the cultural relevancy of our students offers an experiential educational program that is differentiated to meet the individual needs of our students, including our significant EL population, as they develop proficiency across core subjects as well as the arts and technology.

## **Intervention and Enrichment Programs**

PUENTE Charter School tracks individual student progress and provides needed support when identified with Student Success Team-drafted plans of action and our ability to target instruction with small group and individual learning. Our paraprofessionals offer one-on-one support as an intentional Response to Intervention. Parent education sessions model and teach effective strategies to continue with supports in the home environment. We offer a summer program for all in-coming and exiting student to continue reinforcing the learning goals and school routine. Our after-school enrichment program, offered daily in the afternoon at our school site, supports the extension of the school day with the opportunity for students to receive remedial support and project-based learning activities.

## **Curricular and Instructional Materials**

Teachers use Common Core State Standards-aligned curricula materials for the core academic subjects. As an instructional and administrative team, we assess and evaluate the effectiveness of our curriculum annually and make refinements as needed.

The following curricular and instructional resources and textbooks will be utilized for our charter school instructional service.

Instructional Resources	Subject						Early Elementary	Upper Elementary
	English	Math	Science	History Social Science	Technology	ELL Support	(TK-2)	(3-5)
ABCya!	X	X	X	X		X	X	X
Achieve 3000	X	X	X	X		X		X
California Go Math!		X				X	X	X
DreamBox Learning Math		X			X	X	X	X

<b>Edmark Thinkin' Science Series</b>			X		X	X	X	X
<b>FOSS (Science)</b>			X				X	X
<b>Reading Wonders</b>	X		X	X		X	X	
<b>Scott Foresman California History- Social Science</b>	X			X		X	X	X
<b>Scratch</b>					X			X
<b>Scratch Jr.</b>					X		X	
<b>Starfall</b>	X	X	X	X	X	X	X	X
<b>Touch Typing</b>	X				X	X	X	X
<b>Tynker</b>					X			X
<b>World of Wonders</b>	X		X	X		X	X	

## **Comprehensive Course List**

All students, TK-5, receive a comprehensive instructional program that incorporates the instructional subjects including English Language Arts, Math, Social Studies/History, Science, Art & Music, Technology, and Physical Education.

## **Instructional Methods and Strategies**

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, self-regulation 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 school in support of a lifetime of academic success and authentic personal growth. Our instructional practices include:

*Whole Group Instruction*– introduce new skills and use direct teaching methods with the whole class.

*Targeted Small Group Instruction*– small leveled groups to develop specific skills as well as direct instruction in phonics, whole language, decoding and guided reading and writing.

*Work Stations*-- peer-to-peer and independent opportunity to practice and reinforce literacy skills

*Blended Learning for Phonics/Word Study/Reading Comprehension*-Computer and work journal for reinforcement of phonemic awareness, phonics development, word study and reading comprehension with a particular benefit for our English Learners.

*Thematic Instruction*-- Learning literacy in context of understanding the different types of literature and their purpose in the art of storytelling.

## **Orton Gilligham Multi-Sensory**

The Orton-Gillingham Multi-Sensory instructional method is used to help children with reading by utilizing phonics-based strategies during direct teaching. The three learning approaches that Orton-Gillingham focuses on are auditory, visual and kinesthetic. Children who need support benefit from utilizing these multisensory, structured and sequential methods. The flexibility of implementation of these approaches has allowed the Orton-Gillingham methodology to be seamlessly adapted into our ELA and ELD instruction.

## **Differentiated Learning Opportunities**

Differentiated groupings and stations, such as whole group instruction, small group instruction, collaborative groupings, pair groupings, and independent learning are used. During whole group instruction, the teacher uses direct teaching methods and introduces new concepts to the entire class. During guided reading and writing assignments, children are in a small group instruction setting. Collaborative Grouping is used when working during project-based learning writing assignments or when conducting research.

Pairing facilitates children reading to each other. Teachers often pair an ELL student with a student that can offer additional guidance. Pairing will also be used for research projects for grades 3-5. Independent Reading Stations include extension activities for students that need challenges as well as activities to help children that need further reinforcement.

## **Project Based Learning (PBL)**

Several of the core and non-core subjects involve children to engage in long-term study units. Teachers use the project based learning approach so that lessons are student-driven, provide a deeper learning experience and allows children to work in collaborative groupings while answering real world questions or problems.

Intertwined into the project's procedures are the core and non-core content areas, where teachers thoughtfully align core standards into the learning process. Children work on an on-going project where time is allotted daily to work on their project.

One example of a PBL project second grade study unit that we plan is to design a family engagement night featuring a musical play. The unit duration is three months and the instructors will provide guidance to help children organize their ideas, keep momentum toward the goal and assist the students with aligning their ideas to the theme, "Wild About Learning". After some discussion, debate, voting, graphing, and data collecting (math, ELA, social science area content lessons) the class will make a collective decision to the performance agenda. Small group instruction during their ELA lessons will include choosing a story, identifying the main characters, creating simple dialogue for the characters, choosing the songs to sing, and auditioning for character roles. Art lessons will include designing and creating costumes and set design. Green-screen technology will be available for special effects. PBL units promote the integration of core and non-core content areas, a high-level of student-initiated learning and cooperation for a shared goal.



## **Blended Learning**

In response to best practices of high performing urban charter schools across the country, our instructional framework advantages extensive blended learning resources and lowered teacher to student ratios during literacy instruction. Across our early and upper elementary grades of TK-5, our highly qualified credentialed instructors with support from paraprofessionals will work with our students focusing on guided reading, phonics and sight words, and incorporate literacy-based, adaptive individualized computer stations. This structure provides significant differentiation and focuses on the building blocks of literacy: phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. We will use computer-based adaptive literacy programming such as Achieve3000 and Writing to Read to give students individualized practice and more opportunities to practice the skills they have been explicitly taught in direct instruction lessons with their teachers. DreamBox, Achieve3000 and Writing to Read provide individualized content core learning creating pathways for students allowing them to work at their own pace, while also providing mastery data for teachers. Each year we will evaluate the success of our blended learning model and resources and make adjustments to better meet the needs of our students.

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

The National Center on Response to Intervention (NCRTI) uses the following definition of Response to Intervention (RTI) based on available research and evidence-based practice:

“Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness, and identify students with learning disabilities.” (NCRTI, 2010, p. 2).

To ensure that all PUENTE Charter School students and their families are supported with appropriate services in our educational programs, the PUENTE Charter School RTI framework of academic and behavioral interventions utilizes the essential components of effective high quality general education instruction, school- based assessments, progress monitoring, data-based instructional decision making, tiered levels of interventions, and fidelity of implementation of the interventions. The first stage for RTI is documentation and school-based assessments. Based on the desired academic outcomes aligned with Common Core mastery and English Language Development, teachers and support staff, with assistance from parents/caregivers, will assess student capacity in academic achievement, social skills and home environment.

Students are then identified for the appropriate services in education (e.g., general education program, remedial support, intense intervention, special education). When necessary, family services are offered through referral to our local community partner agencies. The effective use of the PUENTE RTI is supported by the regular and systematic documentation of student activities and progress and the use of this data to inform our practice. School staff use a variety of assessment tools (e.g., classroom based assessment, standardized tests, diagnostic assessments, feedback from parents and support service providers including RSP and speech and language, to ascertain and track student progress in portfolios for each student.

For all students, teaching strategies are varied as described above — whole group, small group, individual and cooperative — based on student need, motivation and learning style. Parents are also provided with the knowledge and tools they need to support their children’s achievement in school through our home-to-school connections, ongoing engagement with parents during formal and informal meeting times, and parent-targeted workshops, activities, and events. Teachers and school leaders regularly modify student goals and services based on the data from the on-going progress monitoring.

Supporting our students’ academic growth and social well-being is an extension of our authentic goal to establish trusting and sustained relationships with our students and families in our PUENTE Charter School community program. In this type of responsive educational model, child and family strengths are enhanced, social risk factors and learning barriers are mitigated through coordinated and relevant supports, and decisions are made based on a strategic and informed plan for each child. A pedagogical approach is employed which supports multiple points of entry within a comprehensive school reform effort that makes growth and learning accessible.

### **How The School’s Instructional Methodologies and Curriculum Will Ensure Student Mastery of the California CCSS and Other State Content Standards**

In addition to utilizing CCSS-aligned published curriculum (text and online), our PUENTE instructional team participates in professional development on lesson planning and using data to inform instruction and differentiation. Our administrative team utilizes data to review and assess the effectiveness of our teachers and provide additional support and professional development opportunities as needed, specifically including the formative unit and chapter assessments from the state-adopted instructional materials aligned to the California Common Core State Standards for English Language Arts and Literacy, Social Studies/History, Science, Math and the California English Language Development Standards (CA ELD) According to the California Science Framework, there are several conceptual shifts with regard to the instructional practice of acquiring and utilizing knowledge of science and technology which informs our curriculum development and instructional practice including that the Next Generation Science Standards and Common Core State Standards (English Language Arts and Math) are aligned.

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 Niños Charter School

### **How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology**

The PUENTE Charter School instructional design places a priority on blended learning and has a fully-equipped computer lab and makes use of tablets for student learning, fostering proficiency with technology and preparing our students for their future grades with computer-based standardized test-taking. PUENTE is currently in the research stage to incorporate formal coding instruction in the academic program plan for students, with full implementation during the 2017-2018 academic year.

### **Instructional Minutes**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	145	345	35	210	0	0	0	0	180	36000	57355	+21355
1	Proposed	145	345	35	210	0	0	0	0	180	50400	57355	+6955
2	Proposed	145	345	35	210	0	0	0	0	180	50400	57355	+6955
3	Proposed	145	365	35	245	0	0	0	0	180	50400	61500	+11100
4	Proposed	145	365	35	245	0	0	0	0	180	54000	61500	+7500
5	Proposed	145	365	35	245	0	0	0	0	180	54000	61500	+7500

**PUENTE Charter School  
Instructional Schedule**

**Grades TK-2**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Instructional Minutes</b>
7:00 am – 7:30 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	N/A
7:30 am – 7:45 am	Family Arrival	Family Arrival	Family Arrival	Family Arrival	Family Arrival	N/A
7:45 am – 8:00 am	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	N/A
8:00 am – 9:00 am	Designated ELD/Computer Assisted Instruction	Designated ELD/Computer Assisted Instruction	Designated ELD/Computer Assisted Instruction	Designated ELD/Computer Assisted Instruction	Designated ELD/Computer Assisted Instruction	60
9:00 am – 10:00 am	Designated Mathematics /Computer Assisted Instruction	Designated Mathematics /Computer Assisted Instruction	Designated Mathematics /Computer Assisted Instruction	Designated Mathematics /Computer Assisted Instruction	Designated Mathematics /Computer Assisted Instruction	60
10:00 am – 11:00 am	English Language Arts (ELA) Integrated Instruction	English Language Arts (ELA) Integrated Instruction	English Language Arts (ELA) Integrated Instruction	English Language Arts (ELA) Integrated Instruction	English Language Arts (ELA) Integrated Instruction	60
11:00 am – 12:00 pm	Lunch/P.E Rotations	Lunch/P.E Rotations	Lunch/P.E Rotations	Lunch/P.E Rotations	Lunch/P.E Rotations	30 (Physical Education)
12:00 pm – 1:00 pm	Science & Social Studies	Science & Social Studies	Science & Social Studies	Science & Social Studies	Dismissal/ Transition to After School Program  Teacher Professional Development	60
1:00 pm – 2:00 pm	Project-Based Learning Activity	Project-Based Learning Activity	Project-Based Learning Activity	Project-Based Learning Activity		60
2:00 pm – 2:15 pm	Evaluation of the Day	Evaluation of the Day	Evaluation of the Day	Evaluation of the Day		15
2:15 pm	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program		
<b>Total Instructional Minutes</b>						<b>345 (M-Th) 210 (Fri)</b>

