



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

PUENTE CHARTER SCHOOL-2621

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

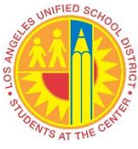
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



Charter School Name:		PUENTE CHARTER SCHOOL			Location Code:	2621
Current Address:		City:	ZIP Code:	Phone:	Fax:	
501 s. Boyle Heights Ave.		Los Angeles	90003	323-780-8900		
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:		
July 1, 2017 to June 30, 2022			2	EAST		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		-65		
235	300 9PER MATERIAL REVISION)_					
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		-22%		
TK-4	TK-5 (PER MATERIAL REVISION)					
Norm Enrollment Number:		195				
Total Number of Staff Members:	29	Certificated:	14	Classified:	15	
Charter School's Leadership Team Members:		Jerome Greening, CEO; Brenda Meza, Principal; and Diana Juarez, Vice Principal				
Charter School's Contact for Special Education:				SELPA & Option:	Option 2	
CSD Assigned Administrator:	Monique Galvez		CSD Fiscal Services Manager:	Helena Han		
Other School/CSD Team Members:	N/A					
Oversight Visit Date(s):	3/28/22, 3/30/22		Fiscal Review Date (if different):	4/6/22		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A		
		Date of Co-Location meeting with Operations Team:		N/A		
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:	Max capacity 400 Elementary		

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	No Rating	4	3

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the **school's** operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	3
<u>Areas of Demonstrated Strength and/or Progress</u>	
G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)	
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership:	
<ul style="list-style-type: none">• Documentation provided indicated a system for the evaluation of school’s executive level leadership as follows:• School provided an evaluation tool that scores the CEO and principal on several professional standards and describes evidence for that standard. While the documentation did not detail a process, or examples or what an effective score would look like, or details for supporting growth as needed, the school shared it uses the LAUSD School Leadership Framework which provides examples of each standard being evaluated. The school detailed it is a reflective process. leadership described that during a pre-meeting a board member works with the CEO on goals/priorities that align to the rubric followed by a mid- year check-in, and a post meeting.	
G2: BROWN ACT	
The Governing Board complies with all material provisions of the Brown Act	
<ul style="list-style-type: none">• Governing Board meetings are held in accordance with the requirements of E.C. 47604.1. (Board manages one school site).• Examples provided reflected the governing board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act.<ul style="list-style-type: none">○ Public comment is a consistent agenda item.○ The agenda dated 2/12/21 identified Brown Act training and a draft agenda provided at the time of the visit, indicated Brown Act would be reviewed again the April 2022 meeting.○ The board calendar identified 4 board meetings scheduled for this academic year.○ Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access from a location in the jurisdictional boundary. Agenda provided a link to the meeting via Zoom, and it also provides the school address and identified all teleconference locations and addresses that the agendas are posted. It also included information for accommodations.○ School leadership discussion indicated some board members may be in person at the school site, while other board members participated by teleconferencing. While a Zoom link was provided the site was also open to the public.	



- Governing Board meeting agendas are posted and maintained, including on the school's website and in accordance with the Brown Act:

In addition to a cover page for the agenda that notes posting information, the agenda itself includes a certification identifying the date and time the agenda(s) were posted at the physical site. The board agendas and minutes were accessible on the school website. However, it requires several steps of navigating the site to find them.

- Board Minutes are clear, comprehensive and provide specificity to actions and discussions of each agenda item.

G3: DUE PROCESS

The Governing Board has a well- developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public:

- Employee grievances and discipline: The Employee Handbook provides detailed information including an informal and formal disciplinary process, progressive discipline steps, examples of mis-conduct, and a problem solving procedure for when an employee has concerns or grievances. In addition, the handbook notes an open door and whistleblowers policy. (UCP) the school provided were available in English and Spanish. The document "Complaint Contact Information" details who to contact for various concerns. The school shared that it is accessible in the Parent Student Handbook and on the website in the School Accountability Section.

RESPONSIVE AND ACCOUNTABLE GOVERNANCE

The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making::

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence AND monitoring of the LCAP were evident in the following ways:
 - Agenda item "Data Dashboard and School Operations Update" noted on 2/23/22 agenda details updates including LCFF priorities, and updates in alignment to LCAP goals
 - 2/23/22 board agenda included "LCAP Mid- Year Approval"
 - 9/15/21 board agenda item "Beginning of the Year Demographic Data"
 - 9/15/21 board agenda item "LCFF 8 State Priority Review and Funding Calculations- includes details for funds for technology resources and budget allocations and LCAP goals.
 - Reclassification for 2022 and Summative ELPAC information
 - 9/15/21 board agenda item "LAUSD Oversight Report 20-21 Review" Documentation provided included a "Framework for Data-Informed Decision Making" Power Point provided that indicates it was part of the 12/8/21 Board Meeting Data Update. It contained results from the school internal assessments including NWEA English and Math, and ICA and up for approval an Academic Program Plan for gifted and talented.
- School provided the following evidence reflecting transparent governance and accountability to stakeholders:
- Strategic Planning Committee Slides provided details about the community demographic and need as well as use of focus groups
 - Parent Surveys: during the leadership discussion, school leaders shared that survey results informed SR3 expenditures and was informative for the board regarding Elementary and Secondary School Emergency Relief Fund (ESSER). The needs assessment survey shared with stakeholders through Parent Square garnered feedback from teachers and ELAC members.
- Examples of the board monitoring staffing needs and compliance with credentialing, clearance, and training requirements included the following:



- School leadership shared that some of The “Data Dashboard” agenda items provide , updates at the board meetings regarding credentialed teachers.
- Documentation of “Certification of Board Compliance Review” signed by the board president and provided with the 12/8/21 board agenda listing this as an action item.
- Effective system of monitoring staff compliance as evidenced by a “4” in “O11”.

