

NOTICE OF PUBLIC MEETING

PUENTE Charter School

The Board of Directors of PUENTE Learning Center will be conducting
a public meeting on:

Wednesday, September 18, 2019
8:00am

PUENTE Learning Center
501 S. Boyle Avenue
Los Angeles, CA 90033

Any person who wishes to address the Board of Directors is welcomed to attend. No prior
notification of your attendance is necessary.

If you require accommodations in order to attend this meeting can call Jerome Greening
at 323.780.0076 or email at jerome@puente.org. for assistance

It is hereby noted that the agenda for this meeting of the PUENTE Governing Board has
been posted at the following location(s):

- PUENTE Learning Center, 501 S. Boyle Avenue, Los Angeles CA 90033, north side
and south side entrances, and parent board
- www.puente.org



PUENTE Learning Center

PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, September 18, 2019

8:15 am

501 S. Boyle Avenue, Los Angeles, CA 90033

Teleconference locations:

– n/a

Notice is hereby given that the PUENTE Learning Center Board of Directors of PUENTE Charter School will hold a public meeting at the above-referenced time and locations. The purpose of the meeting is to discuss and take action on the following agenda. The agenda shall provide an opportunity for members of the public to address the board directly at each location. (GOV CODE: 54954.3).

If you require special accommodations in order to attend this meeting, please call Jerome Greening at (323) 780 – 0076 or e-mail at jerome@puente.org.

Agendas for all regular board meetings are posted at least 72 hours prior to the meeting, and agendas for all special board meetings are posted at least 24 hours prior to the meeting at the entrances of the PUENTE facility and on the Parent Board at PUENTE Charter School, teleconference locations, and on www.puente.org. (GOV CODE: 54954.2, 54956)

Agenda Item	Proposed Action	Attachments	Who
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Albert Reyes
2. Minutes – June 13, 2019	Approval	Minutes	
3. Public Comment			
Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.			
4. Operations & Programs			Charter School Principal and Interim CEO, Jerome Greening & Charter School Advisory Committee Member, Oscar Cabrales
i. LAUSD Oversight Report for the 2018-2019 School Year Results	Informational	Oversight Report	
ii. Brown Act Requirements Open meeting laws	Informational	E-Copy	
iii. Data Dashboard – Enrollment & Student Subgroup	Informational	Data Dashboard	
iv. 2019-2020 School Priorities for the Local Control Funding Formula. The Eight California State priorities to guide the accountability of the school’s operation.	Informational	PowerPoint	

v. Data-Based Decision Making Practice commitment to the use of the data for the continuous improvement of the school's operation.	Approval	Powerpoint	Charter School Principal and Interim CEO, Jerome Greening & Board Chair, Albert Reyes
vi. Compliance Monitoring Form 2019-2020 Compliance document checklist for Charter School operations.	Approval	Form	
vii. Uniform Complaint Procedure The School process for resolving complaints.	Approval	Uniform Complaint Procedure Documents	
6. Finance Report i. Charter Financials as of June 30, 2019	Informational	Financial Report	VP of Finance & Administration, Angelica Castro
ii. Expansion Update a. Seismic Upgrade Project b. Capital Campaign	Approval	Informational	Charter School Principal & Interim CEO, Jerome Greening Ter Molen, Watkins & Brandt Consultant, June Poust
7. Adjournment			Board Chair, Albert Reyes
Certification of Posting I, Jerome Greening, hereby certify that this agenda was posted on 9/13/19 at 10am at: <ul style="list-style-type: none"> – PUENTE Learning Center, 501 S. Boyle Avenue, Los Angeles, CA 90033, <i>north side and south side entrance, and parent board</i> 			



PUENTE Charter School
501 S. Boyle Avenue, Los Angeles, CA 90033

BOARD MEETING MINUTES
June 13, 2019

The PUENTE Charter School board meeting was conducted on Thursday, June 13, 2019 at 8:30 am at PUENTE Learning Center, 501 S. Boyle Avenue, Los Angeles, CA 90033

Board Members in Attendance: Albert Reyes, Daniel Arguello, Oscar Cabrales, Greg Gonzalez, Richelle Huizar, Alfredo Izmajtovich, Tyler M.P. Sutherland

Board Members not in Attendance: Fernando Guerra, Chun Wong, Yolanda Chavez

PUENTE Staff in Attendance: Jerome Greening, Angelica Castro, Matt Wells, Michele Wolfe, Drew Allen, Alicia Granados

Call to Order

Albert Reyes called the meeting to order at 8:40 am. A quorum was established.

Roll Call

Albert Reyes conducted a roll call for Board Members. Present were: Chair, Albert Reyes; Board Member, Secretary, Richelle Huizar, Board members Daniel Arguello, Oscar Cabrales, Greg Gonzalez, Tyler M.P. Sutherland, and Board Member, Treasurer, Alfredo Izmajtovich. Albert noted the three board members not present: Fernando Guerra, Chun Wong and Yolanda Chavez.

Board Chair Albert Reyes welcomed new board member, Tyler M.P. Sutherland. Albert asked her to share a brief introduction with the board.

Approval of Board Meeting Minutes from March 6th, 2019

Motion: A motion was duly made by Albert Reyes and seconded by Alfredo Izmajtovich to approve the March 6, 2019 minutes. Board moved to accept the minutes as written.

Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, abstained; Cabrales, "yes"; Sutherland, abstained.

Public Comment

Albert invited anyone present who wished to make public comments to do so. There were none.

Staff Report:

Data Dashboard

Interim CEO and Charter School Principal Jerome Greening presented the Data Dashboard highlighting the achievements of the Charter School students, including the reclassification rate of 34% and the ELA & Math Common Core mastery rate, as measured by the assessment tool, NWEA Map. The reclassification data point is double the LAUSD average rate, and three times the average of the ten resident LAUSD schools in PUENTE's service area. Jerome stated PUENTE Charter is preparing for the eventual state-mandated SBAC testing, which is introduced in the 3rd grade, by utilizing the similarly designed MAP test for the current K-2 operations. The focus on progress monitoring for each student will remain the instructional practice priority. Jerome presented the goals of increasing the reclassification rate for 19-20 by 5% percentage points, the GATE (Gifted and Talented Education) program for students exceeding the standards, and the continued improvement with Common Core mastery rates. He also shared the emphasis to build on parent involvement with the PUENTE Charter School English Learner Advisory Committee as the school expands.

Approval of the Academic Calendar for 2019-2020 Year

Jerome Greening presented the 2019-2020 Academic Calendar for the board to approve. Motion was duly made by Albert Reyes and seconded by Alfredo Izmajtovich to approve. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Approval of Textbook Resources for 2019-2020 School Year

Jerome presented the classroom textbooks, digital & assessment resources for approval. Motion: Motion was duly made by Albert Reyes and seconded by Alfredo Izmajtovich to approve the textbook resources. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Approval of the Special Education Contract

Jerome presented the contract renewal of Comprehensive Therapy Associates. Motion: A Motion was duly made by Richelle Huizar and seconded by Oscar Cabrales to approve the contract renewal for CTA. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Approval of School Meal Program Contract for 2019-2020

Jerome presented the contract renewal for the food service management company, School Nutrition Plus. Motion: a motion was duly made by Richelle Huizar and seconded by Alfredo Izmajtovich to approval the renewal of the SNP contract. The Board unanimously approved.

Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".

Approval of Parent/Student Handbook for 2019-2020

Charter School principal Jerome Greening presented the 2019-2020 Parent/Student Handbook to the board. Jerome outlined the policies and standard operating procedures for the school operations. Jerome also highlighted that updated handbook incorporates more rigorous accountability to the Education Code. Motion: A motion was duly made by Oscar Cabrales and seconded by Alfredo Izmajtovich to approve the Parent/Student Handbook. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Approval of the Consolidated Application (ConApp)

Jerome presented the ConApp Report for Spring. Jerome emphasized that PUENTE participates in the program and adheres to the legal requirements that apply to receiving state funds. Motion: A motion was duly made by Alfredo Izmajtovich and seconded by Tyler M.P. Sutherland to approve the Consolidated Application. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Approval of Education Protection Account (EPA Funding)

Jerome Greening presented the spending plan for PUENTE Charter School. Motion: A motion was duly made by Daniel Arguello and seconded by Oscar Cabrales to approve the use of EPA funds. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Local Control Funding Formula (LCFF)

Jerome Greening presented the manner in which PUENTE Charter meets the eight state priorities for accountability with Local Control Funding Formula (LCFF).

Governance – Board Policies:

Conflict of Interest & Whistleblower Policies

Interim CEO Jerome Greening presented the Conflict of Interest and Whistleblower Policies to the board. He encouraged all board members to read the policies thoroughly before signing. The board was given copies of both policies to take to read before signing.

Motion: A motion to approve the board policies was duly made by Greg Gonzalez and seconded by Alfredo Izmajtovich. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes".*

Financial Report:

Charter Financial as of March 31, 2019

Senior Accountant Drew Allen presented a summary of PUENTE Charter School Financials as of March 31, 2019. Drew presented the Statement of Activities - Year-to-date, the Charter School reflects an operating surplus of \$946,210. Drew stated the total assets of the Charter School as of March 31, 2019 are \$1,789,164 which consists of \$1,756,707 in current assets and \$32,457 in net fixed assets. The pledges receivable total is \$614,692. Drew presented the FY 2018-19 Statement of Cash Flow showing that the Charter School's cash has increased by \$393,169.

Approval of Proposed Budget for FY20

Drew presented the PUENTE Charter School Proposed Budget for FY20 of \$1,921,446. Motion: A motion was duly made by Greg Gonzalez and seconded by Richelle Huizar to approve the FY20 budget. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes"*

Approval of Local Control Accountability Plan 2019-2020 & LCAP Addendum

Jerome Greening presented the PUENTE Charter School Local Control Accountability Plan (LCAP), Updates and Addendum for 2019-2020, which is recommended for approval through the stakeholder engagement process, including the PUENTE Charter School Advisory Committee. Included in the LCAP is the Education Protection Account (EPA) funding use, which specifically has no EPA funds spent on the salaries or benefits of administrators or any administrative costs.

Motion: A motion was duly made by Oscar Cabrales and seconded by Tyler M.P. Sutherland to approve the LCAP 19-20. The Board unanimously approved. *Reyes, "yes"; Izmajtovich, "yes"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes"*.

Expansion Update

Jerome Greening presented the Seismic Upgrade Project to the board. Board members had four bids to review. A presentation of the scope of work for the project will be made at the September 2019 board meeting.

Capital Campaign

Vice President of Development Matt Wells presented the capital campaign update to the board. The funds raised year to date are \$825,000. Matt Wells shared the staff recommended fundraising consultant with the board, June Poust of Ter Molen, Watkins and Brandt.

Motion: A motion was duly made by Richelle Huizar and seconded by Oscar Cabrales to approve June Poust of TW&B as campaign consultants. The Board unanimously approved with specific conditions requested. *Reyes, "yes"; Izmajtovich, "yes, I would like to see projections presented by the TW&B"; Huizar, "yes"; Arguello, "yes"; Gonzalez, "yes"; Cabrales, "yes"; Sutherland, "yes"*.

Board member Tyler Sutherland recommended that the consultant, Ms. Poust, present at the September board meeting.

Adjournment of Meeting

Albert Reyes thanked everyone for their participation and adjourned the meeting at 9:42am.

PUENTE Charter School Board Meeting

Wednesday, September 18, 2019



PUENTE Charter School

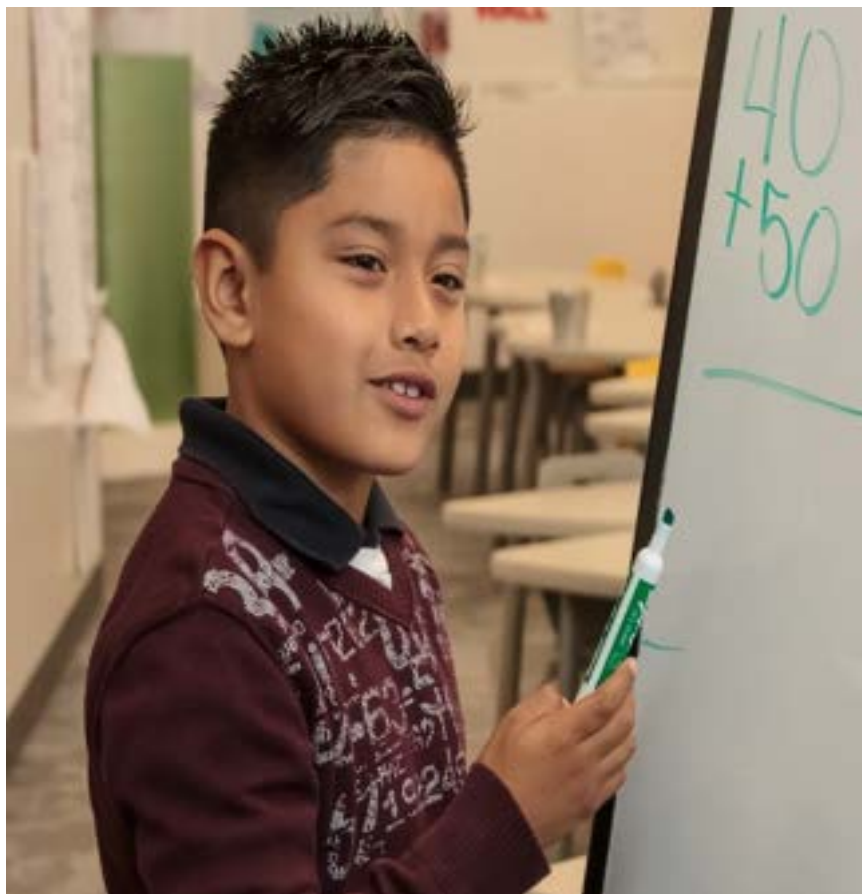
LAUSD Oversight Report

2018-2019 Results

Informational



LAUSD Oversight Report



2nd Grade Student - Javier

- *The following are results of the Los Angeles Unified School District Charter Schools Division Comprehensive Oversight/Evaluation Visit to PUENTE on Tuesday, April 23, 2019 (on a scale of 1 to 4; with 4 being the highest):*
- **Governance:** 4 (Accomplished)
- **Programs:** 3 (Proficient)
- **Fiscal:** 4 (Accomplished)



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT

2018-2019 SCHOOL YEAR

FOR

PUENTE CHARTER SCHOOL-2621

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

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 Name:	PUENTE Charter School			Location Code:	2621
Current Address:	City:	ZIP Code:	Phone:	Fax:	
501 S. Boyle Heights Ave.	Los Angeles				
Current Term of Charter:		LAUSD Board District:	LAUSD District:		
July 1, 2018 to June 30, 2023		2	East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
112	300 (per material revision)	K-1	TK-5		
Total Number of Staff Members:	16	Certificated:	5	Classified:	11
Charter School's Leadership Team Members:		Jerome Greening			
Charter School's Contact for Special Education:		Jerome Greening			
CSD Assigned Administrator:	Monique Galvez		CSD Fiscal Services Manager:	Joanne Vu	
Other School/CSD Team Members:	Alberto Rivera, Sharon Bradley				
Oversight Visit Date:	4/23/19		Fiscal Review Date (if different):		
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 (if applicable):			
		DATE OF CO-LOCATION MEETING WITH OPERATIONS TEAM:			

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

**CHARTER RENEWAL CRITERIA**

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the 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 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 2017-2018*. 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 the entire portfolio of LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	Choose a rating
Areas of Demonstrated Strength and/or Progress	
G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S): <ul style="list-style-type: none">School site leaders noted that the governing board had added a new parent member.	
G2: BROWN ACT <p>The Governing Board complies with all material provisions of the Brown Act:</p> <ul style="list-style-type: none">The school posts a “Notice of Public Meeting” that details the time, place, locations of agendas, teleconference sites when applicable, and reasonable accommodation information. Agendas consistently reflect an agenda item for Public Comment, Minutes reflect if quorum was established, voting outcomes on action items listing of Board members in attendance, and a “Certification of Posting” that notice was posted within Brown Act timelines and the locations of those postings. <p>Binder documentation provided a roster of board members who received Brown Act training October 29, 2018 by Porcopio.</p>	
G3: DUE PROCESS <p>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:</p> <ul style="list-style-type: none">Board documents reflect the following changes this year: update to the Conflict of Interest Form, new UCP form and updated information such as the CDE contact and process for appeals. Student discipline is described in the parent student handbook and the employee handbook details the school policies, disciplinary process, progressive discipline steps, code of conduct, and whistle blower policy.	
G5: DATA-BASED DECISION-MAKING <p>The Governing Board regularly monitors school performance and other internal data to inform decision-making:</p> <ul style="list-style-type: none">Agenda/Minutes reflect sharing, monitoring, and the increased focus with LCAP updates and with data based decisions:<ul style="list-style-type: none">March 2019 Board Agenda item “Principal Presentation” reflected the following data based information: data that reflected improved data that is monitored, PD sessions providing staff support with analysis practices, utilizing the LCFF state priorities and aligning expenditures to meet those goals, funding calculations for school revenue, drafting the LCAP with stakeholder input, reclassification efforts for the schools English Learner population, ELPAC assessment details and monitoring of comparison school data of SBAC results in order to set target outcomes for grade levels PUENTE will be rolling out in the near future.The September 2018 board meeting included agenda items included the following data based items: Data Dashboard and LCFF updates on the 8 state priorities, and the introduction of a new data based decision making practice approved by the board where all levels of stakeholder commit to use data to “make decisions to best serve the students and the school operations as fiduciaries”.	



- Consistent with the board documents, the school leader emphasized how important data based decision making was at every level of the organization this year. Binder documentation included the PUENTE Framework for Data- Informed Decision Making. It showcased a data cycle to reflect, plan, implement, assess, and analyze data.