**PUENTE Charter School  
Instructional Schedule**

**Grades: 3-5**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Instructional Minutes</b>
7:00 am – 7:30 am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	N/A
7:30 am – 7:45 am	Family Arrival Continues	Family Arrival Continues	Family Arrival Continues	Family Arrival Continues	Family Arrival Continues	N/A
7:45 am – 8:00 am	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	N/A
8:00 am – 9:10 am	ELA Writer’s Workshop	ELA Writer’s Workshop	ELA Writer’s Workshop	ELA Writer’s Workshop	ELA Writer’s Workshop	70
9:10 am – 10:20 am	ELA Reader’s Workshop/ ELD Designated	ELA Reader’s Workshop/ ELD Designated	ELA Reader’s Workshop/ ELD Designated	ELA Reader’s Workshop/ ELD Designated	ELA Reader’s Workshop/ ELD Designated	70
10:20 am – 10:45 am	Calisthenics/ Snack	Calisthenics/ Snack	Calisthenics/ Snack	Calisthenics/ Snack	Calisthenics/ Snack	N/A
10:45 am – 12:00 pm	Designated Math Instruction/ Computer Assisted	Designated Math Instruction/ Computer Assisted	Designated Math Instruction/ Computer Assisted	Designated Math Instruction/ Computer Assisted	Designated Math Instruction/ Computer Assisted	75
12:00 pm – 1:00 pm	Lunch/ Physical Education Rotation	Lunch/ Physical Education Rotation	Lunch/ Physical Education Rotation	Lunch/ Physical Education Rotation	Lunch/ Physical Education Rotation	30 (Physical Education)
1:00 pm – 1:45 pm	ELA Instruction/ ELD RTI	ELA Instruction/ ELD RTI	ELA Instruction/ ELD RTI	ELA Instruction/ ELD RTI	Dismissal/ Transition to After School Program  Instructional Team Professional Development	45
1:45 pm – 2:45 pm	Science & Social Studies	Science & Social Studies	Science & Social Studies	Science & Social Studies		60
2:45 pm – 3:00 pm	Evaluation of the Day	Evaluation of the Day	Evaluation of the Day	Evaluation of the Day		15
3:00 pm	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program	Dismissal/ Transition to After School Program		
<b>Total Instructional Minutes</b>						<b>365 (M-Th) 245 (Fri)</b>

# Academic Calendar for 2018-2019

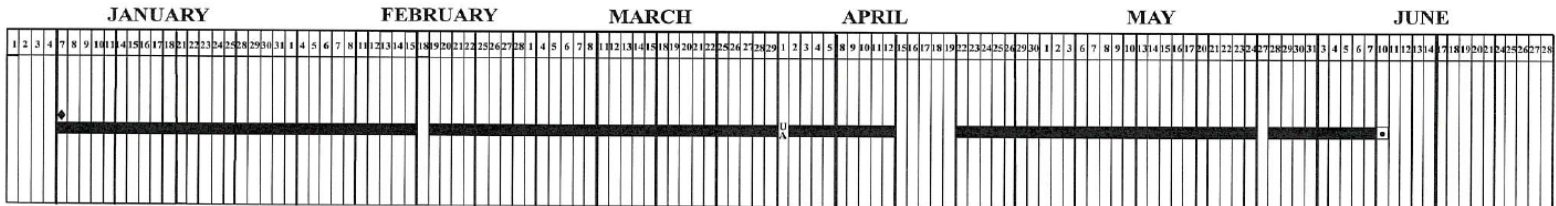
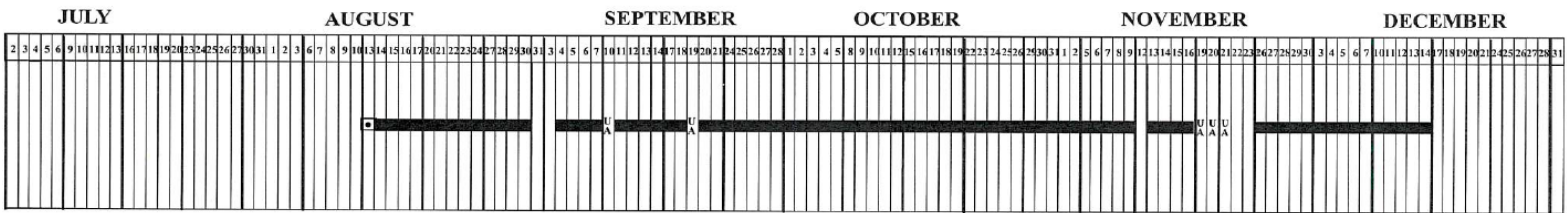
- ☐ Pupil Free Days  
Monday, August 13, 2018  
Monday, June 10, 2019
- \* If a school selects Monday, January 7, 2019, as a Pupil Free Day, then Monday, June 10, 2019, becomes an Instructional Day



## PUENTE CHARTER SCHOOL LOS ANGELES UNIFIED SCHOOL DISTRICT

Board Approved  
December 12, 2017

### SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2018-2019



Semester 1 – 79 Days    Semester 2 – 101 Days    ■ – School Days    ◆ – First Day of Second Semester    UA – Unassigned Day, no classes in session    □ – Holiday    ☐ – Pupil Free Day

<u>IMPORTANT DATES:</u>					
07-04-2018	Independence Day	11-22 & 11-23-2018	Thanksgiving Holiday	04-01-2019	Cesar E. Chavez Birthday Observed
08-14-2018	First Day of Instruction	12-17-2018 thru 01-04-2019	Winter Recess	04-15 thru 04-19-2019	Spring Recess
08-31-2018	Admission Day	◆ 01-07-2019	Second Semester Begins	05-27-2019	Memorial Day
09-03-2018	Labor Day	01-21-2019	Dr. Martin L. King, Jr.'s Birthday	*06-07-2019	Last Day of Instruction
11-12-2018	Veterans Day Observed	02-18-2019	Presidents' Day		

# PUENTE Charter School

## 2018-2019 Academic Calendar

Color Key															
First/Last Day of School				Holidays/Pupil Free/Unassigned Days				Professional Development							
Funds of Knowledge Inquiry				Family Engagement Night				Orientation Week							
4: Fourth of July 16-20: Orientations 27: Community Arts Festival 23-31: Funds of Knowledge Inquiry Days  <b>Instructional Days: 0</b> <b>PD Days: 0</b>	July 2018							August 2018							1-3: Funds of Knowledge Inquiry Days 6-10 Full Day PD 14: First Day of School 17,24: PD Afternoon 21: Family Engagement Night 31: Admissions Day  <b>Instructional Days: 13</b> <b>PD Days: 7</b>
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	19	20	21	22	23	24	25	
	22	23	24	25	26	27	28	26	27	28	29	30	31		
	29	30	31												
3: Labor Day 12: Open House 7,14,21,28: PD Afternoon 10;19 Unassigned Days  <b>Instructional Days: 17</b> <b>PD Days: 4</b>	September 2018							October 2018							5,12,19,26: PD Afternoon 9: Family Engagement Night  <b>Instructional Days: 23</b> <b>PD Days: 4</b>
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
23	24	25	26	27	28	29	28	29	30	31					
30															
12: Veterans Day 14: Family Engagement 19-23: Thanksgiving Break 27: Picture Day  <b>Instructional Days: 16</b> <b>PD Days: 4</b>	November 2018							December 2018							7,14,21: PD Afternoon 11: Family Engagement 17-31: Winter Recess  <b>Instructional Days: 10</b> <b>PD Days: 2</b>
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
25	26	27	28	29	30		23	24	25	26	27	28	29		
							30	31							
1-4: Winter Recess 11,18,25: PD Afternoon 21: MLK Jr. Day 22: Family Engagement Night	January 2019							February 2019							1,8,15, 22: PD Afternoon 18: Presidents Day 19: Family Engagement Night
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4	5						1	2	
	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16		

<b>Instructional Days:18</b> <b>PD Days: 3</b>	<table border="1"> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	20	21	22	23	24	25	26	27	28	29	30	31			<table border="1"> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </table>	17	18	19	20	21	22	23	24	25	26	27	28			<b>Instructional Days:19</b> <b>PD Days: 4</b>																																																																													
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**Total Instructional Days: 180**

**Total PD Days: 45**

### A Typical Day

The following is reflective of a 4<sup>th</sup> grade English Learner student who is enrolled at PUENTE

Time	Activity
7:00 – 7:45 AM	<u>Arrival time:</u> Students and their families begin to arrive to the Charter School. Early arrivals check in at the Charter School Office where they are greeted by front office staff, including the principal, who takes the opportunity to interact with PUENTE families. Students then walk to their grade specific, designated tables in our large 3000 square feet Multipurpose Room (MPR).



	<p><u>Breakfast:</u> Supervised by the assistant principal and other school staff, students wait in the MPR with their peers as they have breakfast. The breakfast program starts at 7:00 AM offering students that may not have the opportunity or resources to start their day with a structured meal.</p> <p><u>Teachers:</u> During this time, teachers are preparing for the school day setting up the classroom for the day's first activities. The teachers head out to the MPR when they are finished with their prep work to greet the students and potentially work with some students that may need a little extra differentiating to get them prepared for the school day. If necessary, teachers can also use this time to conference with parents and other teachers regarding the allocation of instructional resources for specific diverse learners.</p>
7:45 AM	<p>All teachers are in the MPR greeting their students, if not already there. Students begin cleaning up if they had breakfast. Teachers begin to organize their students to walk over to their homeroom classes. Teachers ask that students take out their portfolio binders to prepare for class, this way once they make it to the classroom, the students can place their homework on the respective folders as the first task of the day.</p>
7:55 AM	<p>Starting with the upper grades, students begin to get in line. The 5<sup>th</sup>, 4<sup>th</sup>, and 3<sup>rd</sup> grades go first in sequential order starting with 5<sup>th</sup>. The early education grades go next. On Mondays, parents are welcome to stay in the MPR for a weekly announcement and information session regarding any upcoming events regarding the school and the neighborhood.</p> <p><u>Engagement:</u> Parents that attend our ESL classes (a partnership with Los Angeles Community College) or our High School Diploma Independent Instruction Lab (a partnership with LAUSD) can stay a little later on Monday mornings to receive the weekly announcements before they also go to their respective classes. Parents have an opportunity to talk to the principal or assistant principal with any of their relevant questions too.</p>
8:00 AM	<p><u>4<sup>th</sup> Grade Classroom:</u> Students walk into their classroom and head to their respective seats. Our focus student takes out her classwork binder which she has aptly prepared during the MPR early morning organization check-in. She takes out her writing homework and hands it to the table's respective homework monitor who then submits it to the</p>