Areas Noted for Further Growth and/or Improvement

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)

- Limited evidence supported active committees/councils described in the school’s charter:
- Documentation provided included one agenda for the year for the following committee:
 - Agenda reflected the Finance Committee convened 9/10/21.
 - Agenda for the Audit Committee reflected that it convened on 2/16/22.
 - Agenda reflected the Governance and Nominating Committee convened last year on 6/2/21.

G3: DUE PROCESS

- While the Parent / Student handbook details positive behavioral interventions and supports, the suspension section is limited. It does not include what a suspendable offense is or the appeal process.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report

Notes:

****NOTE: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***

**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership<input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Organizational chart (B1.1)<input checked="" type="checkbox"/> Bylaws (B1.2)<input checked="" type="checkbox"/> Board member roster (B1.3)<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6)<input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7)<input checked="" type="checkbox"/> Discussion with leadership<input type="checkbox"/> Other: (Specify)

**G2: BROWN ACT - QUALITY INDICATOR #2**

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act<input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act<input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act<input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas (B1.4)<input checked="" type="checkbox"/> Board meeting calendar (B1.5)<input checked="" type="checkbox"/> Brown Act training documentation (B1.8a)<input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b)<input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9)<input type="checkbox"/> Observation of Governing Board meeting<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public<input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b)<input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11)<input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12)<input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria)<input type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)<input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4)<ul style="list-style-type: none"><input type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI)<input type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate)<input type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate)<input checked="" type="checkbox"/> Attendance rate<input checked="" type="checkbox"/> Internal assessment data<input type="checkbox"/> Enrollment data<input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.)<input checked="" type="checkbox"/> Board meeting calendar (B1.5)<input type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a)<input type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b)<input type="checkbox"/> Observation of Governing Board meeting<input checked="" type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Stakeholder focus group<input type="checkbox"/> Other: (Specify)

**G5: FISCAL CONDITION - QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

Rubric		Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>

**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6***The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, what is the school's identification? (See additional information within "Notes" section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	
<u>Areas of Demonstrated Strength and/or Progress</u> <u>Areas Noted for Further Growth and/or Improvement</u> <u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.	
Notes: <ul style="list-style-type: none">In 2018-2019, the school served K-1 and had limited performance noted on the State Dashboard.*Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.	



- PUENTE's reclassification rate of 6.3% is similar to the state rate of 6.9% in 2020-2021.
- The English Learner At Risk and LYEL rates were lower than the state rate.

****NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.***

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3



The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue<input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard ELPI color is Red<input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)<input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard CCI color is Blue<input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard CCI color is Red<input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard<input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red<input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard<input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red<input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red<input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard<input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5)<input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages<input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages<input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages<input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages<input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<ul style="list-style-type: none"><input type="checkbox"/> California School Dashboard Report (CDE)<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average<input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average<input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average<input type="checkbox"/> The school did not reclassify any of its English Learners<input type="checkbox"/> Not Available - The school did not have any English Learners<input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Reclassification report (CDE) Puente 6.3% STATE 6.9%<input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1)<input type="checkbox"/> Summative ELPAC report (CDE) (B2.3)<input type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4)<input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average<ul style="list-style-type: none"><input type="checkbox"/> Higher<input type="checkbox"/> Same<input checked="" type="checkbox"/> Lower(Additional info within "Notes" section above)<input type="checkbox"/> Rate of "LTEs" in comparison to the state average<ul style="list-style-type: none"><input type="checkbox"/> Higher<input type="checkbox"/> Same<input checked="" type="checkbox"/> Lower(Additional info within "Notes" section above)

**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input checked="" type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAP ELA	K-2	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter, Spring
2. NWEA MAP Math	K-2	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	Fall, Winter, Spring
3.		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:
N/A

The charter school disaggregated student performance data for the subgroups: ☐ Yes ☒ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|--|---|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

- School indicated the assessment was administered as intended and consistent with administration and security procedures.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

☒ Yes ☐ No

**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No

The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

PUENTE also identified using the following internal assessments that are not on the state “Verified Data” list:

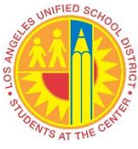
- ICA Math and ELA grades 3-5

Thus, the school did not implement an approved verified data assessment for grades 3-5 in ELA or Math.

In response the school expressed that “CAASPP” was listed as one of the reliable assessments for verified data. CSD reached out to the CDE to verify if ICA assessments were included under the umbrella of “CAASPP” progress. The CDE response stated “only the CAASPP ELA and math Summative assessments were approved for the verified list”.

Therefore, the school shared the following next steps: Going forward, the school will continue to utilize the NWEA MAP assessment, schoolwide, for the fall, winter and spring period. In addition, the school indicated that post visit, and in the academic year 2022, they were able to already implement an end of year NWEA assessment for grades 3 and 4 as well.

While the school shared a blank sample tool teachers could use to disaggregate performance data for English Learners and Special Education students, it did not go into further detail on the trends observed and next steps based on the data by subgroup. School discussed use of trackers and included subgroup data in an excel document.