Areas Noted for Further Growth and/or Improvement

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

- Currently the school leadership structure is not consistent with the petition. The principal is assuming both the roles of ED and Principal.

G3: DUE PROCESS

- While the UCP forms are also available in Spanish now, there were some inconsistencies across documents with the CDE contact and appeal details. Please update.

Corrective Action Required

None at this time.

Notes:

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual 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) - GOVERNANCE 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) committees/councils (for example, SSC and ELAC as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s)	<input type="checkbox"/> Organization chart (B1.1)
	<input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s)	<input type="checkbox"/> Bylaws (B1.2)
	<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s)	<input type="checkbox"/> Board member roster (B1.3)
	<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4)
		<input type="checkbox"/> Observation of Governing Board meeting
		<input type="checkbox"/> Evidence of committee/council calendars, agendas, minutes and sign-ins
		<input type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7)
		<input checked="" type="checkbox"/> Discussion with leadership
		<input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE 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 and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity

Rubric	Sources of Evidence
--------	---------------------



Performance	<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	<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 (B1.8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
-------------	---	---

G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

<p><i>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:</i></p> <ul style="list-style-type: none"> • Student discipline • Employee grievances and discipline • Parent/stakeholder complaint resolution • Uniform Complaint Procedures 		
	Sources of Evidence	
Performance	<p>Rubric</p> <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, in for students, employees, parents, and the public	<input type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1.11) <input type="checkbox"/> Stakeholder complaint procedure(s) (B1.12) <input type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4**

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, 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 per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> ESSA Grid <input type="checkbox"/> Other: (Specify)

**G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure ongoing:***

- Review and use of academic and other internal 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 action plans and progress toward LCAP goals

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1.4)
	<input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making	<input type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1.14)
	<input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Discussion with leadership
		<input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6***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.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)
	<input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report	<input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)
	<input type="checkbox"/> The school is fiscally weak and 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	<input type="checkbox"/> Observation of Governing Board meeting
	<input type="checkbox"/> The school is consistently fiscally weak and 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	<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)

**G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7***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.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <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, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of 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 type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

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

N/A



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE		RATING*
Summary of School Performance		No Rating
<i>The school currently serves Kindergarten-Grade 1 only. Thus, the following indicators in this section do not apply and are not rated: A1-A8</i>		
<u>Areas of Demonstrated Strength and/or Progress</u>		
A9: INTERNAL ASSESSMENT		
<p>The school has now started to implement NWEA MAP. This provides teachers and staff a more updated norm referenced internal assessment than previously utilized. While the achievement level may not be as high as the previous year, the school detailed this is a shift to a technology based format. However, NWEA results from the 2018-2019 Beginning of year to Mid-Year showed growth.</p> <p>NWEA ELA Data: School wide (K-1) Beginning of year data indicated 13% school wide achieved proficient or advanced, African American 50%, Latino 12%, English Learners 8%, Socioeconomically Disadvantaged 9% and students with disability 0%. Mid-Year data reflected growth: school wide achieved 60%, African American 100%, Latino 59%, English Learner 58%, Economically Disadvantaged 57%, and Students with Disability still remained at 0% however, did show improvements by decreasing the percent of students in the lowest achievement band.</p> <p>NWEA Math Data: School wide (K-1) Beginning of year data indicated 11% school wide achieved proficient or advanced, African American 50%, Latino 10%, English Learners 9%, Socioeconomically Disadvantaged 9% and students with disability 0%. Mid-Year data reflected growth: school wide achieved 60%, African American 100%, Latino 59%, English Learner 58%, Economically Disadvantaged 57%, and Students with Disability still remained at 0% however, did show improvements by decreasing the percent of students in the lowest achievement band.</p> <p>MAP data provided by the school also detailed individual student RIT scores and which students fell into each RIT achievement band.</p>		
<u>Areas Noted for Further Growth and/or Improvement</u>		
A9: INTERNAL ASSESSMENT		
<ul style="list-style-type: none">The school has now started to implement NWEA MAP. This provides teachers and staff a more updated norm referenced internal assessment than previously utilized. While the achievement level may not be as high as the previous year, the school detailed this is a shift to a technology based format. CSD also discussed for the school to reflect on the difference in the rigor of the assessment questions as compared to the tool used previously and to continue to monitor that the rigor of the questions asked mirror the rigor of the CCSS as the school continues to roll out additional grade levels. Additionally, it may be noted that while there may have been a decline in achievement from the		



previous year, the internal data did show growth during this academic year by grade level and subgroup and the actual achievement levels are still substantially proficient and above.

Corrective Action Required

None required at this time.

**NOTE: Upon the State Board of Education's finalization of California's School Dashboard, CSD will determine implications for the oversight report.*

**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school.

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP ELA performance from 2016/2017 to 2017/2018 <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)
- In accordance with SB1290, increases in pupil academic achievement for all groups of pupils served by the charter school,

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> The majority of subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> Some subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input type="checkbox"/> None of the school's subgroups demonstrated growth in CAASPP Math performance from 2016/2017 to 2017/2018 <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Other: (Specify)

**A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability <input type="checkbox"/> Other: (Specify)

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide percentage of students who Met and Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate similar to the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the Resident Schools Median <input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is substantially lower than the Resident Schools Median. <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> SBAC report (CDE) (B2.1) <input type="checkbox"/> Review of Data Set LAUSD Office of Data & Accountability (ODA) <input type="checkbox"/> Other: (Specify)

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- English Learner reclassification rate for 2017-2018 (CDE)



Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the Resident Schools Median <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the Resident Schools Median <input type="checkbox"/> The school did not reclassify English Learners <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Reclassification report (CDE) (B2.1) <input type="checkbox"/> CELDT/ELPAC Criterion reports (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A6: “AT RISK” ENGLISH LEARNERS – (ELEMENTARY AND SECONDARY SCHOOLS) STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

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

- Providing supports for At-Risk English Learners 2017-2018 (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at rate lower than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school’s percentage of “At Risk” English Learners is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> “At-Risk” by Grade report (CDE): 2017-2018 (B2.1)

A7: LONG TERM ENGLISH LEARNERS (LTELs) - (SECONDARY SCHOOLS) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

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

- Providing supports for Long Term English Learners 2017-2018 (CDE)

Rubric		Sources of Evidence
--------	--	---------------------



Performance	<input type="checkbox"/> The school's percentage of LTELs is at rate lower than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate higher than the Resident Schools Median <input type="checkbox"/> The school's percentage of LTELs is at a rate that is substantially higher than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Long-Term English Learners (LTEL) by Grade report (CDE): (2017-2018) (B2.1)
--------------------	---	---

A8: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8

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

- Four-Year Cohort Graduation Rate (CDE) **(high schools only)**

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the Resident Schools Median <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate substantially lower than the Resident Schools Median <input checked="" type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2.1) <input type="checkbox"/> Other: (Specify) <hr/> A-G passing grade requirement (e.g. C or D) (CSD internal use only)

***INDICATOR A9 IS ONLY APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC) SCORES AND CHARTER SCHOOLS WHICH SERVE GRADE LEVELS K, 1, 2, 9, AND 10 (THE GRADE LEVELS WHICH ARE NOT ADMINISTERED THE CAASPP).**

A9: INTERNAL ASSESSMENT (Grades K, 1, 2, 9, 10 and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, for grades K, 1, 2, 9 and 10 or as a new school with no CAASPP data as measured by:

- The school's internal assessments (with analysis of results) by subgroups and grade-levels
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and Math



NOTE: For purposes of evaluation of school performance for this indicator, the CSD will consider data derived from assessments for which the school can provide evidence of validity/reliability. For commonly used and recognized assessments this would not be necessary (for example, NWEA, DIBELS, Stanford 10, Illuminate, or SBAC Interim assessments).

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and Math for all subgroups in all grade-levels<input checked="" type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and Math for the majority of subgroups and grade-levels.<input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and Math for some subgroups and grade-levels<input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and Math for the majority of subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data.<input type="checkbox"/> No assessment of performance for this indicator.	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2.2)<input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent (B2.2)<input type="checkbox"/> Other: (Specify)

**CALIFORNIA SCHOOL DASHBOARD STATE PRIORITIES****Summary of School Performance**

*Indicators A10-A19 reflect the school's ratings on the Dashboard. For Indicators A10 –A19 the school's ratings on the California School Dashboard will not impact the overall Student Achievement and Educational Performance Rating for 2018-2019 oversight but will provide informational areas of focus. California School Dashboard Indicators will not figure into 2018-2019 oversight ratings.

*Blue**Green**Yellow**Orange**Red***A10: Priority 4-3.1 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 English Language Arts**

The school has achieved the performance level of N/A.

A11: Priority 4-3.2 Student Achievement Academic Indicator (Grades 3-8) Distance from Level 3 Mathematics

The school has achieved the performance level of N/A.

A12: Priority 4-3.5 Student Achievement English Learner Progress Indicator

The school has achieved the performance level of N/A.

A13: Priority 5-3.7 Student Engagement- Chronic Absenteeism Indicator

The school has achieved the performance level of red.

**this indicator will be available Fall 2018*

A14: Priority 6-3.8 School Climate- Suspension Rate (K12) Indicator

The school has achieved the performance level of blue.

**HIGH SCHOOLS ONLY:****A16: Priority 4-3.3 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 English Language Arts**

The school has achieved the following status_____ and change_____

A17: Priority 4-3.4 Student Achievement Academic Indicator (Grade 11) Distance from Level 3 Mathematics

The school has achieved the following status_____ and change_____

A18: Priority 5-3.6 Student Engagement-Graduation Rate Indicator

The school has achieved the performance level of _____

A19: Priority 7 & 8-3.9 Access to and Outcomes in a Broad Course of Study-College/Career Indicator

The school has achieved the following status_____

NOTES:**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p> <p>The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety:</p> <ul style="list-style-type: none">• Viewed the Visitor's Policy posted during the annual visit PUENTE provided documentation that reflects a comprehensive emergency plan that has been updated to reflect current staff, identifies emergency teams, details staff responsibilities, a staff training schedule, scheduled drills for fire, lockdown and earthquake, evacuation maps, emergency procedures, emergency food, water and supplies <p>O3: STANDARDS-BASED INSTRUCTION</p> <p>The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery.</p> <ul style="list-style-type: none">• PUENTE has a new ELA and math curriculum this year: <i>Wonders</i> and Houghton Mifflin <i>Go Math</i>. Documentation provided showed that staff has participated in Professional Development to support implementation and provided lesson plans and scope and sequence.• PUENTE grew a grade level this year as part of its material revision approved last year. To support the focus on progress monitoring and the logistics of rolling out additional grade levels, the school has evolved the class structure. Key changes include maintaining a self-contained classroom, implementation of a data based decision making process, and ongoing progress monitoring.• A sample lesson plan provided reflected the following: student grouping activity/ RTI time, ELL strategies, GLAD strategies and TPR, reflects lots of student groupings with students listed out a and schedules reflect integrated and designated ELD time.• Math yearly unit plans for grade 1 provide the timeframe, text, and common core standards. The lesson plans reference the Funds of Knowledge Framework- citing family based, opening class routine, ELL applications (story map, sentence strip, pair/share, collaborative opportunities), SPED accommodations, a motivate sentence, the objective, standard, DOK level, prior knowledge, materials, essential question, and the guided /model lesson with questions, teacher think aloud, independent practice, and data collection• PUENTE uses standards aligned report cards. <p>O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS</p> <p>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:</p> <ul style="list-style-type: none">• School wide data wall reflected year round progress monitoring of each student and noted subgroups.	



- Leadership shared teachers use the ELPAC data and ongoing formative assessments to determine flexible groupings and to receive targeted ELD assistance. Teachers attended ELPAC training and are part of a pilot program for administering the ELPAC via the computer.
- Binder Documentation showcased: The Professional Development schedule that details Staff Development Meetings to include EL tracker and subgroup data review, weekly debriefs of student progress and school climate and the recalibration of student groupings, feedback from the Dean from class observations, RTI, Common Core and ELD Framework.
- Consistent with the material revision submitted last year for the PUENTE charter, culturally- relevant instruction, reality based learning that bridges home to school, blended learning, flexible grouping, and intentional parent engagement are all components the school shared are utilized to meet student need and to celebrate the school's diverse culture.
- Teachers use the following to identify student proficiency: portfolios, trackers, benchmarks, formative assessments (NWEA MAP) peer projects, summative state assessments (ELPCAC and NWEA MAP)
- Data analysis lead to providing a more comprehensive RTi intervention support in the afternoons.

O8: PROFESSIONAL DEVELOPMENT

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:

- With the addition of the position Dean of Curriculum and Instruction, PUENTE now offers coaching cycles including observation, review and support of lesson planning, assessment scheduling, data analysis, and RTI. Teacher Boost has provided a means for communicating with the instructors. The Dean helps deliver school wide PD and the PD Development schedule shows opportunities throughout the year staff had to visit other school sites to continue building staff capacity as the grade level roll out each year.
- School leadership conveyed professional development areas of focus this year continue to be CCSS, Data- Based Decision Making, Assessments for Learning, Special Education, English Learners, and ELD Standards, Behavior Management, and LCAP.
- Leadership shared the PD structure provides teachers a weekly common planning time every Friday from 1-3:30 p.m. and during the week grade levels can plan from 2:30-3:30. Leadership shared data analysis and sharing best practices are two important components in grade level and school wide meetings.
- Leadership shared the school staff developed five priorities for a healthy school leadership culture: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions, and shared personal practice.

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT

The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. One of PUENTE's areas of strength is its bridge to the community. In addition to the class offerings it provides to the community, the school also has several systems and opportunities providing a strong home- school connection and partnership with parents:

- Family Orientation, monthly Evening Family Engagements, weekly bilingual newsletter, Quarterly Coffee with the Principal LCAP development, parent workshops, charter school advisory, family arts festival and parent participation on the governing board. The newsletter



shares upcoming events, tips for parents, a weekly calendar of what the student's are learning and the weekly homework packet. The newsletter is available online.

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY

Review of the availability of information to the public/stakeholders for the following items can be found on the school website as follows:

The following documents can be found on the school website by clicking in the menu: Charter School, Charter Docs and scrolling down and clicking on the PDF:

- Title IX Coordinator- identifies the staff contact information
- UCP Procedure and Forms- PUENTE updated it's UPC Procedure and UCP form to include PUENTE staff to contact. It is now available on the school website in English and Spanish. It would be helpful to include the CDE contact where applicable in the document.
- Complaint Forms - Document that identifies who to contact and the process based on concerns about specific staff can be found when clicking on the "Charter Documents" at the top of the main page and scrolling down.
- Student Achievement Information- This information was not apparent during a review of the school website. However, the school currently has kindergarten and first grades that are not state tested. This will have more expectation as further grade levels are implemented.
- LCAP- At the time of the visit the 2018-2019 LCAP was posted.
- Financial Audit- On the main page click "About Us" and then "Financials" and click on document Audited Financials

Areas Noted for Further Growth and/or Improvement**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES**

- As discussed at the debrief, for safety and efficiency, some classrooms will need food/water for lockdown and for more efficient evacuation procedures and rosters could be in each of the classroom backpacks.
- While the school has scheduled fire, evacuation, and lockdown drills, the drill reflection or completion certificates were inconsistent to document each drill.

O3: STANDARDS-BASED INSTRUCTION

- The school detailed the focus and improvement of progress monitoring this year. Portfolios viewed during classroom visits showed a more clear ongoing process to monitor writing than it did for math.

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

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:

- At the time of the visit, a staff member had not been identified as the designated support for foster youth. At the time of the visit the school indicated it did not have foster youth. The school should be prepared with a Designated staff member who supports Foster students should the school receive foster students at any time.



- Designated ELD time and documentation does not clearly align to the use of protected time as indicated in the ELD Framework. During discussion with the school leader, the school has systems in place to address English Learner needs such as an EL vocabulary development time. However, as the school continues to grow, it may continue to reflect and review if the school's systems and supports are effective and are consistent with the ELD Framework.
- As seen in the teacher lesson plans, ELD standards were not seen identified along with the CCSS. However, the lessons did detail how ELD supports will be integrated in the lesson.

O8: PROFESSIONAL DEVELOPMENT

- As the school continues to expand grade levels, it may consider ways data and parent survey responses or input may be one of the drivers for teacher professional development along with school wide areas for focus and intervention.

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM

The school has substantially implemented the key features of the educational program described in the charter:

- Lesson plans provided detail standards addressed and ELL and SPED Application. The CSD discussed with the school that the leadership consider how innovative features such as blended learning and or STEAM might be highlighted within the unit or lesson plans.

Notes:

Per 4/3/2018, Material Revision the school will now serve TK-5 at full term.

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE

- PUENTE continues to intentionally provide a culturally relevant learning environment with a strong home school connection with multiple parent engagement opportunities and attributes the strong impact this has for the school culture. While this strong foundation has yielded high attendance rates and low behavior issues at this time, as the school grows, a positive behavior and support plan or supports that will support the whole child may elevate the school discipline system to provide clear behavior expectations aligned with the principles of the Discipline Foundation Policy and to meet the wellness needs of students for all grade levels. School Leadership shared that in 2019-2020 the school will implement *The Calm Classroom*.