	<p>homework bin at the teacher's desk. She takes out her writing journal to begin the Writer's Workshop. The teacher goes over the daily agenda of the work expectations for the day. He takes the time to read an inspirational quote on the board: "<i>It does not matter how slowly you go as long as you do not stop</i>". He reviews it as part of a reflection of the previous day's work and commends all of his students for their tenacity and hard work. He mentions that today's work maybe a little hard and some may stumble, but we are all here today to work and help each other. He will give team points (based on the class behavior management system) for students that display the spirit of the quote.</p>
	<p><u>Writer's Workshop</u>: During the teacher's reading of the quote, our focus student looks up at the agenda on one side of the board and begins to work on the Warm –Up activity. The activity involves five sentences that need proofreading. Students are to write the sentences with pencil and correct them with their partner. The teacher has specifically partnered her with a student with stronger writing aptitudes to help in strengthening her English acquisition. It's her table's turn to provide the answers and corrections for the class. As she finishes her sentences, she goes up the board to make the corrections to her sentence with her tablemates. The teacher goes over the answers with the class and commends her table for their great work. After the warm up activity, the teacher begins the lesson objective.</p>
8:25 AM	<p>Today's objective is to create an organizational structure using both a web chart and an outline towards the completion of an opinion piece. During the previous two class sessions, the students were discussing and writing topics that they found interesting. The teacher used his on-going opinion, "Boyle Heights is the best neighborhood in Los Angeles" as the guiding point for his lesson. He used it as the hub of his web chart and asked students to chime in. He wrote all of their substantiating reasons as the spokes of the web chart, which the students copied. This guided work eventually leads to the students' independent work.</p>
8:45 AM	<p>As their independent practice, the teacher handed out students a bowl filled with opinions, which they had to draw and then work in pairs to come up with substantiating reasons to support their opinion. All of the statements were written by the teacher based on pop-culture references relative to students' lived experiences. Students had to come up with a minimum of 15 substantiating reasons to support the</p>

	<p>opinion they received. After they students finished, he asked them to place all of their reasons into categories of their choice. During this time he walked around to check in with students like our focus student to see her work and her partner's.</p>
9:10 AM	<p>Student stop where they are at with their supporting sentences. The teacher asks 5 pairs of students to share their work aloud to the class. He uses this time to review the purpose of a web chart and how it can help us organize in writing an opinion. He mentioned that he did not go over the second part of their assignment in detail because they would review it tomorrow and work on it for homework too.</p>
	<p>Transition to the <u>Reader's Workshop</u>. The teacher continues to work on the concept of opinions consistent with the elements of the Writer's Workshop. He distributes a hand out with Shel Silverstein's poem "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out". He used the document camera to put a picture that goes with the poem as part of the pre-reading activities. He asked the students about the chores that they have to do in the house writing down all of the students' responses. He then asked which ones are the least favorite and which ones are the ones they don't mind doing. He asks probing questions about why people do chores and what happens if we don't do them. He continues asking the students now about the picture of the poem and the title of the poem. He now projects the words of the poem in the document camera.</p>
9:40 AM	<p>As a reading strategy, the teacher uses selective choral reading for the poem. He reads the poem aloud and pauses at the last word of the line, which the class then will read out-loud together. He reads every line of the poem keeping a very sharp ear to when the students read their word together. If they stumble, the teacher reads the line again with the students together. After they finish reading the poem together, the teacher asks for student opinions about the main character of the poem. He begins writing student opinions on the board as circumstantial evidence to support their opinions. He also mentions that the poem is full of very descriptive language. This leads him to the independent work for the students.</p>
10:00 AM	<p><u>Independent practice</u>: At the end of the poem, the author tells us that "Poor Sarah met an awful fate..." All of you are now detectives to the case of Sarah Cynthia Stout. Use the descriptive language of the case</p>

	<p>and draw Evidence Photos of all the items that she did not throw out. All of these pictures will then be used as circumstantial evidence to build your case regarding your opinion of the punishment, if any, for Sarah. Students are to work in teams finding descriptive words and drawing evidence for the case. Students are to finish the lesson with a free write in their journals regarding their opinion of Sarah Sylvia Stout and the type of punishment that she should receive. Students can submit their evidence and free write by the end of the class.</p>
10:20 AM	<p><u>Transition Calisthenics:</u> Before transitioning to mathematics instruction, students will engage in a 15 minute stretch routine. Teachers have the option of going outside, going to the MPR, or depending on time, doing it inside their room. Students have been working on rhythmic exercises as part of the first Standard of California’s Physical Education Model Content. All month students have been working on body management, locomotor movement, manipulative skills, and rhythmic skills as a way to stay healthy and transition into math instruction. At the end of these exercises, the students eat a small snack along with a water break. _</p>
10:45 AM	<p>Students begin math instruction. Students all take out their math journals and begin the warm up activity on the board. The warm up activity is reflective of the math problems from the previous class content. Similar to the Writing warm up, students from a selected table collaborate to solve the problems and then go up and solve them in the board, showing their work for the class to see. The teacher reviews and reaffirms the answers. The teacher now takes the time to go over two of the math problems that students struggled with from last night’s homework. None of the students have any questions, so he decides to go over the word problem regardless. He usually models solving 1 or 2 of the word problems to help support ELD students in the class. After this, students submit their homework.</p>
10:55 AM	<p>The students take out their Knowledge Storage (Journal for students to keep all of their math notes in an organized fashion) to begin copying the steps to the examples of the problems the teacher will cover for today’s lesson. The objective on the board is “How to subtract mixed numbers with similar denominators?” For the next 15 minutes, the teacher completes 3 examples on his own using the step-by-step process he explicated on the board. After the three examples, he put another an assessment problem on the board which the students once they complete, they put their pencil down. The teacher walks around</p>

	<p>checking the answers to gauge student understanding. Some students struggled on the concept of borrowing which the teacher expected.</p> <p><u>Independent Practice</u>: The teacher gives students their independent practice which they are to complete in triads. The teacher then works with a small group of students that struggled with the concept using small bags filled pinto beans as a way to have students subtract mixed numbers. The manipulatives specifically help English Learners. Students that finish early, can begin their homework early or work in the computer lab to finish their “Park Project” which consists of students designing a park for their community.</p> <p>Closing of Lesson: The instructor goes over the answers of the problems students worked on. In addition he summarizes the goal of today’s lesson and commends the whole class as they worked slowly on a difficult concept but didn’t stop in collaborative fashion.</p>
11:55 AM	Students begin to clean their work stations along with the rest of the classroom to prepare for lunch
12:00 PM	Students walk downstairs to the MPR for lunch. Students sit in their designated table next to the 5 <sup>th</sup> graders to enjoy their lunch. As they start finishing their food, students begin to consolidate their trash into three bins which include, waste, compostable waste, and recyclables.
12:30 PM	Students enjoy 30 minutes of unstructured play in the outside area.
1:00 PM	<p>Our students head into the computer lab to begin our reading online program. As part of our blended learning approach, students engage in reading games and programs to continue building on reading fluency.</p> <p><u>English Learner Support</u>: During this time, the teacher pulls students from the computer to have one-on-one reading instruction and support the English development of diverse learners.</p>
1:45 PM	<p>Science Instruction. Students take out their science binders to begin taking notes. The teacher places a big palm frond in the middle of the class and asks the students to draw it. He asks our EL student to get up and touch it. He asks the student to describe how it feels to the rest of the class. He asks another student to smell it and describe the smell to the class. Many students are familiar with the palm frond. He then takes out a sweet cactus plant. Some of the students call out, “es un nopal”. They are familiar with the plant. Many can describe it quickly, but none of them touch it because of the thorns. The teacher activates prior knowledge about the students’ awareness of this plant. He then reads the objective on the board for today’s class, “What are the external structures of plants?” He uses the palm and the cactus as the examples of plants. He asks the students if their parents have plants at home, which they all agree. One of the students mentions that the</p>

	<p>cactus is gooey in the inside. The teacher commends him for his description, but asks if that's in the inside or the outside. The student understand then that they will only be talking about the things in the outside emphasizing that external means outer. Students and the teacher continue to draw and describe the two plants in their science binder. He continues with the lesson by placing a different plant in each of the student stations. The groups are to draw and define all of the external features of the plant in their table. Students get about 15 minutes to draw and define their plant based on external features including type of leaves, texture, smell, size, and anything else students find interesting. They present their findings in front of the class. After their presentations, the teacher takes the class to the community garden and asks them to continue the same activity with 5 different plants in the garden. As they finish the students head back to class and write down their homework which involves completing the same external structures of plants in their home.</p>
2:45 PM	<p>Students begin packing to go home. They begin cleaning their workstations. Students all take out their binders to ensure that all of their homework is organized and in place. The teacher closes the day with the quote of the day. He then thanks 3 different students for exemplifying the theme of the day. In addition, the teacher reviews the four objectives of the day to remind students about what they learned during the day.</p>
3:00 PM	<p>Culmination of the school day. The teacher walks the students to the front of the school where parents are picking students up. The school principal and assistant principal navigate the pick-up line and the traffic as parents pick up students. This time is also an opportunity for parents to talk to teachers with any questions that they may have.</p> <p><i>After-School Program:</i> For the students and families who choose, there is an opportunity to participate in our after-school program, which includes, art enrichment, music programs, coding with drones, and tutoring support.</p>

## **Meeting The Needs of All Students**

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, monitoring and re-designation.

## **Process for Identifying EL Students**

PUENTE serves its EL students in accordance with all applicable state and Federal laws and regulations. Our home language survey (HLS) is distributed to every parent as part of the enrollment process and identifies students who come from homes where a language other than English is spoken. Families who list a language other than English on any of the questions of the HLS are identified as an English Language Learner initially, until our students' language proficiency is determined through the administration of the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

Students are monitored in conjunction with the California English Language Development Standards levels described below:

**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing

language skills in more sophisticated ways that are appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Parents are notified of their child’s CELDT/ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

Anticipating a consistent population of English Learners, PUENTE Charter School will continue to commit the resources necessary to insure that all EL students learn to listen, speak, read and write English. PUENTE will meet all applicable legal requirements for the English Learner population, such as annual notification to parents, student identification and placement, program options, English Language Development using the new California English Language Development (ELD) Standards and core content instruction aligned to CCSS, rigorous instruction that is designed to meet their linguistic and academic needs, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PCS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Our designated instructional time is in support of all literacy learners, especially our EL students. The PUENTE instructional team use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. We are mindful of the stages of language acquisition and our integrated and designated instructional blocks promote the use of differentiated instruction and small groups for targeted instruction based on students’ needs. In support of our English Learners’ success, our academic program emphasizes: (A) the critical role of vocabulary in language development; (B) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (C) the critical relationship between English language acquisition and instruction in other academic subjects.



## **How The Program Will Meet the New State ELD Standards and Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress**

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 research-based 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 grade-level content and academic competencies to gain English language. Our teachers utilize visuals, cognates, realia, graphic organizers, gestures, facial expressions, pair-shares and many other hands-on activities to ensure that all learners can access the rigorous academic program.

#### *Orton-Gillingham Multi-Sensory Methodology*

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

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

Response to Intervention is a multi-level 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. Research-based intervention strategies are used to meet student needs, and our progress monitoring helps the instructional team 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).

### **Provide Proficiency Levels with Meaningful Access for EL, Including Instructional Strategies and Intervention**

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 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.

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. 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 students the opportunity to show they know what has been taught.

*Computer-based* 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.

*Think Alouds* 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.