In K-2, the school indicated the majority of students did not meet their projected growth in the winter assessment. The school attributed this to a high absence rate due to the COVID pandemic. In discussion, the school shared they did have alternative ways they implemented progress monitoring to gain understanding of student progress. For example, guided reading.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable): N/A

N/A

**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"><input checked="" type="checkbox"/> LCFF Budget Overview for Parents<input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year<input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan<input checked="" type="checkbox"/> 2021-2024 Plan Summary<input checked="" type="checkbox"/> Stakeholder Engagement<input checked="" type="checkbox"/> Goals and Actions<input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students<input type="checkbox"/> Expenditures Tables	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7)<input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:
<p>Goals and Actions:</p> <p>School responded, that while they were not able to fully administer the ELPAC in 2020, the 2021 ELPAC will be used to document the baseline and the data informed target for the ELPI level.</p>



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY PLAN AND PROCEDURES -</p> <p>The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety:</p> <ul style="list-style-type: none">• A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site with a “LADBS Certificate of Occupancy for 501 S. Boyle for a Learning Center and maximum capacity of 400.• A current site-specific comprehensive Health, Safety, and Emergency Plan is completed, and documentation included roles, responsibilities, and process for evacuation as well as evacuation maps. In addition, it provides procedures for a variety of additional school emergencies including gas link, bomb threat, explosion, death, and cyber attacks (training 11/12/21).• A visitor’s policy is visible in the school's main office and Parent-Student Handbook• Documentation of student immunizations provided included “Immunization Compliance Summary Report” by Vaccine that notes 100% compliance.• Documentation of health screenings per applicable law and terms of the charter was provided with a flyer announcing 2nd grade hearing and vision screen test scheduled for Thursday, 9/23/21 and a spreadsheet indicating a system to identify students who passed the hearing screening in 2021-2022.• Needy students receive one nutritionally adequate free or reduced priced meal each school day, was evident in a letter the school shared that they provided to parents that indicated all students would receive a free meal each day in the 2021-2022 school year. <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM-</p> <ul style="list-style-type: none">• The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served:• Implementing key features of the educational program described in the charter:<ul style="list-style-type: none">○ Grade level schedules and lesson plans provided reflect time for Project Based Learning (PBL), art, dance, physical education, small group instruction, and blended learning. Classroom walkthroughs aligned to key features and professional development provided this year. The following was observed: Blended learning, class schedules that identified time for PBL, art, P.E, CGI math, workshop model.• Implementing standards-based instruction schoolwide in accordance with the California State Content Standards:<ul style="list-style-type: none">○ Lesson Plans provided note Common Core State Standards (CCSS) in the content area and Next Generation Science Standards (NGSS) in science. It also provided links to resources such as books/videos, and differentiation notes for subgroups with strategies and accommodations.○ Math Scope and Sequence provided by grade level.○ Social studies is provide through the PBL time as evidenced in the PBL Unit Plans that each include a grading rubric.• Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills:<ul style="list-style-type: none">○ School shared documentation of assessments used to measure development of skills and or standards: Running records, ICA, and NWEA○ School shared the “Protocol for Examining Grade Level Data”. The document guided teachers to reflect on what there is to celebrate and development of an , action plan for problems of practice. It provides a tool to group students by performance and subgroup (exceeded, met, nearly	



and did not). Teachers will identify a percentage of students who met or exceeded to make a connection with those who have mastered the standards. The tool prompts teachers to create focus groups and the learning goal for each focus group. Next, the tool leads teachers to reflect on best practices including identifying effective strategies tied to growth.

- Professional Development calendar reflected several examples of reviewing academic progress: ELD Tracking protocol (8/27 & 1/5/22, 1/21/22), and Data Tracking/Analysis 9/24/21, 10/8/21, 2/11/22,
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
 - PD calendar and sign-in sheets reflected multiple trainings to support staff with implementing and improving the instructional program.
 - Culturally Relevant Reading Workshop on 10/8/22/, and CGI Math workshop (10/15/21) supported teachers to unpack word problems and work on visuals. Reading and Writing Workshop also took place 3/4/22. IXL Math Foundations 12/10/21, 2/25/22 & 1/28/22.

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

- The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis: Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students:
 - School described how CGI math supports students understanding of math through a variety of problem solving processes.
 - Lesson plans provided for each grade level identified weekly small RTI groups, and each group's objective and differentiation.
 - PD calendar showed small group Instruction Planning time on 10/1/22 and 11/19.
- Implementation of internal student assessments with instructional outcomes to determine student mastery of California State Content Standards:
 - Teacher observed taking anecdotal notes as a tool to guide instruction during classroom visit.
 - During classroom visits, each room contained portfolios that teachers updated every six weeks comprised of student work samples and assessments.
 - PD Planning Protocol (Data Analysis, Goals, and Lessons) identified 6 dates on the PD calendar across the year and Data Driven Instruction that took place on 9/10/21, 9/24/21, and 1/14/22
 - Assessment calendar reflects running records, ICA, and NWEA assessments scheduled throughout the year
 - School shared grids for each classroom in each content area that displayed each student's performance level throughout the year. Levels included beginning, progressing, achieving, and exceeding.
 - Class Analysis detailed specific strengths tied to standards mastery. It also identified next steps
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions:
 - School leadership detailed, that based on schoolwide NWEA internal assessments, math had the greater area of need and thus the school implemented IXL math to practice skills and drills. Modules assigned to students based on diagnostic results.
 - PD Calendar identified IXL math training on 1/28/22 and 2/25/22.
 - PD Sign-Ins sheets reflected staff PD in the following: Data Driven Instruction and calibrating small groups 1/14/22, Data Tracking 10/8/21 & 9/24/21, Running Records Analysis 8/27/21, and Data Review 8/4/21.
 - RTI documentation provided small group support and a tool to monitor interventions attempted.
- Implementation, and modification, as appropriate, of its Master Plan for English Learners:



- Designated English Language Development (ELD) time evident in grade level lesson plans provided.
 - School provided Lucy Calkin's "Support for English Learners" Unit of Study as a resource for teachers to obtain useful strategies.
 - ELD Lesson Plans are Differentiated by ELD level and include ELD standards. Regular Lesson plans also included ELD standards and supports.
 - Several Staff members with PD certificates for ELPAC Certification Course this past year.
 - Sample ELPAC Reports for Families that detail the student's performance.
 - PD Sign In for Designated and Integrated PD 1/21/22 and Writing Units for Supporting Language Learners 1/6/22, ELD 1/5/22, Review of ELD standards 8/27/21
- A staff person (the vice principal) is designated to assist and support foster youth/students experiencing homelessness as noted in the school's Parent Student Handbook.

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process:
 - The Parent Student Handbook details that PUENTE adheres to the positive Behavior Interventions and Supports (PBIS) philosophy and use of Restorative Practices.
 - Professional Development (PD) Sign in sheets reflects training in Social Emotional Learning 8/4/21 and 1/5/22 and Restorative Circles training with Student Culture PD materials 2/11/2
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive:
 - School leadership shared a main focus this year was to support student's social emotional needs and provided several trainings to staff. (see list above)
 - School leadership described "Wellness Wednesday's" as a weekly time each week for staff to come together –for staff coping strategies, and making connections that can be used in the classroom.
 - Grade Level Schedules and Lesson Plans provided reflect time each day for Social Emotional Learning. In a sample provided, it noted Calm Classroom, feelings check, and community circle.
 - Calm Classroom materials detailed activities by grade level in English and Spanish. Evidence of Calm classroom program during class visit.
 - Great Kindness Challenge packet of materials was accompanied with a school video showing the students and staff at PUENTE in action with a kindness activity.
 - Behavior Flip PD sign-in implementation guide, and staff power point conveyed that it effectively tracks and manages student behaviors and provides high quality social-emotional data to create student snapshots for administrators, instructors, families and students.
- Minimize discretionary suspensions and expulsions and reduce or eliminate disproportionality: The school has a 0% suspension and expulsion rate.
- Minimize chronic absenteeism for all students and student subgroups was addressed in the following ways:
 - Monthly Student Recognition Ceremonies celebrate student attendance
 - While there is not a current state rate for chronic absenteeism at the time of the visit, the School shared a self-reported 16% rate chronic absenteeism. The school shared its Tiered Intervention section in the school Parent Student Handbook details steps including calls and letters



home, attempts to communicate with families to understand the barriers for attending, convening a meeting to discuss supports and create an attendance contract.

- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements
- “No Bullies Allowed Here” guide provided by school includes information (including prevention) about bullying and cyberbullying. School indicated this was shared with families via Parent Square (screen shot of newsletter links) as well as at a Parent Orientation and posted on the website.

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
 - As a means to simplifying communication with parents, the school now uses Parent Square to communicate with parents.
 - The “Academic Calendar of Events” noted Coffee with the Principal/ LCAP Meeting several times throughout the year. The agendas are formatted to detail agenda item topics aligned to specific LCAP goals.
 - Advisory Council power points are provided in English and Spanish and share upcoming events and parent engagement.
- Implements English Learner Advisory Committee (ELAC), in accordance with legal requirements:
 - School shared a guide “ELAC Mandated Topics & Timeline” that details required topics and timeframes when it will be covered in the ELAC meetings throughout the year. ELAC agendas reviewed reflect required topics as well as student data, LCAP goals for English Learners, Mental Health & Wellness, needs survey, ELPAC, roles and :,
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns:
 - PD for Teachers- Launching Parent Square December 2021, Facilitating parent Conference November 2021,
 - “PUENTE Charter School Complaint Contact” details who to contact based on concern. This tool is accessible in the Parent Student Handbook and on the school website

O10: EVALUATION OF SCHOOL STAFF

- Evaluation procedures were limited. Email documentation indicated a timeframe to complete a self- reflection and schedule a meeting with the supervisor. The tool used also incorporates feedback from the supervisor. Documentation did not go did provide detail regarding examples of formal or informal review as to how the supervisor may utilize to inform the feedback section. Other documentation shared several supports provided to further staff development in identified growth areas. The document, “System to Assess Professional Development Needs” conveyed Mid-Year Review & End of Year Reviews: On the reviews, the staff is to identify areas of growth for the following 6 months. The school’s professional development meetings, classroom demonstrations, peer observations and coaching sessions are planned around these areas for growth
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff was provided.

Areas Noted for Further Growth and/or Improvement

**O1: SCHOOL SAFETY PLAN AND PROCEDURES -**

- Suicide Prevention Policy adopted as seen on the 3/3/21 board agenda.
 - The policy provided lacked information that reflected stakeholder involvement in development or consultation of the policy. Additionally, the policy did not specifically address needs of high-risk groups indicated in the Ed Code 215. (Examples of high-risk as listed in the Ed Code include but are not limited to youth experiencing homelessness, youth with disabilities, mental illness, lesbian, gay, transgender, etc.) During school discussion, leadership shared parent meetings took place in which the school was able to obtain feedback or respond to questions from parents. School shared that next steps would include convening the team to review required sections and bring updates to an upcoming board meeting

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS

- Limited examples of disaggregation of data by subgroup. The school provided a “Class Data Review Template” which guides teachers to identify English Learners and Special Education students’ performance levels. It did not go into further detail about trends in data or areas of strength or need.