***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the ESSA Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if 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 AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1*****The school has a system in place to ensure that:***

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan
(Note: for co-locations, the charter school complies with the District school's Health, Safety and Emergency Plan)
- 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 in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10)
	<input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b)
	<input checked="" type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Evacuation route maps (B3.1b)
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c)
		<input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3.1c)
		<input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) (B3.1e)
		<input type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.4)
		<input type="checkbox"/> Bloodborne pathogens training documentation (B3.13 and B3A.4)
		<input type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> ("ESSA Grid") (B3A)
		<input type="checkbox"/> Site/classroom observation
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O2: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10)
	<input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<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, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Evidence of 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, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens	<input checked="" type="checkbox"/> Evidence of health screening (B3.2b)
		<input checked="" type="checkbox"/> Epi-pen documentation (B3.2c)
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O3: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3***The school has:***

- Implemented standards-based instruction schoolwide in accordance with the California academic content standards, including the California Common Core State Standards (CA CCSS), that are applicable to the grade levels served
- Demonstrated evidence of implementation of the California Next Generation Science Standards
- Obtained WASC accreditation (high schools only)
- Implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only)
- Received UC/CSU approval of courses (UC Doorways) (high schools only)

Rubric	Sources of Evidence
--------	---------------------



Performance	<input type="checkbox"/> The school has fully-implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> Evidence of implementation of CA NGSS (B3.3a) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC documentation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3d) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3.3i) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
-------------	---	--

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4*The school:*

- Implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- Disaggregates and analyzes data on a regular basis to address individual student needs
- Implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, designated and integrated ELD instruction, progress monitoring, assessment, and reclassification)
- Has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
--------	---------------------



Performance	<input 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 checked="" 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	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3.3a) <input type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (3.3j) <input type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3b) <input checked="" type="checkbox"/> Evidence of implementation of data analysis system program (B2.2) <input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent (B2.2) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
-------------	---	---

O5: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

The school has implemented the key features components of the educational program described in the school's charter

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter <input checked="" type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3.3k) <input checked="" type="checkbox"/> Classroom observation <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree
- Provides special education training for staff in accordance with requirements of the Modified Consent Decree
- 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	<input 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, including the Modified Consent Decree	<input type="checkbox"/> Parent-Student Handbook(s) (B1.10)
	<input checked="" 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, including the Modified Consent Decree	<input type="checkbox"/> Professional development documentation (B3.4b)
	<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, including the Modified Consent Decree	<input type="checkbox"/> Evidence of intervention and support for students with disabilities (B3.3j)
	<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, including the Modified Consent Decree	<input type="checkbox"/> Self-Review Checklist (B3.4a)
		<input type="checkbox"/> Other special education documentation (B3.4a)
		<input type="checkbox"/> Consultation with Charter Operated Programs office
		<input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education (B3.4a)
		<input type="checkbox"/> Classroom observation
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7*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

Rubric	Sources of Evidence
--------	---------------------



Performance	<input 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"/> 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 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 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 type="checkbox"/> Parent-Student Handbook(s) (B1.10) <input type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4b) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4c) <input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3.4c) <input type="checkbox"/> Evidence of implementation of alternatives to suspension (B3.4c) <input type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3.4c) <input checked="" type="checkbox"/> Evidence of data monitoring (B3.4c) <input checked="" type="checkbox"/> LAUSD ODA suspension and expulsion data reports (B2.1) <input type="checkbox"/> Interview of stakeholders <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) <input type="checkbox"/> Suspension rates, and disproportionality rates
-------------	---	--

O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8*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	<input 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 checked="" 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	<input type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development calendar, agendas and sign-ins) (B3.4b) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
-------------	---	---

O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

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

- Engages in communication that notifies parents 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
- Provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- 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)
- 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

Rubric	Sources of Evidence
<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10) <input type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3.4d)



Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4d) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4d) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3.4d) <input type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
--------------------	--	---

O10: STAKEHOLDER COMMUNICATION AND TRANSPARENCY- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

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

- Information is easily accessible to the public and school stakeholders
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375**
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution

**required on website

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed communication 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"/> The school has a well-developed communication system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed communication system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed communication system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	<input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> • SB 1375 Information • UCP Procedure and Forms • Complaint Forms • AB 2246 (grades 7-12) • LCAP • Financial Audit • Student Demographics



- Student Achievement Information

O11: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #11

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
- the school complies with all applicable legal requirements

Rubric		Sources of Evidence
Performance	<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	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3.4f) <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12**

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
- 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 schoolsite 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	<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 checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2018-2019</i> form ("ESSA Grid") (B3A.1a)
	<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 checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1 b and c)
	<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 checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d)
	<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	<input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2)
		<input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2a)
		<input checked="" type="checkbox"/> Vendor certifications (B3A.5)
		<input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6)
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

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



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **4/23/2019**

2621	2015-16					2016-17					2017-18				
PUENTE Charter (ELA Site)	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		781,737	900,096	509,706	509,706		440,187	449,556	406,164	363,886		444,837	420,925	748,846	748,846
Current Assets		781,737	900,096	509,706	637,167		562,051	649,122	667,654	718,054		464,203	755,307	826,368	826,368
Fixed and Other Assets		0	12,071	22,051	6,477		5,300	0	1,766	20,288		0	0	16,500	16,500
Total Assets		781,737	912,167	531,757	643,644		567,351	649,122	669,421	738,342		464,203	755,307	842,868	842,868
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		1,160,459	20,792	46,860	(5,480)		0	0	0	0		0	0	102,281	102,084
Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		1,160,459	20,792	46,860	(5,480)		0	0	0	0		0	0	102,281	102,084
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Net Assets		(378,722)	891,375	484,897	649,124		567,351	649,122	669,421	738,342		464,203	755,307	740,587	740,784
Total Revenues	983,709	1,061,938	1,301,736	1,106,190	1,222,433	1,285,406	762,379	1,052,058	1,078,214	1,140,738	1,128,974	1,086,526	1,152,782	1,114,761	1,114,958
Total Expenditures	952,520	2,189,468	1,082,433	1,293,365	1,245,381	1,281,878	1,151,930	1,052,060	1,057,918	1,051,520	1,128,973	997,115	1,135,816	1,112,516	1,112,516
Net Income / (Loss)	31,189	(1,127,530)	219,303	(187,175)	(22,948)	3,528	(389,552)	(2)	20,297	89,218	0	89,411	16,965	2,245	2,442
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	472,005	0	0	0	0	(294,628)	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	31,189	(1,127,530)	219,303	(187,175)	(22,948)	3,528	82,453	(2)	20,297	89,218	0	(205,218)	16,965	2,245	2,442
Net Assets, Beginning	700,950	748,808	748,808	748,808	672,072	891,375	484,897	484,897	484,897	649,124	649,122	669,421	669,421	738,342	738,342
Adj. for restatement / Prior Yr Adj	0	0	(76,736)	(76,736)	0	0	0	164,227	164,227	0	0	0	68,921	0	0
Net Assets, Beginning, Adjusted	700,950	748,808	672,072	672,072	672,072	891,375	484,897	649,124	649,124	649,124	649,122	669,421	738,342	738,342	738,342
Net Assets, End	732,139	(378,722)	891,375	484,897	649,124	894,903	567,351	649,122	669,421	738,342	649,122	464,203	755,307	740,587	740,784

2621	Audited Financials					2018-19				
PUENTE Charter (ELA Site)	2014-15	2015-16	2016-17	2017-18	2018-19	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	746,287	509,706	363,886	748,846	0		0	838,178	0	0
Current Assets	916,755	637,167	718,054	826,368	0		0	1,453,178	0	0
Fixed and Other Assets	9,127	6,477	20,288	16,500	0		0	124,120	0	0
Total Assets	925,882	643,644	738,342	842,868	0		0	1,577,298	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	253,810	(5,480)	0	102,084	0		0	33,000	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	253,810	(5,480)	0	102,084	0		0	33,000	0	0
Net Assets	672,072	649,124	738,342	740,784	0		1,257,994	1,544,298	0	0
Total Revenues	1,060,172	1,222,433	1,140,738	1,114,958	0	1,431,292	1,931,292	2,232,119	0	0
Total Expenditures	1,172,315	1,245,381	1,051,520	1,112,516	0	1,428,607	1,428,605	1,428,605	0	0
Net Income / (Loss)	(112,143)	(22,948)	89,218	2,442	0	2,685	502,687	803,514	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	(112,143)	(22,948)	89,218	2,442	0	2,685	502,687	803,514	0	0
Net Assets, Beginning	784,215	672,072	649,124	738,342	0	755,307	755,307	755,504	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(14,720)	0	0
Net Assets, Beginning, Adjusted	784,215	672,072	649,124	738,342	0	755,307	755,307	740,784	0	0
Net Assets, End	672,072	649,124	738,342	740,784	0	757,992	1,257,994	1,544,298	0	0

**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, Accomplished.

4

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

PUENTE's fiscal condition is positive and has been upward trending since the 2016-2017 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$740,784 and net income of \$2,442. The 2018-2019 Second Interim projects positive net assets of \$1,544,298 and net income of \$803,514.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	\$672,072	\$649,124	\$738,342	\$740,784	\$1,544,298
Net Income/Loss	(\$112,143)	(\$22,948)	\$89,218	\$2,442	\$803,514
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

Areas Noted for Further Growth and/or Improvement:

None noted.

Other Observations (Items described in this section, while not 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 noted in this report.

**Notes:**

1. Reviewed independent audit report for the fiscal year ended June 30, 2018 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
2. Reviewed bank statements and bank reconciliations from September 2018 through February 2019. No discrepancies were noted.
 - a. Wells Fargo Bank Savings Account Ending in X2931. The school states that it has no checking accounts. The PUENTE Center pays all of the school's expenses and receives reimbursement from the school for said expenses at the end of each month.
 - b. Manufacturers Bank Capital Savings Account Ending in X1142 (Donation Account for School Improvements).
3. The school declared that it currently has no credit cards, no debit cards, and no petty cash accounts.
4. Reviewed nine checks and one journal entry. No discrepancies were noted.
 - a. Check numbers: 017939, 017933, 018541, 018282, 018223, 018478, 018260, 018485, 018165, and
 - b. Journal Entry: General Ledger # 3212.
5. Per the 2017-2018 audit report, the school's cash and cash equivalents is \$748,846, and total expenditures equal \$1,112,516. Therefore, the school's cash reserve level is 67.31%, which exceeds the recommended 5%.
6. 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 with responsibilities outlined within the charter school's financial policies and procedures was provided.
7. Segregation of Duties (SOD) review was conducted at PUENTE. No discrepancies were noted.
8. PUENTE disclosed the former PUENTE board chair's involvement with the sale of the former PUENTE South Los Angeles facility. To date, the outside law firm that was reviewing this matter has made no public declaration thus far regarding any potential improprieties related to this transaction, and, according to the school, it has received no further updates from the California Attorney General regarding this matter.
9. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
10. Governing board meeting minutes reflecting the adoption of the 2018-2019 budget were provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
14. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
15. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
16. PUENTE does not offer STRS or PERS for its employees. However, the school does contribute to Social Security for its employees and also offers a 403(b) Tax-Sheltered Annuity Plan to its employees.
17. Equipment inventory was provided.
18. The 2018-2019 LCAP was submitted to LAUSD.
19. The EPA allocation and expenditures are posted on the charter school's website.
20. The 2017-2018 audited and unaudited actuals mirror each other.

**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 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</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 two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies; 	<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 most current audit shows no material weaknesses, deficiencies and/or findings; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school generally adheres to the governing board approved Fiscal Policies and Procedures; 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The EPA allocation and expenditures are posted on the charter school's website; 11. The LCAP is submitted to the appropriate agencies;



An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.

12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and
14. Audited and unaudited actuals nearly mirror each other; and
15. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 4% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salary schedules/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;

An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.

12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner;
14. There are no significant recurring issues; and
15. Audited and unaudited actuals nearly mirror each other.

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

SUPPLEMENTAL CRITERIA

1. Positive Net Assets exceed 3% of prior year expenditures;
2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses;
3. A comprehensive website that provides at a minimum six of the following fiscal items:
 - Most current financial reports presented to the governing board
 - Employee handbook
 - Student handbook
 - Salaries schedule/benefits/information
 - Budget development process
 - Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location
 - The most current approved petition
 - Administration/school contact
 - School calendar
 - Enrollment policies and procedures
 - Fiscal policies and procedures manual
4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;



<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ol style="list-style-type: none">5. 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; and6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ol style="list-style-type: none">5. 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; and6. Governing board approved LCAP is posted on the charter school's website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none">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. Vendors and staff are paid in a timely manner;3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;4. Governing board adopts the annual budget;5. The EPA allocation and expenditures are posted on the charter school's website;6. The LCAP is submitted to the appropriate agencies;7. Have an audit conducted annually by an independent auditing firm; and8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for 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. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>



An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.

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

SUPPLEMENTAL CRITERIA

1. The cash balance at the beginning of the school year is positive;
2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities);
3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract;
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;
5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
6. **Current** audit shows no material weaknesses, deficiencies and/or findings;
7. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
8. There is no apparent conflict of interest;
9. Governing board approves any amendment(s) to the charter school's budget; and
10. Governing board approved LCAP is posted on the charter school's website.

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

An existing school would be assessed as Unsatisfactory based on the statements below:

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



A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division.
2. If enrollment is below the funding survey, 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 statement.
3. Projected debt 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.
4. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues
 - c. Projected expenses and revenues have no significant variance from budget
5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes.
6. The LCAP is submitted to the appropriate agencies.
7. The EPA allocation and expenditures are posted on the charter school's website, if applicable.

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 based on the statements below:

New Schools:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.

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.

PUENTE Charter School

Brown Act Compliance & Upcoming Training Informational



Brown Act – Open Meeting Laws

Topics We Will Cover

- General Overview of Roles and Responsibilities
- Running Public Meetings under the Ralph M. Brown Act
- Public Records
- Duty of Care (informed decision-making)
- Duty of Financial Oversight
- Duty of Loyalty (conflicts of interest)
- Best Practices/ Questions?



2nd Grade Student - Natalie

Note: Puente charter requires board members receive annual training on responsibilities, including conflicts of interest and Brown Act



CHARTER SCHOOL GOVERNANCE TRAINING:
RALPH M. BROWN ACT
PUBLIC RECORDS ACT
AVOIDING CONFLICTS OF INTEREST
BEST PRACTICES

PUENTE LEARNING CENTER

October 29, 2018

Greta A. Proctor, Partner
Procopio, Cory, Hargreaves & Savitch, LLP

Topics We Will Cover

- Role of the Board of Directors
- Running Public Meetings under the Ralph M. Brown Act
- California Public Records Act
- Directors' Duty of Care (informed decision-making), Duty of Financial Oversight, Duty of Loyalty (avoiding conflicts of interest)
- Best Practices/ Questions?

Note: Puente charter requires board members receive annual training on responsibilities, including conflicts of interest and Brown Act

2



Framework and Role of the Charter School Board

3

California Charter School Framework

- What is a California charter school?
 - Public school that receives state funding based on a formula for each student
 - May also receive federal funding, other grants, fundraising
 - Charter Schools Act of 1992 allows groups of educators, community members, parents to create public schools independent from school district structure
 - Tuition-free, open to all students

4

California Charter School Framework

- Who operates charter schools?
 - Most are operated by 501(c)(3) tax-exempt nonprofit public benefit corporation per Ed Code 47604(a), governed by Board of Directors
 - Some nonprofits that operate charter schools *only* operate charter schools; for others, the charter school is one component of what they do
- How does a charter school get created?
 - The “charter” establishing a charter school is a contract setting forth school’s program, goals, and structure
 - Each school’s charter is approved by an authorizer, e.g. LAUSD, for a term and must be renewed every 5 years

California Charter School Framework

- How is a charter school accountable?
 - Many ways, including but not limited to:
 - Terms of the charter and authorizer requirements
 - School is independent from authorizer, but accountable to authorizer
 - Laws and regulations
 - Corporation’s governing documents
 - Policies and procedures
 - Conditions of funding

Organizational Structure

- Puente Learning Center (PLC) is a California nonprofit public benefit corporation that, among other things, operates a charter school (see Ed. Code, § 47604(a))
- The charter school is governed by the PLC Board of Directors; Board has a legal and fiduciary responsibility for the charter school
- PLC Directors are elected in accordance with the corporation's bylaws *and* Element 4 of the school's charter
 - Authorizer entitled to representative on board (Education Code § 47604(b))

7

Organizational Structure

- Puente Learning Center (PLC) is a California nonprofit public benefit corporation that, among other things, operates a charter school (see Ed. Code, § 47604(a))
- The charter school is governed by the PLC Board of Directors; Board has a legal and fiduciary responsibility for the charter school
- PLC Directors are elected in accordance with the corporation's bylaws *and* Element 4 of the school's charter
 - Authorizer entitled to representative on board (Education Code § 47604(b))

8

Governing Documents

- Board is responsible for corporate bylaws, and is required to operate pursuant to the corporation's articles of incorporation, bylaws, applicable laws *and* the school's charter, key policies
- PLC charter is the document that governs the charter school's operations; charter is up for renewal every five years
- Effective governance of charter school requires understanding of the school's policies and procedures, including the conflict of interest policies, and significant, applicable federal and state statutes, rules, and regulations regarding charter schools and their use of funds

9

Board of Directors' Role

- Overall role of the Board is to ensure long-term viability of the organization
- Guides mission and vision of school
- Organization-wide strategic planning
- Board monitors school performance and other data to inform its decisions
- Board provides accountability, internal oversight, and leadership
- Board hires, compensates, and evaluates key employee (e.g. Principal and/or CEO)
- Board approves compensation for CFO

10

Board of Directors' Role

- Board approves major educational and operational policies:
 - Financial policies and procedures including internal controls
 - Student/parent handbook and employee handbook
 - School calendar and regular Board meeting calendar
 - Uniform Complaint Procedures
 - School Safety Plan (see new AB 1747)
 - And many others
 - How do I know what policies my school needs?