## **Process for Annual Evaluation of the School's English Learner Program**

The PUENTE instructional team evaluates our EL student progress by reviewing portfolios and data from formative and summative assessments. The team incorporates the results of this data into the intentional instructional practices. To document EL progress, ELD folders are created for each identified student to monitor progress at their targeted ELD level. These folders include the ELD standards by level; Emerging, Expanding and Bridging. The team uses these folders to collect student work samples and observation notes, and check of mastery towards each ELD standard.

Portfolios are reviewed monthly, given our focus and intentional goal of ensuring effective English language mastery.

Every year, the instructional and administrative team reviews PUENTE's EL program and examines assessment data to reflect on and evaluate program effectiveness. As a team we identify any changes to the process that need to be made and implement these changes for the following year. This evaluation occurs in the summer prior to the start of school year.

In support of evaluating the PUENTE Charter School English Learner program and results for expanded service in grades TK-5 for the purpose of increasing achievement, we commit to the on-going professional development for service and monitoring of our EL students including:

Student time in the EL program

Assessment score for ELA

ELD performance levels across domains

Progress report scores

Adhering to our Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.

Monitoring student identification and placement.

Monitoring parental program choice options.

Monitoring availability of adequate resources.

Monitoring students who for two years who have reclassified

## **Process and Specific Criteria for Reclassification**

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 Education's (CDE) criteria to reclassify students. Reclassification criteria and procedures are:

Student receives the following performance level on CELDT/ELPAC:

Overall performance level of Early Advanced or higher  
Listening is Intermediate or higher  
Speaking is Intermediate or higher  
Reading is Intermediate or higher  
Writing is Intermediate or higher

Teacher Evaluation: Teacher conducts evaluation of the student's academic performance to determine if they shall be reclassified.

Parent Opinion and Consultation: Notice will be provided to families of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for an in-person meeting with the families to discuss their child's progress toward English language proficiency.

Comparison of Performance in Basic Skills: Student scores Basic, Proficient, or Advanced on CAASPP on the ELA/Literacy section of the test. Student is compared to students enrolled in the same grade as the student being considered for reclassification.

## **Process for Monitoring Progress of ELs and Reclassified (RFEP) Students**

The PUENTE Charter School instructional and administrative team is committed to using the Proficiency Level Descriptors (PLDs) outlined in the California English Language Development standards to monitor the progress of our EL and reclassified students. Our instructional team will use the three proficiency levels: Emerging, Expanding, and Bridging to help guide their instruction and continued use of the support strategies identified previously. Ongoing monitoring of RFEP students will occur for two years following re-designation utilizing our ongoing formative and

summative assessments and portfolio work to ensure that they maintain English proficiency. ELPAC testing will not be required during the monitoring period. English Learner students will continue to be monitored with assessments including *McGraw Hill Reading Wonders with ELD benchmark assessments* and the ELPAC in support of achieving reclassification status.

The EL student progress towards reclassification and academic progress include the following:

Reaching an ELPAC score of a “3” or “4”  
Report card grades of “3’s” or “4’s” in the English Language Arts and Mathematics areas  
Teacher Recommendation  
SBAC English Language Arts level of “3” or “4”  
Review documentation of individual conferences and meetings

When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff, the Dean of Curriculum and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP).

To inform student status and progress instructionally, below is a description of the three Proficiency levels based on the California English Language Development standards (State of California, Department of Education ELD Standards & Proficiency Level Descriptors).

**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Within the Proficiency Level Descriptors (PLD) there are three general levels of support: Substantial, Moderate, and Light. These determine the types of strategies and supports that teachers will provide students at their specific ELD level.

In addition, descriptors of abilities in three domains are monitored closely. The three stages are described below:

**Overall Proficiency:** A general descriptor of ELs' abilities at entry to, progress through, and exit from the level;

**Early Stages:** Descriptors of abilities in English language that ELs have at the early stages of the level; and

**Exit Stages:** Descriptors of abilities in English language students have at exit from the level.

Descriptors for early and exit stages of each proficiency level are detailed across three modes of communication and two dimensions of language knowledge.

**Three Modes of Communication:**

- Collaborative (engagement in dialogue with others)
- Interpretive (comprehension and analysis of written and spoken texts)
- Productive (creation of oral presentations and written texts)

**Two dimensions of Knowledge of Language:**

- **Metalinguistic Awareness:** The extent of language awareness and self-monitoring students have at the level
- **Accuracy of Production:** The extent of accuracy in production ELs can be expected to exhibit at the level; English Learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task

### **RFEP Monitoring Process (minimum of two years):**

Complete **Monitoring Academic Progress – Reclassified Fluent English Proficient (RFEP)** form each semester and place in EL Folder in Cumulative record.

RFEP students are expected to meet or exceed state grade-level content standards

Regularly gather and review data to monitor RFEP students' progress

Notify parents of ongoing progress after reclassification

Run the roster when grades are available, at least once a semester

Discuss with the leadership team possible intervention programs for identified RFEP students  
Discuss action steps for those students not meeting benchmarks and those whose parents request support services  
Reclassification letters and Annual Title III letters  
Suggested intervention  
Implementation of intervention  
Notification to teachers and parents regarding intervention  
Annual monitoring of interventions program effectiveness  
Provide appropriate and additional education services when needed and annually evaluate effectiveness of such services (help with homework, support in math, etc.)

### **Gifted and Talented Students and Students Achieving Above Grade Level**

To promote meeting the needs of all students, the use of effective, research-based 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 above-grade level work. Families are informed about options concerning their child’s status and resources available to continue the support.

For the continued service to community with the additional grades inclusive of TK-5, 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 not 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 with 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.

Our after-school enrichment component is an additional resource for students to receive instructional dosage to capitalize on their performance momentum and work on above grade level material.

### **Students Achieving Below Grade Level**

PUENTE Charter School instructional and administrative team invested in visiting other schools with similar student populations and researching additional program features proven effective with students performing below grade level. PUENTE is committed to extending and deepening the following components in our instructional program plan for our service to our all our students through grade 5, and specifically in support of students performing below grade level:

- Highly qualified teachers with strong command of the CCSS and ELD framework
- A community school environment with strong home-to-school connection
- Thematic units of study, inclusive of student funds of knowledge
- An integrated curriculum aligned to CCSS for a meaningful and engaging context for learning with ongoing formative and summative assessments including NWEA Map
- A balanced approach to teaching and learning, emphasizing inquiry as well as skill development
- Instructional strategies that support diverse learning styles and abilities, including differentiated instruction with blended learning resources
- A program built on rigorous content standards
- Experiential learning
- Project-based learning opportunities

Through ongoing monitoring of student progress with assessments, students in need of additional support will receive a support plan by way of the Student Success Team meeting and then targeted designated instructional support. For our proposed expanded service, our professional development topics have reinforced the following best practices and the continued improvement implementing them in our school:

**High Expectations:** By believing in and identifying each student’s potential, our PUENTE instructors utilize these strengths to help him or her reach full potential.

**Reality-Based Teaching:** Consistent with our Funds of Knowledge instructional design, students are provided with meaningful, “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. This is an important component of the PUENTE practice. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

**Direct Instruction:** As an instructional strategy, the PUENTE direct instruction responds to the student’s needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of the PUENTE direct instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice and instructor feedback to ensure success
- Holding students accountable for their work through frequent instructor review

**Active Learning:** Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning. Our PUENTE student-centered classroom have students take an active role in their education to foster engaged learning.

**Varied Grouping:** In our TK-5 instruction, the PUENTE instructors will have the flexibility to provide students with responsive grouping based on need. Research supports practices where groupings are frequently varied from homogeneous to heterogeneous, and changed often with different activities.

**Varied Assessment:** Our variety of assessments is intended to identify more comprehensively what students have learned. Our student portfolios and trackers (for ELD), benchmark assessments, oral (spoken) presentations, peer-to-peer projects, graphic maps and summative and state assessments are resources for teachers to identify student knowledge. This breadth of assessments provides the PUENTE instructional team with more authentic reflection and understanding of student proficiency.

Relevant classroom modifications as a result of SST meetings are (and will be) extended to support our identified low achieving students and include:

**Environment:**

- Preferential seating
- Adjust physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate visual distractions
- Make use of music at a low volume, as students are writing, reading silently, etc.

**Materials:**

- Highlighted or underlined reading materials
- Visual aids
- Concrete manipulative materials
- Allow use of calculator (for appropriate grade level)
- Provide materials with wide spacing, few items per page and clear print

**Methods:**

- Visual clues and/or demonstration (model) when instructing
- Read written material to student
- Organizational aids such as outlines, etc.
- Use clear and concise directions
- Written steps for directions

- Have student repeat directions to teacher or peer
- Manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before giving to whole class
- Reduce language/reading level of assignment
- Utilize peer tutors (for appropriate grade level)

**Pacing:**

- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide school-to-home set of text/materials for preview/review

**Assignments:**

- Give directions in small, distinct steps (written/picture/verbal)
- Written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Pictorial directions
- Additional cues or prompts
- Allow student to record or type assignment
- Adapt practice sets (worksheet practice)
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for penmanship
- Reduce paper and pencil tasks

**Testing:**

- Give tests orally (may include dictated or taped answers)
- Allow student to take test while standing at the board, if appropriate
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
- Use essay tests, allow to be dictated (for appropriate grade level)
- Shorten length of test
- Have test administered to the student outside of the class setting, in another school space

## **Socio-Economically Disadvantaged/Low-Income Students**

PUENTE's instructional services offer intentional supports to the needs of our socio-economically 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 one-to-one 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 literacy-rich 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 socio-economically 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.

## **Professional Development**

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. – 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 - 2:00 pm	PUENTE School-wide Professional Development
2:00 pm - 3:30 pm	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.

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

Classroom observations with feedback will be a frequent feature of the PUENTE teacher professional development. Observations of each teacher will involve assessment of student engagement, lesson delivery, instructional methodologies, and classroom management. Specific feedback from the Dean of Curriculum and Instruction is intended to strengthen the support to our instructional team member and lead to continuous quality improvement. This will enable instructional team members to work collaboratively with administrators in support of classroom and school excellence to continually move the needle of student achievement.

The Principal will engage in formative assessments of administrators in support of a school-wide culture of professional growth, deepening the bench of leadership at PUENTE and authentic discussions for strong stewardship of school goals and outcomes.

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

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

## **TEACHER RECRUITMENT**

PUENTE Charter School strives to recruit and employ instructional team members who will promote and steward the mission, vision and goals of PUENTE Charter. As the need arises, a recruitment committee, consisting of PUENTE Charter instructional staff and administrators participate in job fairs sponsored by colleges, universities and educational organizations to meet and recommend prospective instructional candidates for PUENTE Charter School. We may also publish the employment opportunity utilizing online educational employment resources. An interview committee, separate from the recruitment committee, but also consisting of PUENTE

Charter instructors, administrators, and classified staff, interview candidates and invite selected candidates back to present lessons in classroom core subject areas.

Candidates are observed by this same committee and recommended for hire to the Chief Executive Officer. PUENTE Charter School selects its own staff and the selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age or any protected class.

