

NOTICE OF PUBLIC MEETING

PUENTE Charter School

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

**Wednesday, September 16, 2020
8:30 a.m.**

Join Zoom Meeting
puente-org.zoom.us
Meeting ID: 738 6479 9253

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):

- www.puente.org
- PUENTE Charter School, 501 S. Boyle Ave., Los Angeles, CA 90033 main doors and parent board



PUENTE Charter School Board Meeting

Wednesday, September 16, 2020



PUENTE Learning Center

PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, September 16, 2020

8:30 am

501 S. Boyle Avenue, Los Angeles, CA 90033

Join Zoom Meeting

<https://us04web.zoom.us/j/73864799253?pwd=OE10NnZrNDRDUm5UYTBJeEI3b29OQT09>

Meeting ID: 738 6479 9253

Passcode: 9CJgJq

Teleconference locations:

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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, Chun Wong	1 min.
2. Minutes – June 24, 2020	Approval	Minutes		2 min.
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 i. Brown Act Requirements Open meeting laws ii. Data Dashboard – Enrollment & Student Subgroup iii. 2020-2021 School Priorities for the Local Control Funding Formula. The Eight California State priorities to guide the accountability of the school’s operation.	Informational Informational Informational	E-Copy Data Dashboard PowerPoint	CEO, Jerome Greening Interim Principal, Brenda Meza Charter School Advisory Committee Member, Oscar Cabrales	20 min.

iv. Learning Continuity and Attendance Plan The Learning Continuity and Attendance Plan (Learning Continuity Plan) provides information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.	Approval	Plan		
v. Data-Based Decision Making Resolution Resolution for the use of the data for the continuous improvement of the school’s operation.	Approval	Resolution		
vi. Compliance Monitoring Form 2020-2021 Compliance document checklist for Charter School operations.	Approval	Monitoring 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, 2020	Informational	Financial Report	Finance Committee Chair, Chun Wong	15 min.
ii. Expansion Update a. Seismic Upgrade Project – Materials Testing Phase	Approval	Informational	Finance Committee Member, Jocelyn Rosenwald VP of Finance & Administration, Angelica Castro CEO, Jerome Greening	
7. Adjournment			Board Chair, Chun Wong	
Certification of Posting I, Jerome Greening, hereby certify that this agenda was posted on 9/13/20 at 10am at: -- PUENTE Learning Center website www.puente.org -- 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 24, 2020

The PUENTE Charter School board meeting was conducted via Zoom due to COVID-19 on Wednesday, June 24, 2020 at 8:30 am. Board members at staff attended the meetings from their place of residence or workplace.

Board Members in Attendance: Albert Reyes, Chun Wong, Tyler M.P. Sutherland, Daniel Arguello, Oscar Cabrales, Greg Gonzalez, Jocelyn Rosenwald

Board Members not in Attendance: Richelle Huizar

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

Call to Order

Albert Reyes called the meeting to order at 8:35 am. A quorum was established.

Roll Call

Albert Reyes conducted a roll call for Board Members. Present were: Chair, Albert Reyes; Board members: Vice-Chair, Chun Wong; Treasurer, Tyler M.P. Sutherland; Daniel Arguello, Oscar Cabrales, Greg Gonzalez, Jocelyn Rosenwald. Not in attendance: Board member, Secretary, Richelle Huizar.

Board Chair Albert Reyes welcomed new board member, Jocelyn Rosenwald. Tyler spoke about Jocelyn's commitment to service and Jocelyn shared an introduction with the board. Chair, Albert Reyes, extended his appreciation to Jocelyn in accepting board membership.

Approval of Board Meeting Minutes from March 11th, 2020

Motion: A motion was duly made by Chun Wong and seconded by Tyler Sutherland to approve the March 11, 2020 minutes. Board moved to accept the minutes as written.

Reyes, "abstain"; Wong, "yes"; Sutherland, "yes"; Arguello, "abstain"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "abstain."