11

Charter School Policies

- The complete list of policies a charter school needs depends on the types of funding the school receives, what policies are required by authorizers, charters and/or MOUs, what kinds of programs the school operates, history of the organization, and more
 - Changes in the law each year may require policy updates
 - Tools to cross-check policies
 - Legal requirements for posting and regular updates
- The key is to know what policies Puente charter school has in place, and what they require of your position

12

Board of Directors' Role

- Board approves major contracts (leases, loans, contracts per financial policies)
- Board approves strategic decisions
- Board approves the annual budget, interims, actuals, any budget revisions, annual audit
- Board approves LCAP and Annual Update
- Board regularly reviews and monitors financial policies and procedures, budget, and finances to inform and evaluate resource allocation
- *Note: Board can use committees to help in this work!*

13

Role of Board Compared to the School Leader

- Board provides fiduciary oversight, and hires a leader (e.g., Principal) to execute the day-to-day operations of school
 - The Board should *not* get involved with day-to-day operations
- The school leader is accountable for implementing all Board policies
- The charter, school leader's contract, and/or policies further delineate roles and responsibilities, including delegated authority
- Board supervises only the top 1 or 2 employee(s)
 - Top employee(s) supervise other employees
 - Top employee(s) regularly reports to the Board, is regularly evaluated by the Board

14

Examples of Board Actions

Board Must Take Action On...

- Budget and interims
- LCAP
- ED hiring, salary, supervision, evaluation
- Major contracts
- Major operational decisions and policies

Board May Elect To Take Action Or May Delegate...

- Hiring of other high ranking employees
- Mid and smaller contracts (financial policies set clear limits)
- Financial planning (other than approving budget)

Decisions That Board Should Not Be Making...

- Hiring, firing and disciplining other employees (e.g., teachers and classified employees)
- Day-to-day school operational issues

15

Ralph M. Brown Act

16

Brown Act: Overview

- What is the Brown Act?
- Do we have to comply with the Brown Act?
 - As to charter school, PLC charter authorized by LAUSD requires compliance
 - Potential legislation to require compliance?
- Who must comply?
- Under Brown Act, where can meetings be?
 - Per Brown Act, within the territorial jurisdiction of charter school
 - Per LAUSD policy and Puente charter, within the boundaries of LAUSD, usually at PLC's Boyle Heights campus
- How often?

17

Brown Act: Holding Meetings

- Boards take action, discuss school business, only at “meetings”
- What is a meeting?
 - “Any congregation of a majority of the members of a legislative body ... to hear, discuss, or deliberate, or take action on any item”
 - You may not, “outside a meeting ... use a series of communications ... directly or through intermediaries, to discuss, deliberate, or take action”
 - Limited exceptions
 - So...avoid inadvertent serial meetings, e.g. by email
 - *Tip: information-only updates are ok, but no reply-all*

18

Brown Act: Committees

- Brown Act applies to all standing committees created by the Board for business of the charter school, even if just advisory (e.g. academic committee)
 - “Ad hoc” committees exempt, but only if composed of Board members only, less than a quorum, limited existence
- Brown Act does not apply to working groups set up by the CEO/ED
 - Much more flexible mechanism
- Brown Act does not apply to Parent Council or School Site Council (composed of Principal, teachers, staff, parents) to offer information, support, resources to the Board

19

Brown Act: Holding Meetings

- Types of Meetings
 - “Regular” meetings require 72 hours posting notice
 - “Special” meetings require 24 hours posting notice
 - “Emergency” – very rarely used
- Who can call a meeting?
- What about annual board retreat, strategic planning sessions, board study sessions?
 - Remember, a meeting is any congregation of a majority of members to discuss *any item of school business*

20

Brown Act: Holding Meetings

- Teleconferencing
 - Agenda must identify teleconference locations
 - Agenda must be posted at teleconference locations
 - Teleconference locations must be accessible to the public
 - Roll call vote
 - Quorum must be within the jurisdiction

21

Brown Act: Holding Meetings

- What can the Board consider at a meeting? The Brown Act limits a meeting to what is on the posted agenda:
 - Brief description of business to be transacted (20 words or less)
 - Post in publicly accessible place at/near location, and on the website
 - Consent agenda ok for routine items
 - Don't create "information only" vs. "action" items if you want flexibility

22

Brown Act: Holding Meetings

- Adding items to the agenda—*very limited*. Only allowed if:
 - (A) majority vote that there is an emergency (defined narrowly); or
 - (B) 2/3 vote of board members present, or unanimous vote if less than 2/3 of full board is present, that *there is need to take immediate action and need arose subsequent to agenda being posted*

Tip: If you miss the 72-hour posting deadline to include an item on a regular agenda, you can still post a special meeting agenda with 24 hours notice for same time and place

23

Brown Act: Closed Sessions

- Brown Act limits closed sessions (also called executive sessions) to only certain topics:
 - Statutory basis must be identified correctly on agenda
 - Use the safe harbor descriptions in Gov. Code 54954.5 on your agendas!
 - Not for budget discussions, general planning
 - Only essential persons may be present in closed session
 - What happens in closed session, stays in closed session; no disclosure (e.g. parent rep on Board cannot carry closed session information to other parents)
 - Reporting out

24

Brown Act: Closed Sessions

- Special closed session rules for executive compensation, personnel matters
 - *Be careful here!*

25

Brown Act: Personnel Matters

- Brown Act permits closed session for appointment, employment, evaluation of performance, discipline, or dismissal of employees
 - If Board hears specific charges or complaints against a particular employee, must give employee:
 - 24 hours written notice; and
 - Right to have matter heard in open session
 - Otherwise, any action taken is void

26

Brown Act: Personnel Matters

- The Board can and should conduct the ED's evaluation in closed session, including the threshold decision whether he/she should receive a raise
 - Evaluations should be memorialized
 - But closed session cannot include discussion or action on proposed comp for individual employee except for reduction in comp resulting from discipline. Board can discuss the employee's job performance in closed session, including the threshold question of whether he/she deserves a raise.

27

Brown Act: Personnel Matters

- Cannot take action regarding the salaries, salary schedules, or comp paid to “executives” at a special meeting. “Executives” includes the CEO, the head of a department (e.g. Principal)
- Board must orally report a summary of final salary, salary schedule, or comp paid to an executive before final action is taken.
- Board must review and approve compensation for CEO and CFO to assure it is just and reasonable. Review upon initial hire, when the term is renewed or extended, and when comp is modified.

28

Brown Act: Rights of the Public

- Speak *before* action taken on any item (including closed session)
- Attend meeting without having to “sign in”
- Publicly accessible location (with disabled access)
- May criticize the school, employees, and Board
- Public comment can (and should) be time-limited
- Public comment is not a conversation
- At regular meeting, public comment may address Board on something *not* on agenda
 - No non-agenda comment required at special meetings, but can allow

29

Brown Act: Board Meeting Minutes

- Minutes generally approved by Board at subsequent meeting
- How much detail in minutes? There is no hard-and-fast rule
 - Open session items: usually in a narrative format, track your agenda, briefly describe discussion, who made the motion and second, and how each Board member voted
 - Closed session items: only the description found on the agenda and anything reported out

30

Tips: What Makes a Great Board Meeting?

- Board Chair and school leader should work together to plan board meetings and agendas
 - Be clear about what needs to go to the Board, and what doesn't
- Background material provided to Board with enough time to review and digest
 - How much material? Enough for Board to be well-informed
- Foster a culture of inquiry, cooperation and transparency
- Stay organized and efficient
- Be strategic in delegating tasks to committees, if used

31

Public Records Act

32

The California Public Records Act: Overview

- What is the California Public Records Act (CPRA)?
- What are public records?
 - A public record includes “any writing containing information relating to the conduct of the public’s business prepared, owned, used, or retained by any state or local agency, regardless of physical form or characteristics”
 - A “writing” includes notes, handwriting, copies, faxes, voicemails, videos, pictures, **emails**, **texts** (more on these later)... regardless of the manner in which they’re stored

33

The California Public Records Act: Overview

- Does my charter school have to comply with the CPRA?
 - Like Brown Act, the charter requires compliance as to your charter school
 - LA trial court case
 - Potential legislation to require compliance
 - Who complies?
- But lots of records are exempt ...

34

Are PLC's Records Open to the Public?

- Yes and no.
- What types of records are exempt from disclosure?
 - Identifiable student records (FERPA)
 - Personnel and medical records
 - Pending litigation
 - Preliminary drafts
 - Attorney-client communications and attorney work product
 - Others, too

35

The California Public Records Act: Email and Texts

- What about emails?
 - Email that is kept (know your policy on this) in ordinary course of business may be public.
 - This is one of the most common request areas, and can be extremely onerous to comply because of volume of emails
- What about text messages?
 - Text messages, and other electronic communications (and other records), that are kept in the ordinary course of business are likely public, *even if on personal phone/email*

36

The California Public Records Act: Responding to Requests

- Who can make a CPRA request?
- How are CPRA requests made?
- Can you charge fees for responding to a CPRA request?
 - Can charge for copies
 - Cannot charge for staff time
- Duty to respond within ten days from receipt of the request (with exceptions), but reasonable time to produce records

37

Fiduciary Duties

38

Fiduciary Duties of Directors

- A fiduciary relationship is any relationship between parties in which one of the parties has a duty to act “with the utmost good faith for the benefit of the other party”
- Directors owe fiduciary duties to the corporation:
 - Duty of care
 - Duty to provide financial oversight
 - Duty of loyalty (no conflicts of interest)

39

Board Member Exposure to Personal Liability?

- Broad nonprofit law immunity for volunteer Board members
- D&O insurance to defend claims against Board members acting within scope of duties
- However, Board members can be personally liable when:
 - Acting outside the course and scope of duties (such as managing rank-and-file employees, rather than policy-making)
 - Breaching fiduciary duties
 - Conflicts of interest create personal benefit
 - Intentional or willful misconduct

40

Duty of Care

- Act with care, skill, prudence, and diligence,
- Under the circumstances,
- Of a prudent person acting in a like capacity,
- With familiarity with those matters, and
- Considering the background and experience of the director.
 - Note – Directors may rely on information, opinions, reports, or statements by officers of corporation whom director believes to be reliable and competent, counsel, committee, independent accountants, or other persons

41

Duty of Care

- Be informed, stay informed, and be proactive in your role
- Ask questions to seek clarity before voting
- Listen to all perspectives and test your understanding of information and implications
- Ok to rely on your resources, but ask probing questions necessary to own your decision

42

Duty of Financial Oversight

- Charter schools face unique challenges requiring them to have one foot in the business world and the other foot in the public school finance world
- Board approves annual budget, which is the school's (and Board's) blueprint for the year, setting spending priorities and goals
 - Through the year, Board monitors budget and finances
 - Financial reports are presented to the Board, such as balance sheet, income statement, cash flow
 - Ask questions!
- School financial policies and procedures

43

Charter School Finances – Audits

- Required annually by law
- It validates the school's reported finances
- Audits are also used to validate the charter school's internal controls
- Audit submitted to oversight agencies

44

Duty of Loyalty

- Must act in good faith and in the best interests of the corporation
 - Board members must place the interests of school as a whole before their own interests (or for parent board members, above those of their own student!)
- Individuals in a position of public trust must avoid *conflicts of interest* that prevent them from fulfilling their duties in an impartial manner

45

Avoiding Conflicts of Interest

- Know the landscape
 - Trend toward more scrutiny and regulation of conflicts of interest and the appearance of impropriety, serious consequences for charter schools
 - School policies, charter, bylaws
 - Corporations Code
 - Political Reform Act
 - Government Code section 1090?
 - Other sources?

46

Corporations Code

- Applies to boards of all nonprofit public benefit corporations
- Directors must avoid “self-dealing” transactions, *i.e.* no material financial interest in transaction
- For *most* charitable nonprofits, the corporation can still enter into the transaction if:
 - transaction is beneficial and fair to the Corporation;
 - majority of Board affirms “fairness” of the transaction; and
 - financially interested board member may be required to disclose and disqualify.

47

...but wait, there's more!

Political Reform Act

- Fair Political Practices Commission (FPPC) says charter schools must follow the Political Reform Act
- Political Reform Act requires disclosure of personal financial interests by decisionmakers
 - Board members and other designated officials must disclose financial interests on Form 700 annually and within 30 days of assuming or leaving office
 - Conflict of interest code lays out who discloses (decisionmakers) and what is disclosed on Form 700

48

Political Reform Act

- Political Reform Act also requires disclosure and disqualification from any decision that may materially affect personal financial interests
 - Must recuse from all parts of the decisionmaking process
 - What is considered a “financial interest” is clearly defined by law
 - Financial interests of spouse and sometimes dependents count

49

Political Reform Act

- Applies to board members and other decisionmakers
- Special rules for gifts
- Civil and criminal penalties for violations
- No defense or indemnity by school or insurers
- Under Political Reform Act, the agency can still enter into such a contract as long as the official meets the disclosure and disqualification rules

...but wait, there's more!

50

Conflicts of Interest – Government Code section 1090

- Government Code section 1090 does not expressly apply to charter schools (and out-going Governor has regularly vetoed legislation that would apply it to charters)
- BUT, some charter authorizers, including LAUSD, require compliance with Government Code section 1090
- What is Government Code section 1090?
 - Section 1090 deals specifically with conflicts of interest in the *contract-making process*. It does not supplant the Political Reform Act, but acts in tandem
 - More strict, but limited to *contracts*
 - Section 1090 provides that a public agency officer or employee may not make, participate in making, or attempt to influence a contract in which he or she is financially interested

51

Conflicts of Interest – Government Code section 1090

- When Section 1090 applies, then:
 - A public official who has a financial interest in a contract cannot be involved with the contract process at all
 - Financial interest is broadly defined
 - Any participation by an officer or an employee in the process by which such a contract is developed, negotiated, and executed is a violation of section 1090, so timing is crucial
 - Also, unless an exception applies (there are a few), a Board member's interest imputes to the rest of the Board, even where the Board member does not actually participate; recusal is not enough
 - Harsh penalties and remedies

52

Other Conflict of Interest Considerations?

- Appearance of impropriety
- Nepotism
- Common law
- IRS rules for executive compensation, no “interested persons”
- Special rules tied to funding, e.g. federal rules or California regulations for schools that accept lease reimbursement funds

53

Best Practices

54

Best Practices

- Board (and committees as needed) meet regularly
- Board receives governance training
- Board knows how to identify a potential conflict of interest
- Board members review documents, ask questions, stay informed, but understand their role is “big-picture”
- Board approves annual budget and gets regular updates
- Board stays informed on condition of school

55

Best Practices

- Board helps recruit diversity of expertise and experience on Board (education, politics, finance, business management, community outreach)
- School has system of evaluation for administrators/ teachers/ staff, and key vendors
- Administrators/ teachers/ staff receive professional development
- School has robust stakeholder communication system (e.g., key items available on website, active parent council)

56

Questions (now or later)?



GRETA A. PROCTOR
PARTNER
PROCOPIO

Phone: (310) 382-5321

Email: greta.proctor@procopio.com



© 2017 Procopio, Cory, Hargreaves & Savitch LLP

PUENTE Charter School

Data Update Informational



Charter School 2019-2020; TK-2nd Grade Operations

160 Students: 54 TK/Kindergarten
 53 First Grade
 53 Second Grade



Monday – Friday

7 – 7:30 a.m. Breakfast
7:30 – 7:45 a.m. Student Arrival
7:45 – 7:50 a.m. Transition to Class
7:55 – 11:00 a.m. Instruction
11 – 12 noon Lunch/PE Rotations
12 – 2:45 p.m. Instruction
2:45 p.m. Dismissal
2:15 – 6 p.m. After School Program
(with Think Together)

PUENTE Charter School

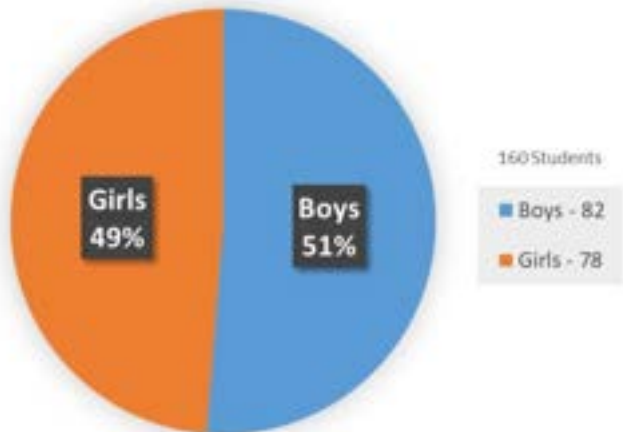
Student Demographic Data

Informational



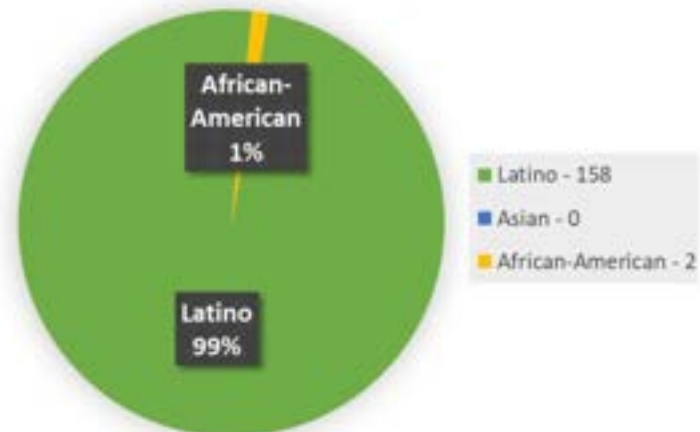
PUENTE Charter School 2019-2020

Gender



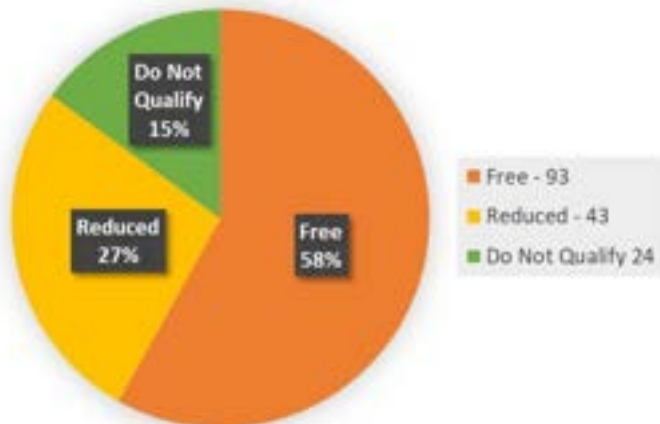
PUENTE Charter School 2019-2020

Ethnicity



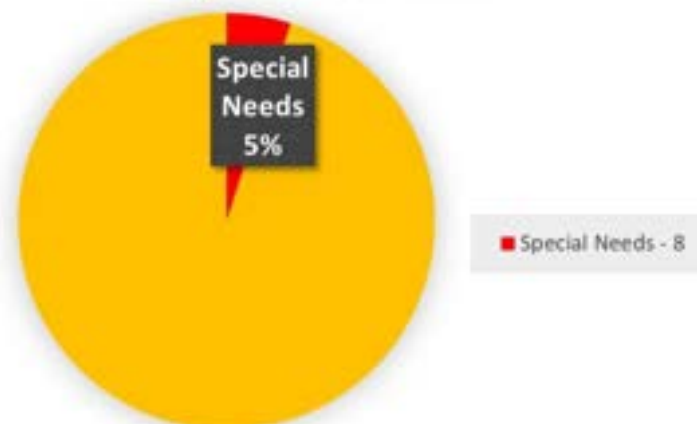
PUENTE Charter School 2019-2020

Lunch Eligibility



PUENTE Charter School 2019-2020

Special Needs Students



PUENTE Charter School

LCAP Priorities

Informational



Local Control Funding Formula (LCFF)