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT

- The school operates an Advisory Council and ELAC Committee. However, the school will need to address composition and required topics to be aligned with legal requirements.
 - School was asked about implementation of a School Site Council (SSC) and school leadership indicated that the “Advisory Committee” served the same purpose as a “School Site Council”.
 - Documentation reflected the composition of the Advisory Council did not reflect the composition described by CDE with 50% school group members and 50% parent/community members. (Agenda lists 3 parents and 4 school site staff).
 - Documentation did not reflect review of the “School Plan for Student Achievement”, a defined purpose by the CDE. School leadership did provide a PUENTE governing board meeting agenda that addressed this. This may infer that the Site Plan went through this Council and on to the board. However, for clear transparency, it may be included on the Advisory agenda in the future.
 - ELAC meeting agendas do not reflect a “Public Comment” item. School leadership indicated this can be added in the future.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report

Notes:

***NOTE:**

A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.

- A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric**Sources of Evidence**



Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)
	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a)
	<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Student immunization (B3.2b)
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Health screening (B3.2b)
		<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b)
		<input checked="" type="checkbox"/> Evacuation route maps (B3.1b)
		<input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e)
		<input type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f)
		<input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g)
		<input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f)
		<input checked="" type="checkbox"/> Site/classroom observation
		<input checked="" type="checkbox"/> Visitor's Policy (B3.1a)
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety<input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c)<input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b)<input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5)<input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5)<input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5)<input checked="" type="checkbox"/> Epi-pen and training (B3.2c)<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1)<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served<input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k)<input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only<input type="checkbox"/> WASC accreditation (B3.3d)<input type="checkbox"/> UC Doorways course approval documentation (B3.3e)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input checked="" type="checkbox"/> Classroom observation<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis<input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Standards-based instructional program (B3.3a)<input checked="" type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i)<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i)<input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6)<input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6)<input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee<input checked="" type="checkbox"/> Classroom observation<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5**

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements<input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)<input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a)<input checked="" type="checkbox"/> Self-Review Checklist (B3.4a)<input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a)<input checked="" type="checkbox"/> Professional development documentation (B3.4c)<input type="checkbox"/> Intervention and support for students with disabilities (B3.3i)<input checked="" type="checkbox"/> Consultation with Charter Operated Programs office<input type="checkbox"/> Other special education documentation (B3.4a)<input type="checkbox"/> Classroom observation<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> MOU Non-LAUSD SELPA<input type="checkbox"/> Other: (Specify)

**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a)
	<input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> LCAP (B3.3b)
	<input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Professional development documentation (B3.4c)
	<input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b)
		<input type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b)
		<input type="checkbox"/> Implementation of alternatives to suspension (B3.4b)
		<input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b)
		<input checked="" type="checkbox"/> Data monitoring (B3.4b)
		<input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1)
		<input type="checkbox"/> Chronic absenteeism rates
		<input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b)
		<input type="checkbox"/> Stakeholder focus group
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter<input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<ul style="list-style-type: none"><input type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c)<input checked="" type="checkbox"/> Professional development training materials (B3.4c)<input checked="" type="checkbox"/> System to assess professional development needs (B3.4c)<input type="checkbox"/> Interview of teachers and/or other staff<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns<input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a)<input type="checkbox"/> LCAP (B3.3b)<input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d)<input checked="" type="checkbox"/> Stakeholder consultation (B3.4d)<input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d)<input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d)<input checked="" type="checkbox"/> School website (B3.4e)<input type="checkbox"/> Stakeholder focus group<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

**O9 TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

*** Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for:
	<input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website	<input checked="" type="checkbox"/> LCAP
	<input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website	<input checked="" type="checkbox"/> UCP Procedure and Forms
	<input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Complaint Procedure and Forms
		<input checked="" type="checkbox"/> Title IX Information
		<input checked="" type="checkbox"/> Suicide Prevention and Awareness
		<input checked="" type="checkbox"/> Financial Audit
		<input checked="" type="checkbox"/> Student Demographics
		<input type="checkbox"/> Student Achievement Information
		<input type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e)
		<input type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e)
		<input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e)
		<input type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e)
		<input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e)
		<input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e)
		x <input type="checkbox"/> School website (B3.4e)
		<input type="checkbox"/> Other: (Specify)

**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements<input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<ul style="list-style-type: none"><input type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f)<input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f)<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times<input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements<input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements<input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<ul style="list-style-type: none"><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a)<input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements<input checked="" type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process<input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c)<input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d)<input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4)<input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b)<input checked="" type="checkbox"/> Vendor certifications (B3A.6)<input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7)<input type="checkbox"/> Discussion with school leadership<input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