## **Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

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## **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

PUENTE's instructional and administrative team continually reviews our current practices and outcomes and we commit to the consistent development and implementation of a data-informed school culture that includes tracking, analyzing, reflecting and responding to school-wide assessments. As reflective practitioners we ensure our classroom assessment practices are aligned with learning targets grounded in curriculum and expectations for individual student growth and achievement. Our weekly collaborative professional development sessions provide the time to intentionally assess students' strengths and areas of need to inform instruction in support of fostering continued learning and the improvement of our daily professional practice.

Every PUENTE instructional team member uses a balance of authentic formative assessments and formal summative assessments. At the beginning of the year, our teachers invest time to understand our students' family backgrounds and their previous experiences both in school and in their personal lives. As an example, in the first week of school, our transitional and kindergarten students draw and write, if able, in their journals about the things they like to do in their community and then share their stories with their classmates in the "sharing chair." In this activity, our teachers learn about our students' interests, their communication skills, and at the same time, our school culture of community is being fostered. The incorporation of Funds of Knowledge will deepen this connection to our students and leverage students' existing knowledge base to build proficiency in all subjects. Student portfolios begin to be collected that pertain to development in each domain: approaches to learning, language and literacy, cognition and general knowledge, social and emotional development, and physical well-being. Our teachers take notes during small group interactions in the work stations. Our instructional aid support ensures individualized instruction, as needed, and our weekly collaborative professional development sessions support our data-informed approaches for each student's success. These authentic assessments guide the way we differentiate instruction throughout the year. Our instructional and administrative team utilizes the following assessments with literacy profiles to ensure our students are making progress in meeting the Common Core State Standards.

PUENTE adheres to the educational guiding principle that data-informed instruction leads to student achievement. As reflective practitioners, we understand that incorporating continuous monitoring of student progress serves to identify the areas of both intervention and celebration in support of addressing each child's unique needs. We implement, and will continue to adopt, school-level, state, and national assessments. These assessments are aligned to the Common Core State Standards, The Next Generation Science Standards, History and Social Science Standards, and the Physical Education Standards.

As an intentional commitment to its data-informed instructional practice, effective governance and due diligence as a public school, PUENTE will adhere to all testing and academic performance standards as established by law and regulation for statewide assessments administered to public school students in California. Statewide assessments will include the Smarter Balanced assessment (SBAC) and California Science Test (CAST) for every applicable subject (Language Arts, Mathematics,

and Science) and in every applicable grades. The data outcomes will be available for stakeholder review, including parent community, governing board members and authorizer.

In support of our student achievement goals in grades TK- 5, and to best serve the individual needs of each learner, PUENTE will utilize the national-normed assessment Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to capture baseline mastery and track progress and growth. We, as an instructional and administrative team, are eager to utilize the computer adaptive MAP Reading Fluency assessment tool, specific for grades K-3, which incorporates using a headset and microphone for an oral reading fluency assessment component, in addition to comprehension and foundational reading skills. Administration of the assessments is scheduled for fall, winter and spring. In addition to serving as a classroom support for intentional differentiated and group instruction and guided interventions, it will strengthen the home-to-school connection by the sharing of the student results with parents/caregivers to position them well as they support their child’s learning at home.

Deepening the use of assessments for instruction extends to our use of our Benchmark Assessments. These formative assessments aligned to the Common Core State Standards are a component of our state-adopted curriculum resources and include, Houghton Mifflin Reading Wonders, Houghton Mifflin Go Math California, Scott Foresman History & Social Science California and FOSS Next Generation Science California Edition. On-going classroom and homework assignments, including student portfolios of work, and also teacher-created assessments, serve as additional tools to best support measuring and tracking student progress toward goals, school-wide and also subgroup. . For grades that do not take standardized assessments in reading and math (K-2), these internal benchmarks are particularly important measures of annual student academic achievement. Data review is an integral component of our week professional development sessions and ongoing response to students’ needs.

Assessment Tool	Testing Timeline	Grades Administered	Subject	Purpose
Smarter Balanced Assessment Consortium (SBAC)	Administered annually in the spring (May)	Upper grades 3-5	English Language Arts Math	SBAC is a series of exams aligned with the CCSS, used for measuring student ELA and math performance and progress. Diagnosing student data guides instruction as well as measures progress toward learning goals
English Language Proficiency Assessments for California (ELPAC)	Initial Assessment administered year round  Summative assessment administered annually in the spring.	TK – grade 5	English	ELPAC is a state test measuring English language proficiency given to students whose primary language is other than English. It is an initial indicator for identifying a

				<p>student's level of English language proficiency.</p> <p>ELPAC is the tool used to measure a student's progress in learning English for reclassification purposes and as an initial identification of ELs.</p>
NWEA MAP (Northwest Evaluation Association Measures of Academic Progress)	Fall, winter, spring	TK – grade 5	English Math	Test used to measure the placement and progress of students relative to peers in a similar grade level in English, namely reading and language usage, and math.
The California Science Test (CAST)	Spring, when applicable	Grade 5	Science	CAST is an online assessment based on the California Next Generation Science Standards (NGSS) measuring science standards.
The Physical Fitness Test (PFT) FITNESSGRAM	Spring	Grade 5	Physical Education	PFT FITNESSGRAM is the statewide physical fitness exam required by the State Board of Education.
<b>Assessment Tool</b>	<b>Testing Timeline</b>	<b>Grades Administered</b>	<b>Subject</b>	<b>Purpose</b>
Unit Benchmark Tests from Texts	Administered during unit completion	TK – grade 5	All Subject Areas	Publisher's benchmark unit tests are administered upon completion of a unit. Texts align with the CCSS and used to assess student's mastery on a specific standard.
Quizzes	Weekly	TK – grade 5	All Subject Areas	Quizzes are teacher-created and administered weekly to prepare students for benchmark unit tests. Quizzes align with the CCSS and used to assess student's mastery on a specific standard.
Homework	Daily	TK – grade 5	All Subject Areas	Homework assignments provide students the

				opportunity to reflect and review learned concepts at home. Homework is an extension of the lesson and allows students to demonstrate their understanding.
Interim Assessments	Fall, winter, spring	TK – grade 5	All Subject Areas	Used to assess progress, interim assessments measure student’s progress three times out of the school year. School staff uses this data to immediately identify low-performing standards and analyze trends across grade levels and subjects.
End-of-Year Summative Assessments	Annually, at the end of each school year	TK – grade 5	All Subject Areas	End-of-year summative assessments are used as a final measurement of an academic year’s of progress and to provide the school with data to norm rigor and alignment to SBAC

## **Data Analysis and Reporting**

PUENTE’s strength in data analysis is underscored by the intentional creation and on-going 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, school-wide, 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 on-going 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 school-wide 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 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.

Student Performance Levels for Standards Achievement					
Score	4 - Advanced	3 - Proficient	2- Basic	1 – Below Basic	N/A – Not Assessed
Explanation of scores	Exceeds grade level expectations. Demonstrates mastery of the content standards. Student demonstrates strong independence	Meets the grade level expectations; Demonstrates proficiency with the content standards. Requires minimal support	Approaching grade-level expectations; requires moderate support	Minimal progress toward the standards. Does not demonstrate a basic level of mastery with the content standards. Student requires significant support	Standards were not addressed in the reporting period

Student Performance Levels for Learning Expectations					
Score	C - Commendable	S - Satisfactory	P- Progressing	N- Needs Improvement	N/A – Not Applicable
Explanation of scores	Exceeds the grade level expectations	Meets the grade level expectations	Approaching grade-level expectations	Does not meet grade level expectations	Standards were not addressed in the reporting period

If a student is severely below grade level in English language arts and mathematics, the student may

be considered for a retention at the same grade level. If this were to be a recommendation, parents are informed during the second and third reporting periods that their child is being considered for retention, and a Student Success Team (SST) meeting is scheduled. Our IEP students will have special provisions, as recommended, and evaluated on a case-by-case basis.

PUENTE strives to communicate these levels of achievement and progress to students and their parents to strengthen the home and school connection. Families are in constant communication with the teachers and their child's families in the following ways:

- PUENTE student progress reports are documented three times a year
- PUENTE extends practice set materials, journals and homework assignments to the home so parents can review their child's performance on class work and sign homework lessons
- Results of benchmark assessments are communicated to parents
- Monthly family engagement nights are a connector to the classroom work with literacy-based activities being modeled by the instructors
- Weekly Family Newsletters keep parents informed of the school activities
- Home visits serve to bank our Funds of Knowledge capacity for more culturally-relevant learning
- Parent/Teacher Conferences to discuss learning goals and review progress
- Parent workshops extend information to parents in support of their role as first teacher and includes topics on parenting, safety, immigration, financial literacy and health
- Phone calls/emails/texts for school information updates
- PUENTE arranges regular LCAAP meetings hosted by the principal where parents discuss the school's progress as well as the overall student achievement goals, student engagement and instructional practices.
- Monitoring of school attendance
- Monitoring of absenteeism patterns
- Availability of teachers and administrators to discuss student outcomes per parent request
- Weekly written feedback on math and writing journals

Instructional team members meet weekly on Friday afternoons for Professional Development with the Dean of Parent and Community Engagement, Dean of Curriculum and Instruction and Principal for both school-wide and grade level sessions to discuss student progress, behavior matters, students who need further attention reaching social and academic goals, parent communications, and any other relevant information to support of our students' development. Student records are maintained in their file folders monitoring their progression towards reaching comprehension in each content area. The School Accountability Report Card (SARC) public document is another source of information documenting PUENTE Charter School's development in reaching its social and academic goals.

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# **ATTACHMENT B**



PUENTE CHARTER SCHOOL				Exhibit 1		
FISCAL YEARS: 2018, 2019, 2020				Revised 1/30/2018		
				2018-2019	2019-2020	2020-2021
<b>SOURCES OF REVENUE</b>				<b>ASSUMPTIONS</b>		
Enrollment by Grade Level						
ADA				Various	125	180
REVENUE LIMIT RATE				Various		
% of Free and Reduced Lunch				N/A		
% of LEP/ELL Students				N/A		
<b>FEDERAL</b>						
Special Ed: IDEA Basic Local Assistance - CY				23,325	32,204	41,170
NCLB: Title I, Part A Basic Grts Low-Inc & Neglected				38,346	52,943	67,683
NCLB: Title II, Part A, Teacher Quality				519	717	917
<b>STATE</b>						
Special Education AB602 - CY				68,156	94,101	120,299
Mandated Costs Reimbursement				-	-	-
State Lottery: Unrestricted Non Prop 20 - CY				15,349	21,192	27,092
Charter School Facility Grant				-	-	-
State Lottery: Prop 20 Instructional Materials - CY				2,938	4,056	5,185
Food Services				107,865	155,326	220,320
<b>LOCAL</b>						
General Purpose Entitlement - Net State Aid				777,762	1,073,834	1,372,789
Education Protection Account (EPA)				149,066	205,812	263,110
Transfer to Charter Schools in Lieu of Property Tax				247,966	342,360	437,673
<b>TOTAL REVENUE</b>				<b>1,431,292</b>	<b>1,982,544</b>	<b>2,556,237</b>
<b>EXPENDITURES</b>						
<b>CERTIFICATED SALARIES</b>				<b>No of Pos</b>	<b>Rate</b>	
1100	Teachers	Various	Various	261,000	398,820	605,696
1200	Administrators	Various	Various	175,000	178,500	182,070
1300	Supervisors	N/A	N/A	37,500	76,500	144,330
1400	Librarian	N/A	N/A	-	-	-
1500	Guidance & Welfare	N/A	N/A	-	-	-
1600	Health Services	N/A	N/A	-	65,000	66,300
<b>TOTAL</b>				<b>473,500</b>	<b>718,820</b>	<b>998,396</b>
<b>CLASSIFIED SALARIES</b>						
2100	Instructional Aides	Various	Various	157,000	236,640	297,473
2200	Classified Administrator	Various	Various	35,000	35,700	36,414
2300	Office Personnel	N/A	N/A	-	55,000	56,100
2400	Maintenance & Operations	Various	Various	38,821	39,597	43,680
2500	Food Services	N/A	N/A	-	-	-
2600	Transportation	N/A	N/A	-	-	-
2900	Other Classified	Various	Various	42,889	43,747	44,622
<b>TOTAL</b>				<b>273,710</b>	<b>410,684</b>	<b>478,289</b>
<b>FRINGE BENEFITS</b>						
3100	STRS/Other	N/A	N/A	-	-	-
3200	PERS	N/A	N/A	-	-	-
3308	Medicare			53,351	64,021	76,825
3309	OASHDI			10,186	10,260	10,351
3400	Health & Welfare			44,023	46,834	50,512
3500	Unemployment			12,238	12,381	12,558
3600	Workers Comp			28,295	28,725	29,262
3900	Other Employee Benefits			36,082	36,558	37,151
<b>TOTAL</b>				<b>184,175</b>	<b>198,778</b>	<b>216,659</b>