8 State Priorities for School Operations

- #1 = Teacher Qualifications (Fully Credentialed in Subject Area)
- #2 = Access to Common Core State Standards-Aligned Instruction & EL Development
- #3 = Promotion of Parent Involvement
- #4 = Pupil Achievement (English Learner Reclassification Rate; Assessment Scores)
- #5 = Student Attendance Rate; Absenteeism
- #6 = Suspension/Expulsion Rates; School Culture of “Connectedness”
- #7 = An All-Subjects Academic Program Plan
- #8 = Pupil Outcomes in All Subject Areas



1st Grade Student - Christian

PUENTE Charter School

LCFF Funding Calculations

Informational



School District and Charter School LCFF Entitlement

The amounts below reflect funding levels used in the LCFF Entitlement calculations.

Base Grant Funding, Education Code (EC) Section 42238.02(d)

Grade Span	2018-19 Base Grant per ADA	2019-20 COLA (3.26%)	2019-20 Base Grant per ADA before Grade Span Adjustments	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2019-20 Base Grant/ Adjusted Base Grant per ADA
K-3	\$7,459	\$243	\$7,702	\$801	\$8,503
4-6	\$7,571	\$247	\$7,818	N/A	\$7,818
7-8	\$7,796	\$254	\$8,050	N/A	\$8,050
9-12	\$9,034	\$295	\$9,329	\$243	\$9,572

Supplemental and Concentration Grant Funding

Funding	Percentage	Grant Calculation
Supplemental Grant EC Section 42238.02(e)	20%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times Unduplicated Pupil Percentage (UPP), times 20 percent.
Concentration Grant EC Section 42238.02(f)	50%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP ² that exceeds 55 percent, times 50 percent.

²For charter schools, the UPP used for Concentration Grant Funding is the lesser of its own UPP or the UPP of its determinative school district.



PUENTE Charter School

Capacity-Building

Scaling the Charter School Operations



Charter School Capacity-Building Aligned to the Local Control Funding Formula Priorities

Current 2019-2020

- ❖ *Progress Monitoring of Each Student for High-Achieving School-Wide Data Outcomes*
- ❖ *Preparing for Reclassification of our EL Students*
- ❖ *Supporting Instructional Team with On-going Coaching*
- ❖ *Promoting a School Culture of Supportive Client Services (for students and families)*
- ❖ *Upholding Our Legal & Ethical Due Diligence with Local & State Reporting*
- ❖ *Preparing for Compliance Oversight Visit from our LAUSD Colleagues (spring 2020)*
- ❖ *Aligning Operations with the Budget*



School District and Charter School LCFF Entitlement

The amounts below reflect funding levels used in the LCFF Entitlement calculations.

Base Grant Funding, *Education Code (EC) Section 42238.02(d)*

Grade Span	2018-19 Base Grant per ADA	2019-20 COLA (3.26%)	2019-20 Base Grant per ADA before Grade Span Adjustments	Grade Span Adjustments (K-3: 10.4% 9-12: 2.6%)	2019-20 Base Grant/ Adjusted Base Grant per ADA
K-3	\$7,459	\$243	\$7,702	\$801	\$8,503
4-6	\$7,571	\$247	\$7,818	N/A	\$7,818
7-8	\$7,796	\$254	\$8,050	N/A	\$8,050
9-12	\$9,034	\$295	\$9,329	\$243	\$9,572

Supplemental and Concentration Grant Funding

Funding	Percentage	Grant Calculation
Supplemental Grant <i>EC Section 42238.02(e)</i>	20%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times Unduplicated Pupil Percentage (UPP), times 20 percent.
Concentration Grant <i>EC Section 42238.02(f)</i>	50%	For each grade span: Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP ² that exceeds 55 percent, times 50 percent.

²For charter schools, the UPP used for Concentration Grant Funding is the lesser of its own UPP or the UPP of its determinative school district.

PUENTE Charter School

Compliance Monitoring Form 2019-2020

Action: For Approval



Compliance Monitoring Form 2019-2020

This annual certification provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill the critical requirements that impact students, staff, and the public.



COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2019-2020*

School Name: **PUENTE Charter School**

Board President Name: **Mr. Albert Reyes**

Charter Management Organization:

LAUSD Loc. Code: **2621**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 7, 2019 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 13, 2020 via Dropbox

Note: Checklist boxes cannot be left uncheck for any of the items unless you indicated Not Applicable (N/A). Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of criminal background and TB clearances for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2019-2020" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on Teacher Credentialing Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l);	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current contact information for each Governing Board member and the 2019-2020 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the pre- and post-lottery and enrollment forms guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual training on the charter school's health, safety, and emergency procedures , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
6. Co-location Charters only- The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings			
	Review of Policy Bulletin-5532	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions	<input type="checkbox"/> N/A		
7. The charter school has either implemented the LAUSD English Learner Master Plan or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current DRL and 2019-2020 Welcome Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school communications, including the Parent Student Handbook , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of facilities shall be in compliance with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all federal and state laws related to public entities , including, but not limited to: <ul style="list-style-type: none"> • Ralph M. Brown Act, Gov. Code §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<ul style="list-style-type: none"> Public Records Act, Gov. Code §§ 6250-6276.48 <p>See current DRL.</p>	agendas, including on the school website			
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its Articles of Incorporation are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. By-laws are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and federal programs and/or grants , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	<p>The governing board has reviewed the school’s:</p> <ul style="list-style-type: none"> UCP policies UCP procedures UCP forms 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a Local School Wellness Policy. See Healthy, Hunger Free Kids Act of 2010 (Public Law 111-296); Child Nutrition and WIC Reauthorization Act of 2004.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>18. The governing board oversees the development of and approves/adopts the stakeholder engagement process, goals, actions, measurable outcomes, and expenditures in the school's Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's Keeping Parents Informed: Charter Public School Transparency Resolution of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2020
21. Schools Serving Grade 9 only: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>
23. For High Schools Only: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval	Charter school approvals are listed on the WASC website and UCOP Doorways website	<input type="checkbox"/> N/A	<input type="checkbox"/>	<input type="checkbox"/>

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(by Monday, October 7, 2019)

The undersigned hereby certifies that, on September 3, 2019 the School Administrator of _____
Date(s)

PUENTE Charter School

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Jerome Greening <small>Printed Name of School Administrator</small>	 <small>Signature of School Administrator</small>	9/3/2019 <small>Date Signed</small>
--	--	--

CERTIFICATION OF BOARD COMPLIANCE REVIEW

before January 13, 2020

The undersigned hereby certifies that, on _____, the Governing Board of
Date(s)

Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.**

This certification includes the following relevant documentation:

- ☐ Board Agenda where item was discussed
- ☐ Board Minutes
- ☐ Board Agenda Approving the Minutes

Printed Name of Governing Board Chair	Signature of Governing Board Chair	Date Signed

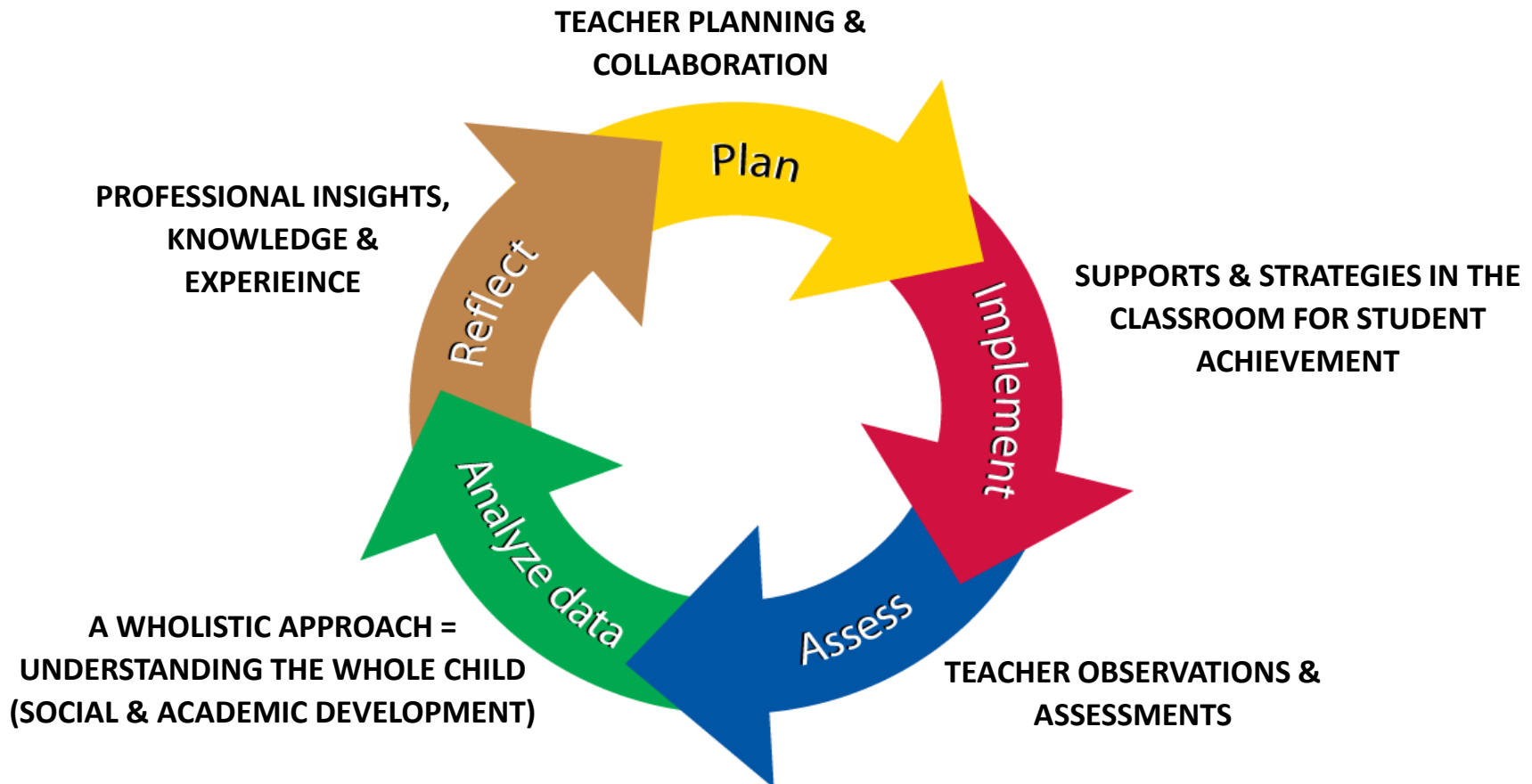
PUENTE Charter School

Data-Based Decision Making Practice

Action: For Approval



Data-Based Decision Making Practice (in all areas of the charter school operations)





LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

AUSTIN BEUTNER
Superintendent

ALISON YOSHIMOTO-TOWERY
Interim Chief Academic Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

August 12, 2019

Dear Charter School Governing Board President and Charter School Leaders:

It is with great pleasure that the Charter Schools Division (CSD) welcomes you to the 2019-2020 school year! In support of your efforts for the new school year, we wanted to share some key information pertinent to this year's charter school oversight. We hope that by reviewing this information closely and early, your school(s) and staff will be supported for success in your service to students. The CSD will be notifying you soon of the upcoming opportunities to join via a telephone conference call session where we will walk through the updates noted in this letter and corresponding documents.

Updates to the 2019-2020 Performance-Based Oversight Tools and Guides

The Application Guide's changes mostly reflect updates to dates and editing. You will notice the inclusion of California Dashboard to the list of academic performance data for schools.¹ As has been the standard practice, the renewal process begins with CSD's letter (sent in the year prior to renewal) to schools (p.5) and CSD's holistic review in determining renewal will include any progress the school has made on LAUSD Board benchmarks (p.3). The student discipline data will be inclusive of in-school and out-of-school suspensions (p.3). Element 1 has been updated to include information about A-G and graduation requirements (p.16). Please read the Note(s) on pages 24, 26, and 35 of the Application Guide that provide guidance on governance structure descriptions, lottery preferences, and budget information. Element 6 had been updated to include AB 1747 (p.25), and Element 10 includes the updates to E.C. Section 47605 (J), (p. 29-30).

Updates to the 2019-2020 Annual Performance-Based Preparation Guide, include in Binder 2 (Student Achievement and Educational Performance) documentation of plans for improvement for schools that are state-identified under the Every Student Succeeds Act (ESSA) as either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI); the ELPAC Criterion Report; Reclassification Criteria and the school's Graduation Requirements. In Binder 3 (Organizational Management, Programs and Operations), documentation of evidence of providing needy students with one adequate free or reduced priced meal each day per Assembly Bill (AB) 1871 and of an Automated External Defibrillator (AED) for schools who offer an interscholastic athletic program, per AB 2009. Also include documentation of procedures for preventing bullying, including cyberbullying) in the section on School Climate and Student Discipline. In the stakeholder communication sections, please add evidence of how the school is informing parents/guardians of human trafficking prevention resources (January 1, 2020) for grades 6-12, per AB 1104, and evidence of notification to pupils and parents on how to initiate access to pupil mental health services, per AB 2022.

¹ Communication regarding the development of a District-wide School Performance Framework (SPF) has been shared with school separately and ongoing communication will be provided as to that rollout process, as appropriate.

Updates to the fiscal operations documentation include instructions to number and name the electronic documents to be provided to the Fiscal Team member in correspondence with the items in this section, and to indicate “Not Applicable” or “N/A” when responding to the CSD’s Fiscal Team member assigned to your school. The most current fiscal reports presented to the charter school’s governing board must be provided in Microsoft Excel unprotected format, with formulas. The charter school is asked to provide an itemized accounting regarding total compensation paid 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. The bank reconciliations must reflect the reviews, approvals, and the approval dates, consistent with the charter school’s fiscal policies and procedures. As required by LAUSD’s Charter School Transparency Resolution, links to the charter school’s website are to be provided where the current (1) Audited Financial Statements, and (2) Local Control and Accountability Plan (LCAP) are posted. If applicable, the pertinent information and documentation, should include, but are not limited to, all signed and executed agreements, and the minutes of the meetings reflecting the reviews and approvals of said agreements, related to the following: a. Factoring of receivables; b. Loan(s) or line(s) of credit with any third party lender(s); Intercompany transfer(s) and/or intercompany loan(s) (e.g., any intra-organization receivables and payables that are not settled to a zero balance as of the end of the fiscal year); and c. The charter school’s plan(s) for the purchases of new school sites, facilities-related expansions, and/or major improvements to the existing and/or new school site. Also, the charter school is to provide a written statement signed by the board president or the chief administrator affirming that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (except as provided for a charter school that offers non-classroom-based instruction), in accordance with AB 1871.

The Annual Performance-Based Oversight Report was updated to indicate whether a school is state-identified as a CSI or ATSI school under the Every Student Succeeds Act (ESSA) criteria. On page 10, please see the NOTE that indicates that a charter school cannot receive a rating in the Student Achievement and Educational Performance section greater than a “2” (Developing) if the school has not met the minimum statutory renewal criteria as measured in indicators A3 and A4. Updates to the Fiscal Operations Rubrics include 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; the most current Audited Financial Statements and most current board-approved LCAP posted on the website. Accomplished schools would have audited and unaudited actuals that nearly mirror each other, proper segregations of duties in place; and LAUSD Board of Education-approved fiscal benchmark(s) (if applicable) met.

The Charter School Compliance Monitoring and Certification of Board Compliance Review updates provide more clarity. You will find a section with instructions, and details in items 10 and 22.