2621	2018-2019					2019-2020					2020-2021				
PUENTE Charter	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	838,178	897,012	897,012		666,725	666,725	741,774	741,774		620,638	430,735	349,846	351,345
Current Assets		0	1,453,178	1,500,655	1,500,655		757,214	757,214	1,469,760	1,456,363		1,407,285	1,405,887	1,464,790	1,479,693
Fixed and Other Assets		0	124,120	212,908	212,908		832,967	832,966	740,046	355,070		894,380	1,006,317	497,288	497,289
Total Assets		0	1,577,298	1,713,563	1,713,563		1,590,181	1,590,180	2,209,806	1,811,433		2,301,665	2,412,204	1,962,078	1,976,982
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	33,000	127,498	127,497		0	0	559,635	210,928		142,115	132,113	255,666	270,800
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	33,000	127,498	127,497		0	0	559,635	210,928		142,115	132,113	255,666	270,800
Net Assets		1,257,994	1,544,298	1,586,065	1,586,066		1,590,181	1,590,180	1,650,171	1,600,505		2,159,550	2,280,091	1,706,412	1,706,182
Total Revenues	1,431,292	1,931,292	2,232,119	2,224,464	2,224,465	1,919,009	1,919,009	1,919,009	2,015,066	1,993,052	2,383,339	2,383,339	2,707,653	2,700,033	2,700,080
Total Expenditures	1,428,607	1,428,605	1,428,605	1,379,183	1,379,183	1,914,894	1,914,894	1,914,894	1,950,961	1,978,613	2,373,961	2,373,961	2,577,733	2,594,126	2,594,403
Net Income / (Loss)	2,685	502,687	803,514	845,281	845,282	4,115	4,115	4,115	64,105	14,439	9,378	9,378	129,920	105,907	105,677
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	2,685	502,687	803,514	845,281	845,282	4,115	4,115	4,115	64,105	14,439	9,378	9,378	129,920	105,907	105,677
Net Assets, Beginning	755,307	755,307	755,504	740,784	740,784	1,544,297	1,586,066	1,586,065	1,586,066	1,586,066	1,590,180	1,650,172	1,650,171	1,650,172	1,600,505
Adj. for restatement / Prior Yr Adj	0	0	(14,720)	197	0	0	0	0	0	0	500,000	500,000	500,000	(49,667)	0
Net Assets, Beginning, Adjusted	755,307	755,307	740,784	740,784	740,784	1,544,297	1,586,066	1,586,065	1,586,066	1,586,066	2,090,180	2,150,172	2,150,171	1,600,505	1,600,505
Net Assets, End	757,992	1,257,994	1,544,298	1,586,065	1,586,066	1,548,412	1,590,181	1,590,180	1,650,171	1,600,505	2,099,558	2,159,550	2,280,091	1,706,412	1,706,182

2621	Audited Financials					2021-2022				
PUENTE Charter	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	748,846	897,012	741,774	351,345	0		695,155	825,725	0	0
Current Assets	826,368	1,500,655	1,456,363	1,479,693	0		1,211,608	1,151,475	0	0
Fixed and Other Assets	16,500	212,908	355,070	497,289	0		512,584	572,717	0	0
Total Assets	842,868	1,713,563	1,811,433	1,976,982	0		1,724,192	1,724,192	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	102,084	127,497	210,928	270,800	0		0	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	102,084	127,497	210,928	270,800	0		0	0	0	0
Net Assets	740,784	1,586,066	1,600,505	1,706,182	0		1,724,192	1,724,192	0	0
Total Revenues	1,114,958	2,224,465	1,993,052	2,700,080	0	3,135,730	3,135,730	3,372,167	0	0
Total Expenditures	1,112,516	1,379,183	1,978,613	2,594,403	0	3,117,950	3,117,950	3,354,387	0	0
Net Income / (Loss)	2,442	845,282	14,439	105,677	0	17,780	17,780	17,780	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	2,442	845,282	14,439	105,677	0	17,780	17,780	17,780	0	0
Net Assets, Beginning	738,342	740,784	1,586,066	1,600,505	0	1,730,427	1,706,412	1,706,412	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0
Net Assets, Beginning, Adjusted	738,342	740,784	1,586,066	1,600,505	0	1,730,427	1,706,412	1,706,412	0	0
Net Assets, End	740,784	1,586,066	1,600,505	1,706,182	0	1,748,207	1,724,192	1,724,192	0	0

**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, *Proficient*.

According to the CSD's Fiscal Operations Rubrics, the highest fiscal rating that schools with audit findings reported in the most current independent audit report is a "2." To earn a fiscal rating of a 4, schools must have the two most current audits that show no material weaknesses, deficiencies and/or findings, and no discrepancies cited in the Areas Noted for Further Growth and/or Improvement. PUENTE Learning Center's independent audit report for the fiscal year ended 2019-2020 reported an audit finding. Please see further details under Areas Noted for Further Growth and/or Improvement section below.

Other circumstances and information could influence the rating and are noted in this evaluation.

PUENTE Charter's fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$1,706,182 and net income of \$105,677. The 2021-2022 Second Interim projected positive net assets of \$1,723,962 and net income of \$17,780.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Second Interim)
Net Assets	\$740,784	\$1,586,066	\$1,600,505	\$1,706,182	\$1,723,962
Net Income/Loss	\$2,442	\$845,282	\$14,439	\$105,677	\$17,780
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

3

**Areas Noted for Further Growth and/or Improvement:****1. Prior-Year Audit Finding:**

An audit finding was identified in PUENTE Learning Center's 2019-2020 independent audit report. At the time of the 2020-2021 oversight visit, the CSD was not made aware of a revised 2019-2020 independent audit that was issued to PUENTE Learning Center to include this audit finding, which was not part of the originally submitted audit to the CSD. Therefore, this audit finding was not included in the CSD's 2020-2021 Annual Performance-Based Oversight Report. PUENTE's Chief Executive Officer (CEO) explained that Fiscal Year 2019-2020 reissued audit report pertained to the supplementary reporting for its California State Preschool Program (CSPP). PUENTE's CEO further explained that, with the CSPP focus, PUENTE failed to instruct its auditors to forward the reissued audit report, inclusive of the CSPP supplementary reporting, to the CSD.