PUENTE CHARTER SCHOOL					Exhibit 1		
FISCAL YEARS: 2018, 2019, 2020					Revised 1/30/2018		
					2018-2019	2019-2020	2020-2021
<b>BOOKS AND SUPPLIES</b>							
	4100	Textbooks			7,500	12,500	20,000
	4200	Other Books			-	-	-
	4300	Instructional Material			-	2,500	5,000
	4400	Non-Capitalized Equipment			3,500	7,000	12,000
	4500	Other Supplies			6,000	9,500	19,500
	4600	Pupil Transportation Supplies			2,500	4,000	7,500
	4700	Food Services			107,865	155,326	220,320
	<b>TOTAL</b>				<b>127,365</b>	<b>190,826</b>	<b>284,320</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>							
	5100	Personal Servicers of Instructional	N/A	N/A	-		
		Consultants, Lecturers, Others			40,000	25,000	45,000
	5200	Travel and Conferences			4,000	4,000	9,000
	5300	Dues and Membership			2,500	2,500	3,500
	5500	Utilities			29,765	43,866	54,833
	5600	Rentals, Leases, Repairs,			117,500	137,500	197,500
		Non-Capitalized Improvements	N/A	N/A	-	-	-
	5800	Other Services & Operating Expenses			66,000	91,000	96,000
	<b>TOTAL</b>				<b>259,765</b>	<b>303,866</b>	<b>405,833</b>
<b>CAPITAL OUTLAY</b>							
	6100	Sites & Improvement of Sites	N/A	N/A	-	-	-
	6200	Buildings and Improvement of Buildings	N/A	N/A	-	-	-
	6400	Capitalized Equipment			13,400	33,500	46,000
	6500	Replacement of Equipment	N/A	N/A	-	-	-
	<b>TOTAL</b>				<b>13,400</b>	<b>33,500</b>	<b>46,000</b>
<b>TOTAL OTHER OUTGO</b>		Supervisorial Oversight			95,000	110,000	125,000
<b>TOTAL EXPENDITURES</b>					<b>1,426,915</b>	<b>1,966,474</b>	<b>2,554,497</b>
	<b>SUB-TOTAL (Total Revenue-Total Expenditures)</b>				<b>4,377</b>	<b>16,070</b>	<b>1,740</b>
<b>Net Change</b>		Additional Reserves			<b>4,377</b>	<b>16,070</b>	<b>1,740</b>
<b>CASH BALANCE</b>					<b>738,342</b>	<b>742,719</b>	<b>758,789</b>
<b>CASH BALANCE + RESERVE</b>					<b>742,719</b>	<b>758,789</b>	<b>760,529</b>

PUENTE Charter School														Exhibit 1	
FISCAL YEAR ENDED 2018														Revised 1/30/2018	
CASH FLOW															
			JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>SOURCES OF REVENUE</b>															
	ADA	125													
<b>FEDERAL</b>															
		Special Ed: IDEA Basic Local Assistance - CY	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	1,944	23,325
		NCLB: Title I, Part A Basic Grts Low-Inc & Neglected	3,196	3,196	3,196	3,196	3,196	3,196	3,196	3,196	3,196	3,196	3,196	3,196	38,346
		NCLB: Title II, Part A, Teacher Quality	43	43	43	43	43	43	43	43	43	43	43	43	519
<b>STATE</b>															
		Special Education AB602 - CY	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	5,680	68,156
		Mandated Costs Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Unrestricted Non Prop 20 - CY	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	1,279	15,349
		Charter School Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Prop 20 Instructional Materials - CY	245	245	245	245	245	245	245	245	245	245	245	245	2,938
			-	-	-	-	-	-	-	-	-	-	-	-	-
		Food Services	-	-	10,787	10,787	10,787	10,787	10,787	10,787	10,787	10,787	10,787	10,787	107,865
<b>LOCAL</b>															
		General Purpose Entitlement - Net State Aid	64,813	64,813	64,813	64,813	64,813	64,813	64,813	64,813	64,813	64,813	64,813	64,813	777,762
		Education Protection Account (EPA)	12,422	12,422	12,422	12,422	12,422	12,422	12,422	12,422	12,422	12,422	12,422	12,422	149,066
		Transfer to Charter Schools in Lieu of Property Tax	20,664	20,664	20,664	20,664	20,664	20,664	20,664	20,664	20,664	20,664	20,664	20,664	247,966
			-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>			110,286	110,286	121,072	121,072	121,072	121,072	121,072	121,072	121,072	121,072	121,072	121,072	1,431,292
<b>EXPENDITURES</b>															
<b>CERTIFICATED SALARIES</b>															
	1100	Teachers	20,077	20,077	20,077	20,077	20,077	30,115	20,077	20,077	20,077	20,077	30,115	20,077	261,000
	1200	Administrators	13,462	13,462	13,462	13,462	13,462	20,192	13,462	13,462	13,462	13,462	20,192	13,462	175,000
	1300	Supervisors	2,885	2,885	2,885	2,885	2,885	4,327	2,885	2,885	2,885	2,885	4,327	2,885	37,500
	1400	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
	1500	Guidance & Welfare	-	-	-	-	-	-	-	-	-	-	-	-	-
	1600	Health Services	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>TOTAL</b>		36,423	36,423	36,423	36,423	36,423	54,635	36,423	36,423	36,423	36,423	54,635	36,423	473,500
<b>CLASSIFIED SALARIES</b>															
	2100	Instructional Aides	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	13,083	157,000
	2200	Classified Administrator	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
	2300	Office Personnel	-	-	-	-	-	-	-	-	-	-	-	-	-
	2400	Maintenance & Operations	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	3,235	38,821
	2500	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-
	2600	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
	2900	Other Classified	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	42,889
	<b>TOTAL</b>		22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	22,809	273,710
<b>FRINGE BENEFITS</b>															
	3100	STRS/Other	-	-	-	-	-	-	-	-	-	-	-	-	-
	3200	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
	3308	Medicare	4,104	4,104	4,104	4,104	4,104	6,156	4,104	4,104	4,104	4,104	6,156	4,104	53,351
	3309	OASHDI	784	784	784	784	784	1,175	784	784	784	784	1,175	784	10,186
	3400	Health & Welfare	3,386	3,386	3,386	3,386	3,386	5,080	3,386	3,386	3,386	3,386	5,080	3,386	44,023
	3500	Unemployment	941	941	941	941	941	1,412	941	941	941	941	1,412	941	12,238
	3600	Workers Comp	2,177	2,177	2,177	2,177	2,177	3,265	2,177	2,177	2,177	2,177	3,265	2,177	28,295
	3900	Other Employee Benefits	2,776	2,776	2,776	2,776	2,776	4,163	2,776	2,776	2,776	2,776	4,163	2,776	36,082
	<b>TOTAL</b>		14,167	14,167	14,167	14,167	14,167	21,251	14,167	14,167	14,167	14,167	21,251	14,167	184,175

PUENTE Charter School														Exhibit 1	
FISCAL YEAR ENDED 2018														Revised 1/30/2018	
CASH FLOW															
			JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>BOOKS AND SUPPLIES</b>															
	4100	Textbooks	7,500	-	-	-	-	-	-	-	-	-	-	-	7,500
	4200	Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-
	4300	Instructional Material	-	-	-	-	-	-	-	-	-	-	-	-	-
	4400	Non-Capitalized Equipment	292	292	292	292	292	292	292	292	292	292	292	292	3,500
	4500	Other Supplies	500	500	500	500	500	500	500	500	500	500	500	500	6,000
	4600	Pupil Transportation Supplies	-	-	-	-	-	1,250	-	-	-	-	-	1,250	2,500
	4700	Food Services	8,989	8,989	8,989	8,989	8,989	8,989	8,989	8,989	8,989	8,989	8,989	8,989	107,865
	<b>TOTAL</b>		<b>17,280</b>	<b>9,780</b>	<b>9,780</b>	<b>9,780</b>	<b>9,780</b>	<b>11,030</b>	<b>9,780</b>	<b>9,780</b>	<b>9,780</b>	<b>9,780</b>	<b>9,780</b>	<b>11,030</b>	<b>127,365</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>															
	5100	Personal Services of Instructional													
		Consultants, Lecturers, Others	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
	5200	Travel and Conferences	1,333					1,333			1,334				4,000
	5300	Dues and Membership	833					833			833				2,500
	5500	Utilities	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	2,480	29,765
	5600	Rentals, Leases, Repairs,	9,792	9,792	9,792	9,792	9,792	9,792	9,792	9,792	9,792	9,792	9,792	9,792	117,500
		Non-Capitalized Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-
	5800	Other Services & Operating Expenses	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	66,000
	<b>TOTAL</b>		<b>23,272</b>	<b>21,105</b>	<b>21,105</b>	<b>21,105</b>	<b>23,272</b>	<b>21,105</b>	<b>21,105</b>	<b>21,105</b>	<b>23,273</b>	<b>21,105</b>	<b>21,105</b>	<b>21,105</b>	<b>259,765</b>
<b>CAPITAL OUTLAY</b>															
	6100	Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-	-	-
	6200	Buildings and Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-
	6400	Capitalized Equipment	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	1,117	13,400
	6500	Replacement of Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
	<b>TOTAL</b>		<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>1,117</b>	<b>13,400</b>
<b>TOTAL OTHER OUTGO</b>		Supervisorial Oversight	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	7,917	95,000
<b>TOTAL EXPENDITURES</b>			<b>122,985</b>	<b>113,319</b>	<b>113,319</b>	<b>113,319</b>	<b>115,485</b>	<b>139,864</b>	<b>113,319</b>	<b>113,319</b>	<b>115,486</b>	<b>113,319</b>	<b>138,614</b>	<b>114,569</b>	<b>1,426,915</b>
		<b>SUB-TOTAL (Total Revenue-Total Expenditures)</b>	<b>(12,699)</b>	<b>(3,033)</b>	<b>7,753</b>	<b>7,753</b>	<b>5,587</b>	<b>(18,792)</b>	<b>7,753</b>	<b>7,753</b>	<b>5,586</b>	<b>7,753</b>	<b>(17,542)</b>	<b>6,503</b>	<b>4,377</b>
<b>Add:</b>		Beginning Balance	738,342	725,643	722,609	730,363	738,116	743,703	724,911	732,665	740,418	746,004	753,758	736,216	738,342
<b>Net Change</b>		Additional Reserves	(12,699)	(3,033)	7,753	7,753	5,587	(18,792)	7,753	7,753	5,586	7,753	(17,542)	6,503	4,377
<b>MONTHLY CASH BALANCE</b>			<b>725,643</b>	<b>722,609</b>	<b>730,363</b>	<b>738,116</b>	<b>743,703</b>	<b>724,911</b>	<b>732,665</b>	<b>740,418</b>	<b>746,004</b>	<b>753,758</b>	<b>736,216</b>	<b>742,719</b>	<b>742,719</b>
<b>MONTHLY CASH BALANCE + Reserve</b>			<b>725,643</b>	<b>722,609</b>	<b>730,363</b>	<b>738,116</b>	<b>743,703</b>	<b>724,911</b>	<b>732,665</b>	<b>740,418</b>	<b>746,004</b>	<b>753,758</b>	<b>736,216</b>	<b>742,719</b>	<b>742,719</b>