Quarterly Electronic Document Submission

Last year, the CSD introduced a quarterly document submission calendar in response to feedback from charter school leaders. The reorganization into four electronic submissions consolidates multiple document requests in order to streamline the work further, and increase the use of

technology to facilitate information sharing. We will continue to implement this system of electronic sharing of documents simplified into quarterly deadlines (i.e. Q1, Q2, Q3, and Q4) to minimize the number of times schools are asked to send information to the CSD each year. The quarterly submission calendar, including due dates and list of items required, is as follows:

O1: DUE October 4, 2019

- ESSA Clearance Grid
- English Learner (EL) Master Plan Certification
- EL Master Plan (if not using the District's)
- Compliance Monitoring and Certification of Board Compliance Review (Administrator Certification)
- Parent/Student Handbook
- Governing Board Bylaws
- Uniform Complaint Procedures
- School Safety Plan (unless co-located)
- Certificate of Occupancy (COO) (for each facility not co-located on District property)
- Governing Board Meeting Calendar
- Governing Board Member Information

O2: DUE January 10, 2020

- 2019-2020 Lottery Form
- Compliance Monitoring and Certification of Board Compliance Review (Governing Board Certification)

O3: DUE April 1, 2020

- Forms 700

O4: DUE July 10, 2020

- LCAP (approved by the charter school's board of directors)
- Charter School Contact Information
- Form 990

Dropbox

Mr. Gustavo Birrueta of the Charter Schools Division will send an invitation to establish your school's Dropbox folder. Please accept the invitation and create your own username and password if you do not currently have a Dropbox account. If you already have one, please use your current username and password. Please contact Gustavo Birrueta at gustavo.birrueta@lausd.net to inform him of names of other staff in your school who will need access to the Dropbox.

The electronic document submissions noted above (e.g. Q1, Q2, Q3, Q4) should be submitted via your Dropbox. Please send an e-mail to the charterschools@lausd.net to confirm that you have completed the uploading of files. The Dropbox will also be the means in which you will share documents for the Annual Performance-Based Oversight Visit. In preparation for the visit, you will need to:

1. Create folders labeled Binder 1, Binder 2 and Binder 3
2. Save documents in the same order as you have them in the binder (use a number in front of each file name to keep files in order, i.e. 1) Self-Review Checklist)

- a. NOTE: File names **cannot be longer than 50 characters including spaces** (files with long names sometimes cause errors when trying to open)
3. Send an e-mail to the charterschools@lausd.net advising when you have completed the uploading of files

Suspension Data

In 2017-2018, the CSD's *Suspension and Expulsion Tiered Intervention Plan* was updated to include not only out-of-school suspensions, but also in-school suspensions. As established in our *Suspension and Expulsion Tiered Intervention Plan*, the indicated goals for LAUSD-authorized independent charter schools includes the following: a school-wide suspension rate of less than 5% annually; suspension event disproportionality rates for student subgroups to not exceed 15%; and a reduction of the issuance of suspensions for non-mandatory offenses.

We look forward to continuing our discussions with school leaders about student discipline practices, inclusive of in-school and out-of-school suspensions. As a reminder, commencing the 2019-2020 school year, the data used to support Staff's renewal analysis and other authorization recommendations to the LAUSD Board of Education will be inclusive of in-school and out-of-school suspensions.

Restorative Justice

As we previously shared, the *2013 School Discipline Policy and School Climate Bill of Rights* Board resolution requires that all schools, including LAUSD-authorized charter schools, be implementing Restorative practices by 2020. As part of CSD's oversight in the 2019-2020 school year, each charter school is to provide evidence to verify that charter school staff received training on Restorative Justice, and that Restorative Justice Practices are being implemented at the school.

California Physical Fitness Test Reminder

On September 26, 2018, State Superintendent of Public Instruction Tom Torlakson encouraged schools to provide a reminder to school staff and families about the importance of physical activity and to prepare for the annual California Physical Fitness Test (PFT) to be administered between February 1-May 31. Please review Deputy Superintendent Keric Ashley's correspondence at <https://www.cde.ca.gov/ta/tg/pf/pftbacktoschool1819.asp> and be prepared to include evidence of the school's practices related to the California Physical Fitness Test in this year's oversight binders.

Highlights of Recent Legislative Updates

An important aspect of charter school governance and operations is to ensure compliance with applicable laws and regulations. All LAUSD-authorized charter schools are to stay abreast of all legislative changes that affect charter schools. We encourage charter school leaders and governing boards, in consultation with their legal counsel, to conduct an annual review of relevant new federal and state laws and regulations and make any necessary changes to their policies and practices.

Below, we are highlighting some key legislative updates that will be addressed through oversight (and please note that the following is not intended as nor constitutes legal advisement):

AB 1747: Effective January 1, 2019, AB 1747 amends the Charter Schools Act to require that charter school petitions include the development of a comprehensive school safety

plan according to the requirements applicable to school districts. School safety plans must now also include input from classified employees of the charter school, a fire department and other first responder entities, and must include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

In addition, AB 1747 further amends E.C. Section 47605 (J) to require that charter school petitions include the procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with several items delineated in the amendment.

AB 1871: Starting on July 1, 2019, AB 1871 requires charter schools to provide needy students with one nutritionally adequate free or reduced priced meal each day. For charter schools that become operational July 1, 2019, implementation of this requirement must occur no later than July 1, 2020.

AB 2601: Starting on July 1, 2019, charter schools will be required to provide sexual health education and human immunodeficiency virus (HIV) prevention education to students in grades 7-12.

AB 2735: This bill, commencing with the 2019–2020 school year, would prohibit a middle school or high school pupil, as defined, who is classified as an English learner, except as specified, from being denied participation in a school’s standard instructional program, as defined, by being denied enrollment in specified courses, including, among others, courses required for graduation and college admission.

AB 2009: Requires the charter school, if the school elects to offer any interscholastic athletic programs, to: (1) ensure that there is a written emergency action plan in place, and posted as specified, that describes that location and procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to the athletic program’s activities or events; (2) acquire, commencing July 1, 2019, at least one AED for each charter school to be available on campus; (3) encourage that the AED and AEDs are available for the purpose of rendering emergency care or treatment, as specified; (4) ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at the athletic program’s on campus activities or events; and (5) ensure that the AED or AEDs are maintained and regularly tested, as specified.

SB 126: This bill expressly states that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act, except as specified. This bill requires specified charter schools or entities managing charter schools to hold meetings in specified locations. The bill would prohibit a meeting of the governing body of a charter school to discuss items related to the operation of the charter school from including the

discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school. This bill expressly states that charter schools and entities managing charter schools are subject to the California Public Records Act, except as specified. The bill would require a member of the governing body of a charter school who is also an employee of the charter school to abstain from voting on, or influencing or attempting to influence another member of that body regarding, any matter uniquely affecting that member's own employment. This bill also states that charter schools and entities managing charter schools are subject to the Political Reform Act of 1974, except as specified.

AB 1974: This bill enacts the Public School Fair Debt Collection Act and provides that a pupil or former pupil, unless emancipated at the time the debt is incurred, can never owe or be billed for a debt owed to a public school or school district, county office of education, charter school, or state special school. The act would prohibit those educational entities from taking negative actions against a pupil or former pupil because of a debt owed to the educational entity, including, among other things, denying or withholding grades or transcripts, or denying or withholding a diploma. The bill would provide that these provisions do not apply to debt owed as a result of vandalism or to cover the replacement cost of public school or school district books, supplies, or property loaned to a pupil that the pupil fails to return or that are willfully cut, defaced, or otherwise injured, except if the pupil is a current or former homeless child or youth, as defined, or a current or former foster youth, as defined, and would authorize a public school or school district to offer a pupil or former pupil, with the permission of the parent or guardian of the pupil or former pupil, alternative, nonmonetary forms of compensation to settle such debt, as provided.

AB 2289: Codifies the federal and state regulations related to pregnant and parenting pupils. AB 2289 prohibits an educational institution from applying any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex.

AB 1962: Current law includes among unduplicated pupils, a pupil who is classified as an English Learner, eligible for a free or reduced-price meal, or a foster youth and requires schools to submit and report data relating to these pupils. This bill, no later than the 2020-2021 fiscal year, would expand the definition of "foster youth" to include a dependent child of a court of an Indian tribe, consortium of tribes, or tribal organization who is subject of a petition filed in the tribal court in accordance with the tribe's law, provided the child would also meet of the descriptions of specified existing law describing when a child may be adjudged a dependent child of the juvenile court.

AB 2022: Requires a school, including charter schools, to notify pupils and parents or guardians of pupils no less than twice during the school year how to initiate access to available pupil mental health services on campus or in the community, or both, as provided.

SB 972: Requires a public school, including a charter school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards to have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize those schools to have printed on either side of the

pupil identification cards the Crisis Text Line and local suicide prevention hotline telephone number.

AB 2285: Current law requires the Commission on Teacher Credentialing to issue a clear multiple subject, single subject, or education specialist teaching credential to an out-of-state applicant who satisfies specified requirements, including documenting, in a manner prescribed by the commission, that he or she has completed 150 clock hours of activities that contribute to his or her competence, performance, and effectiveness in the education progression or that he or she has earned a master's degree or higher in a field related to the credential, or the equivalent semester units, from a regionally accredited institution of higher education. This bill would eliminate that requirement as a condition for an out-of-state applicant to be issued a clear multiple subject, single subject or education specialist teaching credential.

AB 2291: Would require local education agencies, as defined, to adopt on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying.

AB 2639: Would require the governing board or body of a local education agency that serves pupils in grades 7 to 12 inclusive, to review, as minimum every 5th year, its policy on pupil suicide prevention and, if necessary, update its policy.

AB 2109: Would require a pupil with a temporary disability to receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located. The bill would authorize a school district or charter school to continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to the pupil, as provided.

SB 1428: This bill would prohibit the denial of a work permit on the basis of a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

SB 1104: This bill requires the governing board of a school district and the governing body of a charter school to work with their schools that maintain any of grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

AB 2121: (1) Existing law requires a school district to exempt a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, or a pupil who is a child of a military family who transfers between schools any time after the completion of the pupil's 2nd year of high school from all coursework and other requirements adopted

by the governing board of the school district that are in addition to certain statewide coursework requirements unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's 4th year of high school. Existing law requires, among other things, the school district to take specified actions if it determines that the pupil is reasonably able to complete the school district's graduation requirements within the pupil's 5th year of high school. This bill would extend these provisions to a pupil who is a migratory child, as defined, and a pupil participating in an English language proficiency program for newly arrived immigrant pupils and who is in his or her 3rd or 4th year of high school, and would require charter schools to comply with these exemption requirements applicable to school districts. (2) Existing law requires a school district and county office of education to accept coursework satisfactorily completed by a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, or a pupil who is a child of a military family, while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course and requires the school district and county office of education to issue that pupil full or partial credit for the coursework completed. This bill would extend these provisions to a pupil who is a migratory child, as defined, and a pupil participating in an English language proficiency program for newly arrived immigrant pupils, and would require charter schools to comply with these requirements to accept coursework applicable to school districts and county offices of education. The bill would additionally require coursework satisfactorily completed in a school in a country other than the United States to be accepted under these provisions.

AB 2657: Existing law prohibits a person employed by or engaged in a public school to inflict, or cause to be inflicted, corporal punishment upon a pupil. This bill authorizes an educational provider, as defined, to use behavioral restraints, which includes physical and mechanical restraints, or seclusion, as defined, only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive, and if other specified conditions are met. The bill prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances, including, but not limited to, using seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation, and would prohibit the use of certain restraint and seclusion techniques. This bill also includes reporting requirements.

SB 1104: Would require the governing board of a school district and the governing body of a charter school to work with their schools that maintain any of grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

SB 75: Signed by the Governor July 1, 2019, this education trailer bill included numerous laws pertaining to charter schools. E.C. 47604.33 is amended to allow charter authorizers to use financial or other information provided by the charter school to perform their oversight duties, including monitoring the fiscal health of charter schools. E.C. 47605 is amended to state that a charter school's LCAP (as well as their charter petition) must

describe goals for each of the state priorities that apply to the grade levels served—deleting the requirement to describe “the nature of the program.” E.C. 47606.5 is amended to apply two LCAP requirements to charter schools that currently apply to school districts—public hearings and posting of LCAPs by the charter school, authorizer, and the COE. E.C. 47632(i)(3) is amended to state that when a charter school is granted by the SBE, the sponsoring LEA is either the LEA designated by the SBE or, if the SBE has not designated an LEA, the student’s district of residence if that district is a basic aid district. E.C 47605 is amended to add language to “prevent families from being wrongfully turned away from the public school of their choice.” It prohibits charter schools from discouraging enrollment or encouraging disenrollment based on academic performance or student characteristic (e.g., Special Education status), prohibits charter schools from requesting or requiring the submittal of student academic records prior to enrollment in the charter school, creates a process for current or prospective charter school families to report concerns to the respective charter school authorizer, and requires the CDE to determine whether data from CALPADS can be used to identify charter school enrollment disparities for further investigation and intervention by the respective authorizer.

Looking ahead....

AB 2015: Would require, commencing 2020-2021 school year, the governing board of a school district and the governing body of a charter school, as appropriate, to ensure that each of its pupils receives information of how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12.

Thank you for taking time to review this information. We remain committed to providing clear and accessible information to you in support as you embark on another academic year. Please continue to communicate with your assigned CSD administrator and fiscal services manager as your primary contacts in the division to communicate key matters and for questions you might have. We look forward to continuing our collaboration together on behalf of students and families in Los Angeles.

Sincerely,



José Cole-Gutiérrez
Director, Charter Schools Division

Attachments:

- Attachment A: Annual Performance-Based Oversight Visit Preparation Guide 2019-2020
- Attachment B: Guide to the Completion of Certification of Clearances, Credentialing, and Mandated Reporter Training Form 2019-2020
- Attachment C: Criminal Background Clearance Certification
- Attachment D: Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification
- Attachment E: Charter School Compliance Monitoring and Certification of Board Compliance Review 20192020

Attachment F: Annual Performance-Based Oversight Visit Report 2019-2020 School Year
Attachment G: SB 1375 Guidance from CDE
Attachment H: Charter School Transparency Resolution 017-15/16
Attachment I: Facilities Information
Attachment J: EL Plan Certification 2019-2020
Attachment K: Calendar of Significant Deadlines 2019-2020

PUENTE Charter School

Uniform Complaint Procedures

Action: For Approval



Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by **PUENTE Charter School** of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our **Local Control and Accountability Plan (LCAP)**.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.





UCP Board Policies and Procedures

The PUENTE Charter School Uniform Complaint Procedures follow the recommendations of the
California Department of Education •
Categorical Programs Complaints Management Office •

2019—2020

PUENTE Charter School
501 S. Boyle Ave.
Los Angeles, CA
323.780.2961

UCP Policies and Procedures
adopted by our
Governing Board on
Pending Approval

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by PUENTE Charter School of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our **Local Control and Accountability Plan (LCAP)**.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The responsibilities of the PUENTE Charter School

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but



2019—2020

not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by PUENTE Charter School that are subject to the UCP.

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California *Education Code (EC)* § 52060(d).

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory committee members, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of *EC* §§ 49010 through 49013 relating to pupil fees and information regarding the requirements of *EC* § 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.



2019—2020

The following is responsible for receiving and investigating complaints and ensuring our compliance:

Name or title: Jerome Greening

Unit or office: Principal, PUENTE Charter School

Address: 501 S. Boyle Ave., Los Angeles, CA 90033

Phone: 323.780.0076 E-mail address: jerome@puente.org

The person or office responsible for compliance and investigations is knowledgeable about the laws and programs assigned to investigate.

PUENTE Charter School will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* §§ 200 and 220 and *Government Code (GC)* § section 11135, including any actual or perceived characteristics as set forth in *Penal Code (PC)* § 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

All complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

If PUENTE Charter School finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in our school district, Reasonable Accommodations to a Lactating Pupil, and Physical Education Instructional Minutes (grades one through eight), we shall provide a remedy. In the case of complaints regarding Course Periods without Educational Content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in our charter school, the remedy shall go to the affected pupil. In the case of complaints regarding Pupil Fees, Physical Education Instructional Minutes and LCAP, the remedy shall go to all affected pupils and parents/guardians.



2019—2020

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by PUENTE Charter School to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a Decision will be issued to the complainant by us within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

- i. The findings of fact based on the evidence gathered.
- ii. Conclusion of law.
- iii. Disposition of the complaint.
- iv. The rationale for such a disposition.
- v. Corrective actions, if any are warranted.
- vi. Notice of the complainant's right to appeal our Decision to the CDE.
- vii. Procedures to be followed for initiating an appeal to CDE.

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's



2019—2020

decision.

A complainant may appeal our Decision of a UCP complaint regarding all specified federal and state educational programs subject to the UCP.

To appeal a UCP complaint Decision the complainant must file a written appeal within 15 days of receiving the Decision to CDE.

<http://www.cde.ca.gov/re/cp/uc/index.asp>.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with: (1) a copy of the original locally filed complaint; and (2) a copy of our Decision of this original locally filed complaint.

Federal and State laws cited:

20 *United States Code* (USC) § 6301 et seq.