PUENTE Learning Center's 2020-2021 independent audit report indicated that the school's corrective action plan pertaining to this audit finding was implemented.

PUENTE Learning Center's 2020-2021 Independent Audit Report reads:

"Status of Prior Year Audit Findings***FINDING 2020-01: CDNFS Form 8501 was not completed correctly for certain sections.***

1) Program information: CDE State Preschool Contract CSPP9703 (no federal component).

2) Criteria:

- Section V.D of the Contract Funding Terms and Conditions (FT&C) states contractors may claim administrative costs and shall not exceed fifteen percent (15%) of the net reimbursable program costs or actual administrative costs, whichever is less.
- CDE Form CDNFS 8501 and AUD 8501 instructions:
 - O Section 3 –Revenue, Unrestricted Income, report income that a donor did not restrict, that was used to pay for reimbursable expenses.
 - O Section 5 –Supplemental Revenue, report unrestricted income used to pay for supplemental expenses.
 - O Section 6 –Supplemental Expenses, report any disallowed program expenditures.
- CDE COVID-19 Emergency Closure Approval letter, dated September 15, 2020, approved the contractor to include 408 days of attendance credit for March in the cumulative prior period of the CDNFS 4th quarter report form.
- CDE Management Bulletin (MB) 20-11: For contractors that physically closed, partially physically closed, or where attendance was substantially affected mid-March, the CDNFS report should include all days of enrollment and days of operation as if the contractor remained physically open through the end March.

3) Condition:



- On form CDNFS 8501 Section 4 Reimbursable Expenses, the contractor included \$55,617 in excess of the 15% allowable total administrative costs per FT&C terms. These excess administrative costs should be reported under Section 6 Supplemental Expenses.
- A journal entry of \$5,273 was incorrectly recorded to salaries expenses (\$3,375 in certificated salaries and \$1,898 in classified salaries).
- Unrestricted contributions/income used to pay reimbursable expenses of \$47,725 was not included in Section 3 of form CDNFS 8501. Unrestricted contributions/income of \$45,617 used to cover supplemental expenses was not included in Section 6 of the form.
- Due to COVID-19 emergency closure, the contractor applied for and was approved credits for days of operation and days of attendance for the closure period. Among the approved credits, 408 days of attendance credit was approved for March 2020 but not included on the revised form CDNFS 8501 which resulted in an under-claimed earnings from CDE of \$7,693.
- Days of operation on form CDNFS 8501 was missing 12 days for the days closed in March 2020 due to COVID-19 which should be included per CDE MB 20-11.

4) Questioned Costs:

\$55,617 of program expenses in excess of the administrative costs ceiling should be reported as supplemental expenses not reimbursable expenses on the form CDNFS 8501. \$5,273 was incorrectly claimed in salaries expenses. These audit adjustments did not result in questioned costs because those costs were funded through the contractor's non-state funds from contributions and donations.

5) Effect and Context:

Under-claimed earnings from CDE for \$7,693.

6) Cause:

This is the contractor's first year of filing form CDNFS 8501 during a pandemic. There was a lack of experience and training on completing the form. The contractor was not familiar with some of the Funding Terms and Conditions requirements.

7) Recommendation:

Obtain training on reporting requirements and on completing the form 8501. Management should be familiar with applicable requirements outlined in Funding Terms and Conditions as well as instructions for form 8501.

8) Views of Responsible Officials and Planned Corrective Actions Questioned Costs:

Management is in agreement with the finding and have planned the following corrective actions to be implemented in FY20-21: (1) Validate that controls are present and functioning throughout the year. (2) Conduct testing of Form 8501 throughout the year, leaving management more time to address and remediate any identified issues. (3) Provide sufficient training to the finance and operations departments. (4) Incorporate the 8501 process into Accounting Policies and Procedures. (5) Establish an effective internal audit function to identify process improvements and strategic opportunities throughout the year. (6) Consult a third-party well-versed in the process of completing the 8501 Form.

9) Status of Corrective Action:

This finding has been addressed by management and resolved."

**2. Outstanding Checks:**

Based on the CSD's review and analysis of a sample of the school's Bank Reconciliation Reports for the period from August 2021 through January 2022, the CSD noted six checks, totaling \$760.00, drawn on PUENTE Learning Center's Operating Account that had been outstanding for 180 days or more as of January 31, 2022. Details regarding these checks are summarized below.

Item #	Bank Account #	Check Number	Date	Payee	Check Amount	Number of Days Outstanding (As of 1/31/22)
1	X0438	18926	8/21/2019	C. L.	\$100.00	894
2	X0438	18928	8/21/2019	C. B.	\$100.00	894
3	X0438	18949	8/21/2019	L. P.	\$100.00	894
4	X0438	18989	8/29/2019	Department of Justice: Social Service Community	\$90.00	886
5	X0438	19382	3/11/2020	Department of Justice Registry of Charitable Trust	\$20.00	691
6	X0438	19897	6/24/2021	R. D. L.	\$350.00	221
				Total	\$760.00	

The CSD was advised that PUENTE Learning Center (the charter operator) pays the bills for the charter school from the Learning Center's Operating Account. Expenditures related to the charter school are coded and accounted separately by the Learning Center. The checks listed above are not related to the charter school.