PUENTE Charter School														Exhibit 1	
FISCAL YEAR ENDED 2019														Revised 1/30/2018	
CASH FLOW															
			JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>SOURCES OF REVENUE</b>															
	ADA	180													
<b>FEDERAL</b>															
		Special Ed: IDEA Basic Local Assistance - CY	2,684	2,684	2,684	2,684	2,684	2,684	2,684	2,684	2,684	2,684	2,684	2,684	32,204
		NCLB: Title I, Part A Basic Grts Low-Inc & Neglected	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	4,412	52,943
		NCLB: Title II, Part A, Teacher Quality	60	60	60	60	60	60	60	60	60	60	60	60	717
<b>STATE</b>															
		Special Education AB602 - CY	7,842	7,842	7,842	7,842	7,842	7,842	7,842	7,842	7,842	7,842	7,842	7,842	94,101
		Mandated Costs Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Unrestricted Non Prop 20 - CY	1,766	1,766	1,766	1,766	1,766	1,766	1,766	1,766	1,766	1,766	1,766	1,766	21,192
		Charter School Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Prop 20 Instructional Materials - CY	338	338	338	338	338	338	338	338	338	338	338	338	4,056
		Food Services	-	-	15,533	15,533	15,533	15,533	15,533	15,533	15,533	15,533	15,533	15,533	155,326
<b>LOCAL</b>															
		General Purpose Entitlement - Net State Aid	89,486	89,486	89,486	89,486	89,486	89,486	89,486	89,486	89,486	89,486	89,486	89,486	1,073,834
		Education Protection Account (EPA)	17,151	17,151	17,151	17,151	17,151	17,151	17,151	17,151	17,151	17,151	17,151	17,151	205,812
		Transfer to Charter Schools in Lieu of Property Tax	28,530	28,530	28,530	28,530	28,530	28,530	28,530	28,530	28,530	28,530	28,530	28,530	342,360
<b>TOTAL REVENUE</b>			<b>152,268</b>	<b>152,268</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>167,801</b>	<b>1,982,544</b>
<b>EXPENDITURES</b>															
<b>CERTIFICATED SALARIES</b>															
	1100	Teachers	30,678	30,678	30,678	30,678	46,018	30,678	30,678	30,678	30,678	30,678	46,018	30,678	398,820
	1200	Administrators	13,731	13,731	13,731	13,731	20,596	13,731	13,731	13,731	13,731	13,731	20,596	13,731	178,500
	1300	Supervisors	5,885	5,885	5,885	5,885	8,827	5,885	5,885	5,885	5,885	5,885	8,827	5,885	76,500
	1400	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
	1500	Guidance & Welfare	-	-	-	-	-	-	-	-	-	-	-	-	-
	1600	Health Services	5,000	5,000	5,000	5,000	7,500	5,000	5,000	5,000	5,000	5,000	7,500	5,000	65,000
<b>TOTAL</b>			<b>55,294</b>	<b>55,294</b>	<b>55,294</b>	<b>55,294</b>	<b>82,941</b>	<b>55,294</b>	<b>55,294</b>	<b>55,294</b>	<b>55,294</b>	<b>55,294</b>	<b>82,941</b>	<b>55,294</b>	<b>718,820</b>
<b>CLASSIFIED SALARIES</b>															
	2100	Instructional Aides	18,203	18,203	18,203	18,203	27,305	18,203	18,203	18,203	18,203	18,203	27,305	18,203	236,640
	2200	Classified Administrator	2,746	2,746	2,746	2,746	4,119	2,746	2,746	2,746	2,746	2,746	4,119	2,746	35,700
	2300	Office Personnel	4,231	4,231	4,231	4,231	6,346	4,231	4,231	4,231	4,231	4,231	6,346	4,231	55,000
	2400	Maintenance & Operations	3,046	3,046	3,046	3,046	4,569	3,046	3,046	3,046	3,046	3,046	4,569	3,046	39,597
	2500	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-
	2600	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
	2900	Other Classified	3,365	3,365	3,365	3,365	5,048	3,365	3,365	3,365	3,365	3,365	5,048	3,365	43,747
<b>TOTAL</b>			<b>31,591</b>	<b>31,591</b>	<b>31,591</b>	<b>31,591</b>	<b>47,387</b>	<b>31,591</b>	<b>31,591</b>	<b>31,591</b>	<b>31,591</b>	<b>31,591</b>	<b>47,387</b>	<b>31,591</b>	<b>410,684</b>
<b>FRINGE BENEFITS</b>															
	3100	STRS/Other	-	-	-	-	-	-	-	-	-	-	-	-	-
	3200	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
	3308	Medicare	4,925	4,925	4,925	4,925	7,387	4,925	4,925	4,925	4,925	4,925	7,387	4,925	64,021
	3309	OASHDI	789	789	789	789	1,184	789	789	789	789	789	1,184	789	10,260
	3400	Health & Welfare	3,603	3,603	3,603	3,603	5,404	3,603	3,603	3,603	3,603	3,603	5,404	3,603	46,834
	3500	Unemployment	952	952	952	952	1,429	952	952	952	952	952	1,429	952	12,381
	3600	Workers Comp	2,210	2,210	2,210	2,210	3,314	2,210	2,210	2,210	2,210	2,210	3,314	2,210	28,725
	3900	Other Employee Benefits	2,812	2,812	2,812	2,812	4,218	2,812	2,812	2,812	2,812	2,812	4,218	2,812	36,558
<b>TOTAL</b>			<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>22,936</b>	<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>15,291</b>	<b>22,936</b>	<b>15,291</b>	<b>198,778</b>

PUENTE Charter School													Exhibit 1													
FISCAL YEAR ENDED 2019													Revised 1/30/2018													
CASH FLOW																										
													JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	
<b>BOOKS AND SUPPLIES</b>																										
4100	Textbooks	6,250	-	-	-	-	-	-	6,250	-	-	-	-	-	12,500											
4200	Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-												
4300	Instructional Material	208	208	208	208	208	208	208	208	208	208	208	208	208	2,500											
4400	Non-Capitalized Equipment	583	583	583	583	583	583	583	583	583	583	583	583	583	7,000											
4500	Other Supplies	792	792	792	792	792	792	792	792	792	792	792	792	792	9,500											
4600	Pupil Transportation Supplies	333	333	333	333	333	333	333	333	333	333	333	333	333	4,000											
4700	Food Services	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	12,944	155,326											
<b>TOTAL</b>		<b>21,110</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>21,110</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>14,860</b>	<b>190,826</b>											
<b>SERVICES AND OTHER OPERATING EXPENSES</b>																										
5100	Personal Services of Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-											
	Consultants, Lecturers, Others	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000											
5200	Travel and Conferences	1,333	-	-	-	-	1,333	-	-	-	1,334	-	-	-	4,000											
5300	Dues and Membership	833	-	-	-	-	833	-	-	-	833	-	-	-	2,500											
5500	Utilities	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	3,656	43,866											
5600	Rentals, Leases, Repairs,	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	11,458	137,500											
	Non-Capitalized Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-											
5800	Other Services & Operating Expenses	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	7,583	91,000											
<b>TOTAL</b>		<b>26,947</b>	<b>24,781</b>	<b>24,781</b>	<b>24,781</b>	<b>24,781</b>	<b>26,947</b>	<b>24,781</b>	<b>24,781</b>	<b>24,781</b>	<b>26,948</b>	<b>24,781</b>	<b>24,781</b>	<b>24,781</b>	<b>303,866</b>											
<b>CAPITAL OUTLAY</b>																										
6100	Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-	-	-	-											
6200	Buildings and Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-	-											
6400	Capitalized Equipment	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	2,792	33,500											
6500	Replacement of Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-											
<b>TOTAL</b>		<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>2,792</b>	<b>33,500</b>											
<b>TOTAL OTHER OUTGO</b>		<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>9,167</b>	<b>110,000</b>											
<b>TOTAL EXPENDITURES</b>		<b>162,191</b>	<b>153,775</b>	<b>153,775</b>	<b>153,775</b>	<b>207,029</b>	<b>153,775</b>	<b>160,025</b>	<b>153,775</b>	<b>155,942</b>	<b>153,775</b>	<b>204,863</b>	<b>153,775</b>	<b>1,966,474</b>												
<b>SUB-TOTAL (Total Revenue-Total Expenditures)</b>		<b>(9,923)</b>	<b>(1,507)</b>	<b>14,026</b>	<b>14,026</b>	<b>(39,228)</b>	<b>14,026</b>	<b>7,776</b>	<b>14,026</b>	<b>11,859</b>	<b>14,026</b>	<b>(37,062)</b>	<b>14,026</b>	<b>16,070</b>												
<b>Add:</b>	<b>Beginning Balance</b>	<b>742,719</b>	<b>732,796</b>	<b>731,289</b>	<b>745,315</b>	<b>759,341</b>	<b>720,113</b>	<b>734,139</b>	<b>741,915</b>	<b>755,941</b>	<b>767,799</b>	<b>781,825</b>	<b>744,763</b>	<b>742,719</b>												
<b>Net Change</b>	<b>Additional Reserves</b>	<b>(9,923)</b>	<b>(1,507)</b>	<b>14,026</b>	<b>14,026</b>	<b>(39,228)</b>	<b>14,026</b>	<b>7,776</b>	<b>14,026</b>	<b>11,859</b>	<b>14,026</b>	<b>(37,062)</b>	<b>14,026</b>	<b>16,070</b>												
<b>MONTHLY CASH BALANCE</b>		<b>732,796</b>	<b>731,289</b>	<b>745,315</b>	<b>759,341</b>	<b>720,113</b>	<b>734,139</b>	<b>741,915</b>	<b>755,941</b>	<b>767,799</b>	<b>781,825</b>	<b>744,763</b>	<b>758,789</b>	<b>758,789</b>												
<b>MONTHLY CASH BALANCE + Reserve</b>		<b>732,796</b>	<b>731,289</b>	<b>745,315</b>	<b>759,341</b>	<b>720,113</b>	<b>734,139</b>	<b>741,915</b>	<b>755,941</b>	<b>767,799</b>	<b>781,825</b>	<b>744,763</b>	<b>758,789</b>	<b>758,789</b>												