34 *Code of Federal Regulations* (CFR) §§ 299.11 & 300.510-511

California Education Code (EC) §§ 200, 220, 222, 234.1-234.5, 262.3, 8200-8493, 8500-8538, 32280-32289; 33380-33384, 35186, 44500, 47606-47606.5, 47607.3, 48645.5, 48853, 48853.5, 48985, 49010-49013, 49069.5, 49490-49570, 51210, 51223, 51225.1, 51225.2, 51228.1-51228.3, 52059, 52060-52075, 52160, 52300-52480, 52500-52616.4, 54440-54445, 56000-56865, 59000-59300, 64000 (a)

California Government Code (GC) § 11135

California Health and Safety Code (HSC) § 104420

California Penal Code (PC) § 422.55

California Welfare and Institutions Code (WIC) §§ 300, 309, 602

California Code of Regulations Title 5 (5 CCR) §§ 4600-4687



501 S. Boyle Ave.
Los Angeles, CA 90033

Uniform Complaint Procedures Form

Last Name _____

First Name _____

Check the appropriate box:

☐ Student ☐ Parent/Guardian ☐ Employee

☐ Public Agency ☐ Other Organization

Student Name (if applicable) _____ Grade _____

Date of Birth _____

Address _____

City _____ State _____

Zip Code _____ Home Phone _____ Cell Phone _____

Work Phone _____

Date of Alleged Violation _____ Location of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> After School Education and Safety | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Foster/Homeless Youth |
| <input type="checkbox"/> Migrant Education | <input type="checkbox"/> No Child Left Behind Programs | <input type="checkbox"/> Regional Occupational & Workforce Development Programs |
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Every Student Succeeds Act Prog. | <input type="checkbox"/> Tobacco-Use Prevention Education |
| <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula | <input type="checkbox"/> Lactating Pupils |
| <input type="checkbox"/> Bilingual Education | | |

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Religion | <input type="checkbox"/> Marital Status |
| <input type="checkbox"/> Medical Condition | <input type="checkbox"/> Immigration Status | |

It is the policy of PUENTE Charter School that complainants are not retaliated against for making a complaint pursuant to these policies and that the identity of complainants alleging discrimination will remain confidential as appropriate, and PUENTE Charter School will maintain the integrity of the process.

For complaints of bullying that are not based on the above listed protected classes, and other complaints not listed on this form, please contact Jerome Greening, Principal, listed at the bottom of this form for additional information.

PUENTE Charter School



PUENTE Charter School
Statements of Activities
For Year Ended June 30, 2019

Average Daily Attendance	106	
Cost Per Student	\$ 13,011	FYE 2018-19
	ACTUALS	CHARTER SCHOOL
	FYE 6/30/2019	ANNUAL BUDGET
CONTRIBUTIONS		
Prop 30 - Education Protection Account	\$ 164,501	\$ 149,066
LCFF - State Aid	728,476	777,762
LCFF - State Aid - Prior Yr	(1,073)	-
Other Fed Income	44,854	62,190
Special Ed: IDEA Basic Local Assistance - C\	87,813	68,156
State Lottery - Charter Prop 2C	9,260	2,938
Non Prop 20 Lottery Education Apportionment K-1	16,363	15,349
Block Grant K-3	1,063	-
Other State Revenue	78,159	107,865
Other Local Funding	900	-
District pymt in lieu of Prop Tax	269,149	247,966
GROSS REVENUE	\$ 1,399,465	\$ 1,431,292
OPERATING EXPENSES		
Salaries & Benefits	895,817	869,137
Building Lease Expense	117,769	117,500
Special Ed Fair Share	79,754	59,305
Food Service Contract	73,348	77,500
Professional Services	34,405	120,000
Special Ed Contract	39,778	86,500
Insurance	35,877	25,000
Equipment & Furniture	5,631	3,500
Textbooks	11,846	7,500
Utilities	15,093	29,765
Security	13,481	-
Doubtful Account	11,490	-
Supplies	12,809	8,500
Depreciation	6,250	10,400
Repair & Maintenance	5,819	500
Staff Development	4,772	1,500
Telephone	2,633	1,500
Advertising	4,175	-
Printing	1,963	2,000
Dues & Subscriptions	1,377	2,500
Postage & Delivery	830	1,000
Meetings & Workshops	753	500
Travel	1,200	4,000
Miscellaneous	614	-
LACOE - Admin Fees	500	500
Gifts	1,202	-
OPERATING EXPENSES	1,379,183	1,428,607
NET OPERATING SURPLUS/(DEFICIT)	\$ 20,282	\$ 2,685
OTHER CONTRIBUTIONS		
Capital Campaign - CS Facility Grant	825,000	-
TOTAL NET SURPLUS	\$ 845,282	\$ 2,685

PUENTE Charter School
Statements of Financial Position
As of June 30, 2019

(with comparative financial information for June 30, 2018)

	As of June 30, 2019	Audited Charter School	
	PUENTE Charter School	June 30, 2018 Totals	Variance
<u>CURRENT ASSETS:</u>			
Cash	\$ 748,838	\$ 748,846	\$ (8)
Cash (Campaign Funds)	148,174	-	148,174
<u>Cash & Cash Equivalent</u>	\$ 897,012	\$ 748,846	\$ 148,166
Pledges receivable	603,643	77,522	526,121
<u>Total Current Assets</u>	1,500,655	826,368	674,287
<u>PROPERTY AND EQUIPMENT:</u>			
Property, plant and equipment	241,209	38,551	202,658
Less: Accumulated depreciation	(28,301)	(22,051)	(6,250)
<u>Net Property and Equipment</u>	212,908	16,500	196,408
<u>TOTAL ASSETS</u>	\$ 1,713,563	\$ 842,868	\$ 870,696
<u>CURRENT LIABILITIES:</u>			
Deferred Revenue	-		
Accrued expenses (due to Learning Center)	127,497	102,084	25,413
<u>Total Current Liabilities</u>	127,497	102,084	25,413
<u>TOTAL LIABILITIES</u>	127,497	102,084	25,413
FUND BALANCE (Beginning of Year)	740,784	738,342	2,442
NET SURPLUS/(DEFICIT)	845,282	2,442	842,840
TOTAL LIABILITIES AND NET ASSETS	\$ 1,713,563	\$ 842,868	\$ 870,695

PUENTE Charter School
Statement of Cash Flow

(with comparative financial information for June 30, 2018)

	June 30, 2019	FY June 2018
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 845,282	\$ 2,442
Decrease (Increase) in Operating Assets:		
Depreciation	6,250	-
Pledges Receivable	(526,121)	76,740
Accrued expenses (due to Learning Center)	25,413	322,278
Net Cash Flows From Operating Activities	350,824	401,460
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of Property and Equipment	(202,658)	(16,500)
Net Cash Flows From Investing Activities	(202,658)	(16,500)
NET INCREASE (DECREASE) IN CASH	148,166	384,960
CASH - BEGINNING	748,846	363,886
CASH - ENDING	\$ 897,012	\$ 748,846

MEMORANDUM

To: Board Members

From: Angelica Castro
Vice President of Finance, PUENTE Charter School

Date: September 18, 2019

Re: Summary of Financial Results as of June 30, 2019

The purpose of this memo is to summarize the financial results of PUENTE Charter School as of June 30, 2019. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended June 30, 2019 with comparative actuals for June 30, 2018: Including Annual Budget.
2. Statement of Financial Position as of June 30, 2019
3. FY 2018-19 Statement of Cash Flow

1. Statement of Activities

While the Charter School was expected to generate a surplus of \$2,685 by the end of the year, the school reports a surplus of \$845,282. This is mainly due to the following:

Year-end Revenues:

- The total year-end revenue budgeted is \$1,431,292, while actual LAUSD revenue is \$1,399,465. This (\$31,827) variance in earned revenue is primarily due the LCFF (Local Control Funding Formula) – State Aid revenue total \$728,476, which is \$49,286 short of budget.
- Other Contributions: A non-budgeted capital campaign contributions totaling \$825,000 were received from Great Public School and Walton Foundation in the amounts of \$500,000 and \$325,000, respectively.

Year-end Expenses:

The total year-end expenses total \$1,379,183, approximately 4% less than budgeted, or a positive variance of approximately \$49,424. Significant variances of specific line item expenses include:

- Salaries & Wages: Salary expenses of \$895,817 have been incurred FY 2018-19, which represents a \$26,680 budget overrun. This variance is mainly due to the addition of staffing as well as reassessing salary allocations.
- Professional Services: FY 2018-19 Security and advertising categories were isolated from the professional services line. As such, the total professional services, security and advertising expenses together were \$52,061. When comparing to the prior year professional services line, this represents a \$67,939 below budget at year end. This is primarily due to lower than anticipated legal fees.

- Doubtful Account: This is an allowance accounts that nets against the total receivables presented on the balance sheet. This account is only an estimate of the amount of accounts receivable which is expected to not be collected.

2. Statement of Financial Position

Total assets as of June 30, 2019 are \$1,713,563 which consists of \$1,500,655 in current assets and \$212,908 in net fixed assets. Pledges receivable total \$603,643.

Current liabilities of \$102,170 are due to the Learning Center.

3. FY 2018-19 Statement of Cash Flow

The Charter School's cash increased by \$148,166. The increase is mainly due to the following:

- a. As a non-cash item, depreciation of \$6,250 is added to the net surplus to reconcile the cash from operations.
- b. Pledges receivable increased by \$525,121. Increasing receivables means less inflow of cash through our lack of collections. Therefore, the \$525,121 is subtracted from the net surplus.
- c. Accrued expenses increased by \$25,413. Increasing liabilities means that obligations are pay at a later day. As such, the Charter School has more cash on hand as the \$25,413 is added to the net surplus.
- d. Property Plant & Equipment increased by \$202,658. This is mainly due to the payment related to the construction work in progress. The increase results in a decrease in cash. As such, the change is subtracted from the net deficit.



SEPTEMBER 13,
2019

Campaign Feasibility

PUENTE Learning Center Campaign Feasibility Study

Table of Contents

Executive Summary.....	2
Introduction	3
Observations, Comments & Assessments	4
Recommendations	8
Summary and Conclusions.....	10
Appendix I: List of Interviewees.....	12
Appendix II: Invitation Letter to Study Participants	14
Appendix III: Gift Table Tested in the Interviews	15
Appendix IV: Interview Guide Used in Interviews	16
Appendix VII: Case Statement Tested.....	18

Consultants:

June Poust
Senior Vice President
TW&B Fundraising
213-304-6512
Los Angeles, CA
jpoust@twbfundraising.com

Amy Funk
Senior Vice President
TW&B Fundraising
847-644-0983
Chicago, IL
afunk@twbfundraising.com

Executive Summary

Ter Molen Watkins & Brandt (TW&B) completed a campaign feasibility study testing a goal of \$4 million for PUENTE Learning Center (PLC) for a capital campaign. The campaign is to raise funds to renovate, reconfigure and retrofit space in the existing facility to accommodate the growth of the charter school. The project will cost \$6 million however, with reserve funds and a low interest loan already reserved, \$4 million was tested as the goal.

Since 1985, PUENTE has served families in the Boyle Heights community with pre-school programs, teen SAT preparation, and adult job training skills and ESL. Founded by Sister Jennie in 1985, PUENTE has been successful at fundraising throughout the years and completed two capital campaigns in 1992 for \$10 million, and in 1999 for \$5.6 million both for new facilities. Over the years, PUENTE has accumulated substantial financial reserves primarily through fundraising efforts and an annual gala, which brought in \$500,000.

Private foundations are the primary source of philanthropic dollars for PUENTE today, although this has been decreasing since 2015. Individual dollars average about \$100,000 annually and corporate dollars are primarily from an annual golf event.

Over the past four years, PUENTE has suffered from various leadership transitions at the senior staff level and on the board leading some funders to question the board's ability to govern and in turn affecting the reputation of PUENTE. This has led to a decrease in foundation funding over the last few years and many individual donors to lapse due to lack of engagement. In addition to internal struggles, some funders question the decision to embark upon the charter school program particularly during a management transition. Currently, PUENTE is at the precipice of another leadership appointment and will need to make a concerted effort to introduce, inform and reengage the philanthropic community upon the appointment. When an organization embarks upon a campaign, the groundwork needs to be in place with staff, leadership and communications. PUENTE is still recovering and will need to spend time regrouping prior to a major campaign effort. It will be important to re-engage the community and build a board with both the passion and resources to assist with a campaign.

During the course of the study, we conducted 12 confidential individual interviews. Based on the interviewee's estimates of potential gifts and pledges, including their own, we found little support for a capital campaign at this time, although there was significant support for PUENTE's mission.

Feedback from those we interviewed was consistent on several significant points:

- The mission of PUENTE continues to resonate with the community.
- The Boyle Heights facility is a well maintained and an attractive facility which appears to be a beacon of light for the community.
- There appears to be some confusion regarding the addition of a charter school.

- PUENTE has experienced a large amount of staff transition over the last 5 years.
- Donors questioned the need for a campaign given the large reserve fund.
- Interviewees were not aware of the current leadership. Communication and donor engagement need improvement.

In response to these findings, TW&B feels that a \$4 million campaign goal is not attainable at this present time. Rather, it is recommended that PUENTE proceed with a major gift campaign of \$1 million over the next 12/ 18 months. In the next year, PUENTE should focus on developing programs and communications to re-engage donors and increase the pool of prospects while allowing senior leadership to settle into their new role. With personal attention from the leadership, and a revitalized annual fund and major gifts program, PUENTE will position itself for a larger campaign in the next two or three years.

Furthermore, TW&B recommends the following:

- Establish a campaign / leadership gifts committee comprised of strong and resourceful leadership.
- Continue to build the existing board with new leaders from the donor and prospect base.
- Design proposals to support programs in conjunction with capital needs.
- PUENTE must expand its donor base, enhance its fundraising capacity, and increase annual contributions.
- Build the individual major gifts program with personal and strategic solicitations.
- Establish an ongoing program of stewardship to re-engage donors.
- Develop specific strategies for planned/estate gifts and develop a web presence.
- Coordinate campaign messaging with over-all marketing and communication strategy to enlighten the community.
- Determine PUENTE leadership and communicate it to key stakeholders.

Introduction

Ter Molen Watkins & Brandt (TW&B) was hired to conduct a *feasibility study* to determine the potential among PUENTE'S current and former constituencies to support such an endeavor. As part of this study, an internal review and interviews among the senior leadership was conducted as well.

Both the internal assessment and the external feasibility study were conducted by a team of TW&B consultants: June Poust and Amy Funk. Feedback from feasibility interviews combined with findings from the internal interviews and conversations with senior leadership including Jerome Greening, Interim Executive Director, and Matt Wells, Vice President of Development provides the source data for this report. *(A complete list of internal and external interviewees is included in the appendix).*

Beginning in July 2019, TW&B conducted feasibility interviews with a select group of current and former donors. Invitations for confidential interviews were extended to 36 households, and TW&B consultants completed interviews with 13 of these who agreed to be interviewed (see Appendix I). All conversations except for five were conducted face-to-face. Conversations consisted of a series of open-ended questions based upon an interview guide. The initial plan was to interview at least 20 individuals, which is typically the minimum needed to gain perspective on a project. The low response to our request was enlightened by the comments from some of the participants. The ratio of interviewee invitations to acceptance is a critical early indicator of campaign readiness.

The first part of this report includes TW&B's observations and assessments of PUENTE'S potential for achieving the specific priorities expressed in the case prospectus. The latter part of this report presents TW&B's specific recommendations for positioning PUENTE to undertake a fundraising campaign with a smaller goal than was originally proposed. The report also includes a series of appendices to support and enhance understanding of the report's content.

Observations, Comments & Assessments

Following are observations and assessments regarding the potential and readiness for a \$4 million fundraising campaign. Comments from interviewees have been italicized.

1. Strengths and Opportunities

- a. ***Strength of the Mission and Vision*** – As is typical in feasibility studies, TW&B interviewed individuals who are familiar with PUENTE through their philanthropic relationship. The majority of those interviewed have known PUENTE for many years and feel confident the services are still essential and add value to the underserved community in Los Angeles.

“PUENTE has always been a great organization and is needed today more than ever.”

“It’s great that parents can drop off their kids and then go upstairs to attend a class.”

“I’m excited about this – I’m glad they’re growing.”

- b. ***Physical Facility*** - The Boyle Heights facility is a beacon in the area, and all agreed it is well maintained and provides hope to those in the area.

“Kudos to the organization for keeping it so clean and well maintained. That speaks well of the management.”

“The facility is beautiful, and well-designed from the outside. When you enter, however, it is not very warm and you don’t have a sense that there are children learning.”

“The lobby is too large and seems like unusable space.”

- c. **Charter School** – Support for the charter school was divided. Some felt the community should fix the public-school system rather than support charters. Others were positive but questioned the need in the Boyle Heights area wondering if it was already saturated with charters.

“Los Angeles should fix the public school and not divert funds to charters.”

“Why has PUENTE moved into the charter school business? Are they moving away from adult education and teen preparation?”

“I think that growing the charter school might be a challenge based on the political climate.”

- d. **Programs** – PUENTE is known for providing advancement and learning opportunities for every member of the family in a comprehensive manner. The community at large, and funders applaud the versatile programs for preschool through adult.

“Good programs for the entire family.”

“It’s great they have the flexibility to respond to current needs of the community.”

- e. **Fiscal Responsibility** – PUENTE is fiscally sound and even though their finances are solid, they have kept their budget in tack.

2. Challenges and Concerns

- a. **Executive Leadership** – PUENTE is currently suffering from a series of difficult and somewhat public leadership transitions over the last five years beginning with Sister Jennie’s retirement. In addition to Sister Jennie returning twice on an interim basis, PUENTE has experienced a revolving door of new leadership every few years. This has led major funders to question the board’s ability to govern and to wonder why this continues to occur. There is a need for more transparency and a solution to this problem.

“They have been going through a crisis for years. PUENTE needs to reboot, regroup, and then rebrand. Come back and ask for funding when they have addressed their internal management issues.”

“What’s going on there? Why has there been so much turmoil?”

- b. **Board Membership** – Many of those interviewed felt the board is too small and currently lacks the ability to bring significant resources to the organization. If PUENTE is going to be successful in increasing their donor base and reengaging the philanthropic community, they will need to supplement the board with individuals passionate about the cause with connections in the LA business and philanthropic community. Other than the golf tournament, the current board does not appear to engage in fundraising

efforts, nor do they appear to have the financial resources necessary to make leadership gifts.