In response to the CSD's observations above, the school provided PUENTE Learning Center's California Escheat and Unclaimed Property Law Compliance policy (page 44 from PUENTE Learning Center's Policies and Procedures Manual) which states: "The Finance department must prepare a journal entry to reclassify the escheatable portion of stale-dated check liability to the proper account in the general ledger. Finance will determine outstanding checks that are six months or older by review of the Bank Reconciliation module which is updated monthly for all cleared checks." The school stated: "With regards to the outstanding checks, a review of the identified outstanding checks was initiated during the COVID period and additional time was given to accommodate possible late cashing of checks or updated communication/information from the recipient(s) on the status. PUENTE Finance is resuming the outstanding check review and reporting of the outstanding checks to the state as of July 1, 2022."



The CSD recommends that PUENTE Learning Center strictly adhere to its governing board-approved fiscal policies and procedures regarding the research, investigation, write-off, and reissuance of checks that have been outstanding for the specified periods of time, and maintain documentation of such, consistent with industry best practices.

The governing board and leadership team of the charter school are responsible for managing the operations of the school. Thus, the CSD's recommendations and/or the school's action plans concerning the above-noted findings and observations should be discussed at the school's next governing board meeting, highly preferably no later than 90 days following the school's receipt of this report. It is the school's responsibility to provide the CSD its action plans/steps, proof of implementation of the mitigating actions taken by the school, and/or documentation (e.g., governing board meeting agendas and approved board meeting minutes, etc.), as applicable, prior to or during the next Annual Performance-Based Oversight Visit. The CSD will continue to monitor these issues through oversight.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

None noted.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported. An audit finding regarding PUENTE Learning Center not correctly completing the CDNFS form 8501 for its preschool was identified in the 2019-2020 independent audit report. PUENTE Learning Center's 2020-2021 independent audit report indicated that corrective actions have been addressed and resolved. Please see details under Areas Noted for Further Growth and/or Improvement above.
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of PUENTE Charter offering 403(b) Tax-Sheltered Annuity Plan and Social Security benefits to its employees and proof of payment were provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$1,206,046 and total expenditures equal \$2,594,403. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 46.49%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 223.30 per the school's 2021-2022 Second Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$351,345 and total expenditures equal \$2,594,403. Therefore, the school's cash reserve level is 13.54%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 12 checks and electronic 4 credit/debit transactions. No discrepancies were noted.
 - a. Check numbers (Wells Fargo Bank Checking Account Ending in X0438): 19904, 19956, 19982, 20003, 20162, 20238, 20315, and ACH 1270
 - b. Reviewed 4 credit/(debit) transactions for the months of November 2021, December 2021, and January 2022 for sample testing: The transaction descriptions are (Wells Fargo Bank Savings Account Ending in X2931) (1) 12/14/2021 – (\$25,200.00); (2) 1/10/2022 – \$298,389.66; (3) 1/12/2022 – \$1,108.94; and (Manufacturers Bank Capital Account Ending in X1142) (4) 11/3/2021 – (\$10.00).



16. Reviewed credit card statements from August 2021 through January 2022. Selected the months of December 2021 and January 2022 for sample testing. No discrepancies were noted.
 - a. American Express Corporate Credit Card Ending in X1016 (Chief Executive Officer)
17. Reviewed bank statements and bank reconciliations from August 2021 through January 2022. Selected the months of December 2021 and January 2022 for sample testing. The CSD's observations were noted under the Other Observations section above.
 - a. Wells Fargo Bank Checking Account Ending in X0438 (Operating Account – Learning Center)
 - b. Wells Fargo Bank Savings Account Ending in X2931 (Operating Account – Charter)
 - c. Manufacturers Bank Savings Account Ending in X1142 (Capital Campaign Account for Facilities Expansion Project)
18. A Segregation of Duties (SOD) review was conducted remotely at PUENTE Charter via videoconference. No discrepancies were noted
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year 2020-2021 are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. The charter school's expansion plan for the major improvements to the existing school site to accommodate its Fourth- and Fifth-grade levels was provided. The school provided its architectural and development plan, with estimated total costs of \$336,005. The CSD was advised that the first phase of the building upgrades started in October 2018, whereby the school's consultants conducted a feasibility, environmental, and traffic study, followed by the conditional permit use approval. The first phase has been completed, including the successful approval of Conditional Use Permit from the City of Los Angeles. The second phase of improvements is extending through Fiscal Year 2022-2023, with expected full completion by May 2023.
25. PUENTE Charter indicated that the charter school did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration's (SBA) as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that PUENTE Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. PUENTE Charter did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. The school's reported Norm Enrollment was 87, 112, 152, 195, and 240 students for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 153 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's student enrollment through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

**Fiscal Operations Rubrics**

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">1. Net Assets are positive in the prior two audits;2. The cash balance at the beginning of the school year is positive;3. The two most current audits show no material weaknesses, deficiencies and/or findings;4. All vendors and staff are paid in a timely manner;5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures;7. Governing board adopts the annual budget;8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;10. There is no apparent conflict of interest;11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;13. The LCAP is submitted to the appropriate agencies;	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p> <p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">1. Net Assets are positive in the most current audit;2. The cash balance at the beginning of the school year is positive ;3. The most current audit shows no material weaknesses, deficiencies and/or findings;4. Vendors and staff are paid in a timely manner;5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;7. Governing board adopts the annual budget;8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;10. There is no apparent conflict of interest;11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;13. The LCAP is submitted to the appropriate agencies;
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*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



<i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i>	<i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none">2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.	

<i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i>	<i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">1. A new school is one that does not have an independent audit on file with the Charter Schools Division;2. The cash balance at the beginning of the school year is positive;3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;5. Interim reports and unaudited actuals project:<ol style="list-style-type: none">a. Positive net assetsb. Expenses less than revenues	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.