PUENTE Charter School														Exhibit 1	
FISCAL YEAR ENDED 2020														Revised 1/30/2018	
CASH FLOW															
			JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>SOURCES OF REVENUE</b>															
	ADA	240													
<b>FEDERAL</b>															
		Special Ed: IDEA Basic Local Assistance - CY	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	3,431	41,170
		NCLB: Title I, Part A Basic Grts Low-Inc & Neglected	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	5,640	67,683
		NCLB: Title II, Part A, Teacher Quality	76	76	76	76	76	76	76	76	76	76	76	76	917
<b>STATE</b>															
		Special Education AB602 - CY	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	10,025	120,299
		Mandated Costs Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Unrestricted Non Prop 20 - CY	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	27,092
		Charter School Facility Grant	-	-	-	-	-	-	-	-	-	-	-	-	-
		State Lottery: Prop 20 Instructional Materials - CY	432	432	432	432	432	432	432	432	432	432	432	432	5,185
		Food Services	-	-	22,032	22,032	22,032	22,032	22,032	22,032	22,032	22,032	22,032	22,032	220,320
<b>LOCAL</b>															
		General Purpose Entitlement - Net State Aid	114,399	114,399	114,399	114,399	114,399	114,399	114,399	114,399	114,399	114,399	114,399	114,399	1,372,789
		Education Protection Account (EPA)	21,926	21,926	21,926	21,926	21,926	21,926	21,926	21,926	21,926	21,926	21,926	21,926	263,110
		Transfer to Charter Schools in Lieu of Property Tax	36,473	36,473	36,473	36,473	36,473	36,473	36,473	36,473	36,473	36,473	36,473	36,473	437,673
<b>TOTAL REVENUE</b>			<b>194,660</b>	<b>194,660</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>216,692</b>	<b>2,556,237</b>
<b>EXPENDITURES</b>															
<b>CERTIFICATED SALARIES</b>															
	1100	Teachers	46,592	46,592	46,592	46,592	46,592	69,888	46,592	46,592	46,592	46,592	69,888	46,592	605,696
	1200	Administrators	14,005	14,005	14,005	14,005	14,005	21,008	14,005	14,005	14,005	14,005	21,008	14,005	182,070
	1300	Supervisors	11,102	11,102	11,102	11,102	11,102	16,653	11,102	11,102	11,102	11,102	16,653	11,102	144,330
	1400	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
	1500	Guidance & Welfare	-	-	-	-	-	-	-	-	-	-	-	-	-
	1600	Health Services	5,100	5,100	5,100	5,100	5,100	7,650	5,100	5,100	5,100	5,100	7,650	5,100	66,300
<b>TOTAL</b>			<b>76,800</b>	<b>76,800</b>	<b>76,800</b>	<b>76,800</b>	<b>76,800</b>	<b>115,200</b>	<b>76,800</b>	<b>76,800</b>	<b>76,800</b>	<b>76,800</b>	<b>115,200</b>	<b>76,800</b>	<b>998,396</b>
<b>CLASSIFIED SALARIES</b>															
	2100	Instructional Aides	22,883	22,883	22,883	22,883	22,883	34,324	22,883	22,883	22,883	22,883	34,324	22,883	297,473
	2200	Classified Administrator	2,801	2,801	2,801	2,801	2,801	4,202	2,801	2,801	2,801	2,801	4,202	2,801	36,414
	2300	Office Personnel	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	56,100
	2400	Maintenance & Operations	3,360	3,360	3,360	3,360	3,360	5,040	3,360	3,360	3,360	3,360	5,040	3,360	43,680
	2500	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-
	2600	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-
	2900	Other Classified	3,432	3,432	3,432	3,432	3,432	5,149	3,432	3,432	3,432	3,432	5,149	3,432	44,622
<b>TOTAL</b>			<b>37,151</b>	<b>37,151</b>	<b>37,151</b>	<b>37,151</b>	<b>37,151</b>	<b>53,389</b>	<b>37,151</b>	<b>37,151</b>	<b>37,151</b>	<b>37,151</b>	<b>53,389</b>	<b>37,151</b>	<b>478,289</b>
<b>FRINGE BENEFITS</b>															
	3100	STRS/Other	-	-	-	-	-	-	-	-	-	-	-	-	-
	3200	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-
	3308	Medicare	5,910	5,910	5,910	5,910	5,910	8,864	5,910	5,910	5,910	5,910	8,864	5,910	76,825
	3309	OASHDI	796	796	796	796	796	1,194	796	796	796	796	1,194	796	10,351
	3400	Health & Welfare	3,886	3,886	3,886	3,886	3,886	5,828	3,886	3,886	3,886	3,886	5,828	3,886	50,512
	3500	Unemployment	966	966	966	966	966	1,449	966	966	966	966	1,449	966	12,558
	3600	Workers Comp	2,251	2,251	2,251	2,251	2,251	3,376	2,251	2,251	2,251	2,251	3,376	2,251	29,262
	3900	Other Employee Benefits	2,858	2,858	2,858	2,858	2,858	4,287	2,858	2,858	2,858	2,858	4,287	2,858	37,151
<b>TOTAL</b>			<b>16,666</b>	<b>16,666</b>	<b>16,666</b>	<b>16,666</b>	<b>16,666</b>	<b>24,999</b>	<b>16,666</b>	<b>16,666</b>	<b>16,666</b>	<b>16,666</b>	<b>24,999</b>	<b>16,666</b>	<b>216,659</b>

PUENTE Charter School													Exhibit 1													
FISCAL YEAR ENDED 2020													Revised 1/30/2018													
CASH FLOW																										
													JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL	
<b>BOOKS AND SUPPLIES</b>																										
	4100	Textbooks	10,000	-	-	-	-	-	-	-	10,000	-	-	-	-	-	-	-	-	-	-	-	20,000			
	4200	Other Books	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	4300	Instructional Material	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	417	5,000			
	4400	Non-Capitalized Equipment	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000			
	4500	Other Supplies	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	19,500			
	4600	Pupil Transportation Supplies	-	-	1,875	-	-	-	1,875	-	-	-	1,875	-	1,875	-	1,875	-	1,875	-	1,875	-	7,500			
	4700	Food Services	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	18,360	220,320			
	<b>TOTAL</b>		<b>31,402</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>21,402</b>	<b>23,277</b>	<b>31,402</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>23,277</b>	<b>21,402</b>	<b>284,320</b>			
<b>SERVICES AND OTHER OPERATING EXPENSES</b>																										
	5100	Personal Services of Instructional	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Consultants, Lecturers, Others	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000			
	5200	Travel and Conferences	1,500	-	-	2,500	-	-	-	-	2,500	-	-	-	2,500	-	-	-	2,500	-	-	-	9,000			
	5300	Dues and Membership	875	-	-	875	-	-	-	-	875	-	-	-	875	-	-	-	875	-	-	-	3,500			
	5500	Utilities	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	4,569	54,833			
	5600	Rentals, Leases, Repairs,	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	197,500			
		Non-Capitalized Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	5800	Other Services & Operating Expenses	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	96,000			
	<b>TOTAL</b>		<b>35,153</b>	<b>32,778</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>32,778</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>36,153</b>	<b>32,778</b>	<b>405,833</b>			
<b>CAPITAL OUTLAY</b>																										
	6100	Sites & Improvement of Sites	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	6200	Buildings and Improvement of Buildings	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	6400	Capitalized Equipment	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	46,000			
	6500	Replacement of Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	<b>TOTAL</b>		<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>3,833</b>	<b>46,000</b>			
<b>TOTAL OTHER OUTGO</b>		Supervisory Oversight	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	125,000			
<b>TOTAL EXPENDITURES</b>			<b>211,421</b>	<b>199,046</b>	<b>200,921</b>	<b>202,421</b>	<b>199,046</b>	<b>263,892</b>	<b>209,046</b>	<b>202,421</b>	<b>200,921</b>	<b>199,046</b>	<b>267,267</b>	<b>199,046</b>	<b>254,497</b>	<b>199,046</b>	<b>254,497</b>	<b>199,046</b>	<b>254,497</b>	<b>199,046</b>	<b>254,497</b>	<b>199,046</b>	<b>2,554,497</b>			
		<b>SUB-TOTAL (Total Revenue-Total Expenditures)</b>	<b>(16,762)</b>	<b>(4,387)</b>	<b>15,770</b>	<b>14,270</b>	<b>17,645</b>	<b>(47,200)</b>	<b>7,645</b>	<b>14,270</b>	<b>15,770</b>	<b>17,645</b>	<b>(50,575)</b>	<b>17,645</b>	<b>1,740</b>	<b>17,645</b>	<b>1,740</b>	<b>17,645</b>	<b>1,740</b>	<b>17,645</b>	<b>1,740</b>	<b>1,740</b>	<b>1,740</b>			
<b>Add:</b>		Beginning Balance	758,789	742,028	737,641	753,412	767,682	785,328	738,127	745,773	760,043	775,814	793,459	742,884	758,789	742,884	758,789	742,884	758,789	742,884	758,789	742,884	758,789			
<b>Net Change</b>		Additional Reserves	(16,762)	(4,387)	15,770	14,270	17,645	(47,200)	7,645	14,270	15,770	17,645	(50,575)	17,645	1,740	17,645	1,740	17,645	1,740	17,645	1,740	1,740	1,740			
<b>MONTHLY CASH BALANCE</b>			<b>742,028</b>	<b>737,641</b>	<b>753,412</b>	<b>767,682</b>	<b>785,328</b>	<b>738,127</b>	<b>745,773</b>	<b>760,043</b>	<b>775,814</b>	<b>793,459</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>760,529</b>			
<b>MONTHLY CASH BALANCE + Reserve</b>			<b>742,028</b>	<b>737,641</b>	<b>753,412</b>	<b>767,682</b>	<b>785,328</b>	<b>738,127</b>	<b>745,773</b>	<b>760,043</b>	<b>775,814</b>	<b>793,459</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>742,884</b>	<b>760,529</b>	<b>760,529</b>			



# **ATTACHMENT C**

# ADDENDUM

## Assurances, Affirmations, and Declarations

PUENTE Charter (also referred to herein as “PUENTE” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **Element 1 – The Educational Program**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

## **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

## **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

## **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)

Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School

reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day  
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout  
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and  
Element 3 – Method by which Pupil Progress Toward Outcomes will be  
Measured**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

***“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)***



## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

## **Element 4 – Governance**

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”* (Ed. Code § 47605(b)(5)(D).)

## **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action .<sup>1</sup>

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

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<sup>1</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

## **Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)*

## **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

### **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

## **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the

same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **Element 7 – Means to Achieve Racial and Ethnic Balance**

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”* (Ed. Code § 47605(b)(5)(G).)

### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

## **Element 8 – Admission Requirements**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.



## **Element 9 – Annual Financial Audits**

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)*

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## **Element 10 – Suspension and Expulsion Procedures**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any

related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **Element 11 – Employee Retirement Systems**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **Element 13 – Rights of District Employees**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

### **Element 14 – Mandatory Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

## **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
[Charter School Name]  
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If

the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
[Charter School]  
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **Element 15 – Charter School Closure Procedures**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.



Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

#### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

#### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and



- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all

new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

#### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

#### **FISCAL MATTERS**

##### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

##### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)