"The board doesn't have the capacity to lead a campaign."

"There have been issues with the board in the past and a lack of transparency and best practices. Have these issues been addressed?"

"Board members do not know one another. They should have a social to get to know one another."

- c. **Charter School** - Many interviewed felt the idea of instituting a charter school was going off mission. PUENTE has always been known to provide programs and training and life resources for the underserved and a well-respected organization. They understood and supported the idea of a pre-school and post-school program but wondered about the need and value of a charter school in Boyle Heights.

"Will PUENTE be able to train and hire staff and teachers with the right credentials?"

"They probably saw easy money as it is funded by the district."

"Is PUENTE changing its mission? Are they not providing programs for teens and adults?"

- d. **Adult and Teen Programs** – Many applauded the adult training programs and the teen programs but felt they could be updated with skills necessary for today's job market.

"Why are they teaching people how to fix computers? People throw them away now. They should be teaching coding skills or windows programs so they can get jobs."

"Why don't they have a volunteer program for professionals to teach usable skills?"

"PUENTES' programs used to be cutting – edge... I'm not sure they are now."

"I'd like to see some stats on the impact of their programs. How many teens got into college with the SAT prep? How many graduated?"

- e. **Stewardship** – An unfortunate side effect of the persistent transition in leadership has been lack of donor stewardship. Because of the high turnover, current interim leadership has been waiting to meet with donors until the leadership issues are resolved. Transparency and communication will need to be increased going forward. Large numbers of donors have lapsed over the years, along with the tradition of an annual Gala. These individuals may never return as donors but there should be an effort to reengage them as donors.

"I've always felt my funds were spent as intended. They've done a nice job telling me about use of funds."

- f. **Financials**- There is some concern over why the need for a campaign since they have the funds from the sale of the south side property and substantial financial resources. A few felt the board did not want to take the responsibility of dipping into the endowment for the building campaign.

“Our gift was for the facility on the south side which was sold. They should reapply those funds as we will not give again for a capital project.”

“We understand the need for a reserve fund, but is there a policy or a plan for such a large reserve? Why are they even considering a campaign?”

“You can’t have a campaign without knowing who the leadership will be.”

“We don’t give capital gifts and they don’t need general operating funds.”

- g. **Communication** – Communication with donors has been lacking. Many stated they were not aware of who was leading the organization and what the plans were for staffing of the top position.

“Who’s tending the ship? Is there a search underway?”

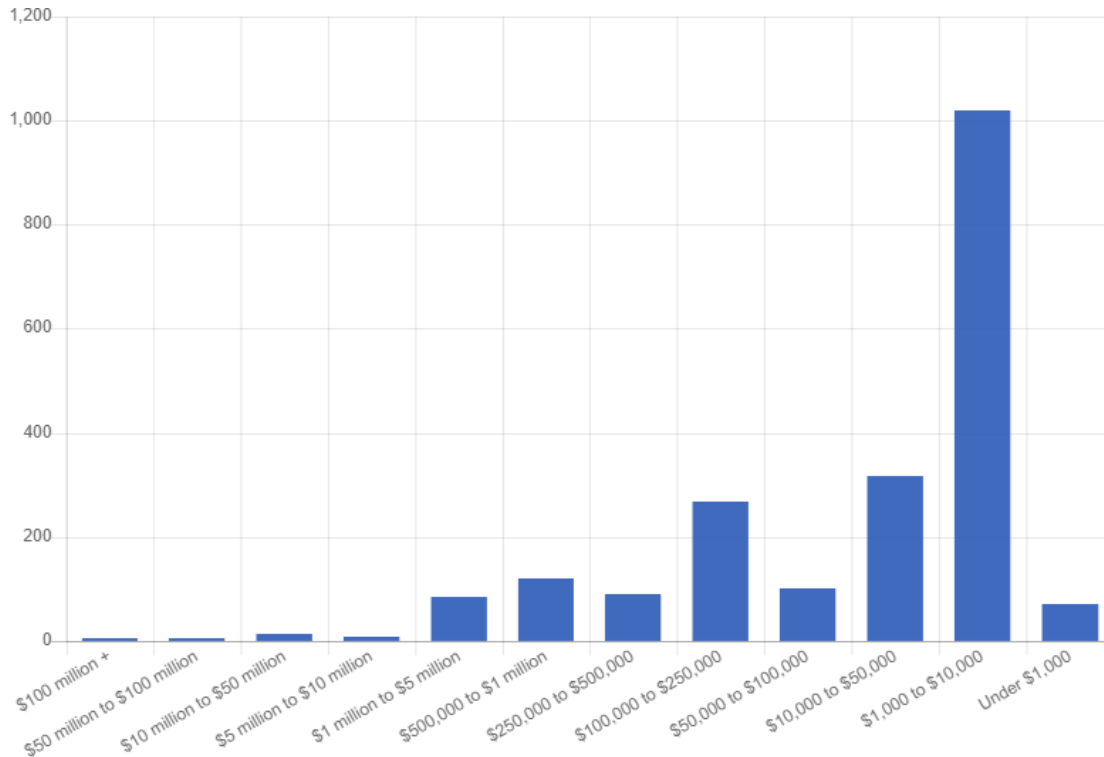
“Jerome Greening has a lot on his plate. When will they decide on leadership?”

“I think just being proactive on that front (communication around timeline) so that it doesn’t catch any potential funders by surprise – because it does speak to the confidence that funders have in the organization.”

- h. **Confidence** – PUENTE will need to build confidence with the external funding community through a strategic communication plan and strong and visionary leadership.

3. Prospect Pool

As part of our feasibility study, TW&B conducted a wealth screen of the PUENTE donor database. Initial results of the DonorSearch wealth screening on these 2,100 records indicate a strong potential for major gifts (\$5,000+) overall, with 30% of the prospect pool capable of a gift at that level vs. an average of 25% for other DonorSearch clients.



This chart provides your donors' giving capacity measured as a "stretch" gift (10% of net worth, or 2% of their net worth per year over a 5-year pledge).

While this data is promising, it is important to note that many of these donors are lapsed and have not been active for years. Among PUENTE's top 50 prospects, the most recent gift date was 2016, with the majority dating to 2008 or even later. However, TW&B believes that some might be engaged through a targeted major gift effort.

Recommendations

Based upon the information received through feasibility interviews, TW&B recommends the following:

1. *Develop a strategic communication plan for external constituents.*

With the executive transitions over the years, PUENTE will need to develop a comprehensive communication plan to reach out to various constituencies. This can be through email, letter, or personal visits, depending upon the news and the constituents. Past and current donors of \$1,000 or more should receive a personal communication at least once per quarter through email, (could be an invitation to an event) or personal visit to keep them engaged.

Donors who have given program funds, should receive personal annual letters as to the impact of their gifts and follow up with a solicitation. The executive director, when appointed, should visit immediately with large foundation funders to bring them up to date on plans for PUENTE.

PUENTE might consider hiring a firm or securing pro bono communication services.

2. Increase development staff to enable more external time for VP Development.

Current staffing in the development office needs to be increased by one person. This new staff member should be responsible for the internal tasks, like the newsletter/ bulletin, annual fund tasks, events, and other administrative duties to free up the Vice President for more external time with donors and to plan strategic development programs, like the annual fund and planned giving efforts. The need for increased donor programs, stewardship and events, will certainly require more staffing than currently exists and should be an internal position.

3. Diversify and increase board membership.

Several external funders commented on past issues with the board and the lack of best practices with term limits and committee assignments. With the strategic plan currently in place, this has been addressed but should be communicated to large funders one on one to keep them apprised of how PUENTE has addressed these issues.

The board should number between 13 to 18 members and diversify to reflect various areas of business in Los Angeles and financial capability. PUENTE's board currently does a good job mirroring the ethnic makeup of the community. PUENTE should look to their DonorSearch pool to find prospects who are/were engaged with the organization who have the capacity and network to grow the major gift pipeline.

4. Develop a planned giving program.

A standard component of any development program is planned giving. Once the pieces are in place, it is easy to manage. It is recommended that PUENTE look into the services of a third-party vendor, like *Crescendo*, or *The Sharpe Group*, to develop brochures and a website. The remaining program can be accomplished by the vice president of development with some training. Going forward it will be a matter of visiting with donors and adding this option to the ways of giving program.

5. Establish an annual fund program.

The basic tenants in development is to bring in annual fund donors and through engagement and events, bring them up the giving ladder to increase their annual giving and become major gift donors. We recommend that PUENTE develop an ongoing and robust annual giving program with solicitations at least 4 times per year. These should be as personal as possible and reference their last gift and amount. An annual giving level at \$1,000 should have an identity and a special event at least once per year. This group will become the core of the major gift pipeline for PUENTE.

6. Organize open houses as cultivation events.

As part of an ongoing engagement program for donors / prospects, it is recommended that PUENTE begin a series of programs to invite donors into the facility. This can be accomplished during the renovations to show how the school will accommodate the increase in students. If

there are student productions, it is a nice opportunity to invite donors to be part of the program.

7. Re-engage past donors and prospects to build the major gifts pipeline.

PUENTE has many donors who have lapsed from the past and it will take a while to bring them back into the fold, if at all. It is recommended that a concerted effort be made to re-engage them while bringing in new donors. Small volunteer hosted events at homes with the purpose of reintroducing former donors to the PUENTE OF TODAY. PUENTE TODAY can tell the story of the post-Sister Jennie era and how and why the programs and charter school have grown to the current state. By asking volunteers to 'host' small events will be an engagement tool in itself. Board members should also participate and invite prospective donors.

PUENTE might also consider establishing a volunteer program as a tool for engaging prospects.

8. Establish a campaign gifts committee to assist with fundraising.

It is recommended that PUENTE invite several board members and external volunteer/ donors to sit on a committee and assist with fundraising. Again, there are volunteers who may not want to be a board member but are interested in help assisting with certain programs or efforts. This can be a good engagement tool while assisting staff, leadership and board increase their efforts.

9. Review program needs to couple with capital needs for charter school.

PUENTE continues to do a very good job soliciting support from foundations. During the interview process, however, there were several funders who do not fund charters or schools and voiced more of an interest in the adult and teen programs. It is recommended that funding opportunities be created to support the adult and teen learning programs and use those allocated funds to support the renovations. Additionally, if capital funds are needed to relocate the adult programs, combine a proposal for capital and program needs.

10. Counsel Recommendation

To ensure development staff, board and volunteers are properly trained and guided, TW&B recommends campaign counsel and management during the next year.

Summary and Conclusions

PUENTE Learning Center is still recovering from the shadow and programs of its' founder, Sister Jennie and the ensuing leadership changes which occurred after her departure. The external community feels that while the programs of PUENTE are valuable, they would like to see the senior leadership and board address issues which have plagued PUENTE in recent years. PUENTE needs to spend some time in the next year building confidence among their community of funders. While there is some support for PUENTE today, especially the teen and adult programs, and the pre and post school programs, a stronger case should be made for the

Charter School and the reasons why senior leadership took on this program. The community is also looking forward to hearing more from PUENTE in terms of the current leadership changes underway.

The philanthropic community values PUENTE's roots in the community however, there is some recovery work which will need to be done to rebuild confidence among the philanthropic community. TW&B feels that if PUENTE can institute a strategic communication and development plan designed to re-engage donors and build confidence with the philanthropic community, support will exist to embark upon a \$1 million campaign over the next twelve to eighteen months. By starting with a \$1 million goal, PUENTE will have time to strengthen its management infrastructure, increase the board, and build a fund-raising program to strengthen and sustain its programs. TW&B does not believe that enough support exists, at present, for a successful campaign to raise \$4,000,000 directed to the Charter School. However, we do believe there is capacity and readiness to revitalize PUENTE's major gifts program with a lesser goal of \$1 million toward a comprehensive campaign.

We also believe this provides the opportunity to build broader awareness and engagement and to expand the donor base for on-going financial support once the campaign concludes. We look forward to working with you to continue your progress into the new era of PUENTE Learning Center.

Appendix I: List of Interviewees

INTERNAL INTERVIEWS (8)

Jerome Greening, Interim Executive Director
Matt Wells, Vice President, Development
Alicia Granadas, Administrative Assistant
Andrea Griego, Grants Manager
Diana Juarez, Charter School Dean of Engagement
Michele Wolfe, Senior Director of Education
Angelica Castro, Vice President of Finance and Administration
Tesa Marquez, Manager of Administration and Human Resources

EXTERNAL INTERVIEWEES AND RESPONSES (36)

ACCEPTED AND INTERVIEWED (12)

Raul Amezcua (Scheduled for Sept 27)
Jefferson Asher
Carrie Estelle Doheny Foundation/ Nina Shepherd
Joseph Drown Foundation/ Alyssa Santani
George Hoag Foundation/ Jeff Smith
Dr. Fernando Guerra
Ralph Parsons Foundation/ Wendy Garen
Ana Ponce
Brian Ramsey
Rich Webster/ Webster Foundation
Weingart Foundation/ Sara Montrose
Chun Wong

DECLINED TO BE INTERVIEWED (7)

Ahmanson Foundation
Annenberg Foundation

Glen Bozath

Michael Eisner Foundation

Maria Hummer

Eileen and Ken Norris Foundation

Robin Rickenhauser

NO RESPONSE (17)

Leticia Acosta

Frank Baxter

Myna Catrejon

California Community Foundation

Gil Cisneros

Mary O'Dell

Sally Lasker Graham

Anita Landeck

Wendy Munger

Pamela Mullin

Peter Mullin

Bruce Newberg

Cody Press

Albert Reyes

Roger Ridlehoover

Eugenia Riordan

Walton Foundation

Appendix II: Invitation Letter to Study Participants

Dear NAME:

We are writing to ask you to participate in an important process to benefit PUENTE and those we serve. As part of our strategic plan, PUENTE's Board of Directors and senior leadership have identified an important need that will provide the framework for a potential capital campaign. These priorities include a seismic upgrade and interior reconfiguration of the current facility to serve an expanded Charter School through grade 5. The expanded PUENTE Charter School has been designed to meet community demand and to achieve outstanding educational results.

Before finalizing our plans, however, we believe it is necessary to determine the project's level of resonance with a representative group of PUENTE volunteers and donors. To that end, we have engaged the consulting firm Ter Molen Watkins & Brandt to undertake a campaign feasibility study to gauge the level of interest in the goals and objectives of our plan.

We are asking a small group of our committed friends and supporters to participate in confidential conversations about PUENTE, and we hope that you will agree to share your perspective. Prior to this conversation, we will send you a brief document outlining the plan and financial requirements to implement it successfully. We ask that you read the document and then meet confidentially with one of our consultants – June Poust or Amy Funk, both senior vice presidents of the firm – for about forty-five minutes to discuss both the plan and our proposed campaign. You will not be solicited for a contribution to PUENTE at this meeting.

Alicia Granados, Administrative Assistant, will contact you in the next few days to answer any questions you may have and to schedule a conversation at your convenience.

With input from you and others, we will be able to effectively determine our future planning efforts for PUENTE. On behalf of the entire community we serve, we thank you in advance for your assistance and your continued support.

Sincerely,

Jerome Greening
Interim CEO and
Charter School Principal

Albert Reyes
Board Chair

Appendix III: Gift Table Tested in the Interviews

Suggested \$4,000,000 Gift Table

Range	Total Gifts	Goal	Cumulative	Prospects Required by Range 4:1	
\$ 500,000 - \$999,999	2	\$1,000,000	\$1,000,000	8	
\$ 250,000 - \$499,999	4	\$1,000,000	\$2,000,000	16	
\$ 100,000 - \$249,999	6	\$600,000	\$2,600,000	24	
\$ 50,000 - \$ 99,999	12	\$600,000	\$3,200,000	48	
\$ 25,000 - \$ 49,999	16	\$400,000	\$3,600,000	64	
\$ 10,000 - \$ 24,999	20	\$200,000	\$3,800,000	80	
\$ 5,000 - \$ 9,999	28	\$140,000	\$3,940,000	112	
\$ 1,000 - \$ 4,999	40	\$40,000	\$3,980,000	160	
<u>< \$1,000</u>	Many	\$20,000	\$4,000,000	<u>many</u>	
TOTAL	128	\$4,000,000		512	

Appendix IV: Interview Guide Used in Interviews

Name of Interviewee:

Position/Company:

Date of Interview:

Interviewed by:

Observations: anything that seems interesting about person/interview/office/ambience etc.

1. Please tell me about your relationship and history with PUENTE.
2. What are your perceptions of PUENTE in terms of its image? Strengths? Weaknesses?
3. Case statement: Does it describe the PUENTE you know? What is good about it? If you do not find it persuasive, how could it be improved to make it more compelling?
4. Funding priorities: Reaction. Is there one or more that particularly interests you?
5. Please note the goal of \$4 million to be raised over ~ 5 years. Reaction? Does PUENTE have the capacity to conduct a capital campaign of that magnitude?
6. Institutional leadership -- staff; have you met Jerome Greening? Impressions? Have you had any dealings with his senior management team or the staff? Impressions?
7. Have you had any dealings with the Advancement office? Observations about that office?
8. Institutional leadership – board. Show board list. Impressions? How will this group serve PLC in this campaign?

9. Have you ever been involved in a capital campaign? (If yes: Then you have some idea of the kind of volunteer leadership a campaign requires.)(If no, describe what one looks for in a campaign chair.) What should leadership for this campaign “look” like? Who do you think should chair it?

10. What might be your personal role in the campaign – as a volunteer?

11. Gift range table: With the table in mind, review PLC prospect list. Who on this list is able and likely to make gifts in the top 10? Top 25?

12. Where do you see yourself fitting into the campaign as a donor?

13. Is there anything else you would like to add?

Appendix VII: Case Statement Tested

See attached.