Public Comment

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

Staff Report:**COVID-19 Operations Written Report (Executive Order N-56-20)**

CEO Jerome Greening presented the PUENTE COVID-19 Operations Written Report highlighting the overview of the changes to program offerings that PUENTE has made in response to address the COVID-19 emergency and the major impacts of the closure on students and families including; the description of how PUENTE is meeting the needs of its English learners, foster youth and low-income students; the description of the steps that have been taken by PUENTE to continue delivering high-quality distance learning opportunities; the description of the steps that have been taken by PUENTE to provide school meals while maintaining social distancing practices; the description of the steps that have been taken by the PUENTE to arrange for supervision of students during ordinary school hours.

Approval of COVID-19 Operations Written Report (Executive Order N-56-20)

Motion: A motion was duly made by Albert Reyes and seconded by Oscar Cabrales to approve the PUENTE COVID-19 Operations Written Report (Executive Order N-56-20) .

Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes". The Board unanimously approved.

Approval of the Return to School Plan

CEO Jerome Greening presented the Return to School planning progress, both distance learning and hybrid models. Jerome presented the alignment with the California Department of Education (CDE) guidelines for a safe school return and the Los Angeles County Department of Public Health (LACDPH).

Motion: A motion was duly made by Albert Reyes and seconded by Greg Gonzalez to approve the Return to School planning progress in alignment to the CDE and LACDPH.

Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes." The Board unanimously approved.

Approval of the Academic Year Instructional Calendar for 2020-2021

CEO Jerome Greening presented the 2020-2021 Instructional Calendar reflecting the 180 days of instruction for the academic year.

Motion: A motion was duly made by Oscar Cabrales and seconded by Tyler Sutherland to approve the Academic Year Instructional Calendar for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Approval of the Common Core Aligned Textbooks and Digital Resources for Academic Year 2020-21

CEO Jerome Greening presented the Common Core Aligned Textbooks and Digital Resources for student academic and developmental support and mastery for Academic Year 2020-21.

Motion: A motion was duly made by Greg Gonzalez and seconded by Oscar Cabrales to approve the Academic Year Instructional Calendar for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Approval of the Special Education Service Provider, Comprehensive Therapy Associates, for 2020-2021

Jerome Greening noted the diligence in our service to students in need of special education support services. This academic year we had 7% of our student population qualify for the important resources to improve achievement. As the school grows, our special education population will increase and we will continue building capacity to meet the students' needs. We contract with Comprehensive Therapy Associates (CTA) to provide the quality support and to ensure adherence to the compliance requirements. CTA continues to be a quality partner in our instructional program.

Motion: A motion was duly made by Greg Gonzalez and seconded by Oscar Cabrales to approve the contract with Comprehensive Therapy Associates for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Approval of the School Meal Service Contract Extension with School Nutrition Plus for 2020-2021

Jerome Greening noted the overall student and family satisfaction with the products and service from meal vendor, School Nutrition Plus.

Motion: A motion was duly made by Chun Wong and seconded by Greg Gonzalez to approve the contract with School Nutrition Plus for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Approval of the Education Protection Account (EPA Funding) for 2020-2021

Jerome Greening presented the spending plan for PUENTE Charter School as per the requirements from the California Department of Education. EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$212,500. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.

Motion: A motion was duly made by Chun Wong and seconded by Oscar Cabrales to approve the EPA funding. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Governance:

Approval of the Conflict of Interest & Whistleblower Policies for 2020-2021

CEO Jerome Greening presented the Conflict of Interest and Whistleblower Policies for 2020-2021 and their best practice and high fiduciary relevancy.

Motion: A motion was duly made by Chun Wong and seconded by Greg Gonzalez to approve the Conflict of Interest & Whistleblower Policies for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Financial Report:

Charter Financials as of March 31, 2020

Angelica Castro, VP of Finance and Administration reported that the Finance Committee met on June 10, 2020 to review the financials for the Charter School. Charter School total assets were \$1,712,578 as of March 31, 2020. They consist of \$1,095,802 in current assets, \$578,391 in accounts receivable and \$616,775 in net fixed assets. The amount due to Learning Center is \$125,346 and Net Surplus is \$1,168. The Charter School's cash decreased by \$379,599. The Statement of Activities, Financial Activities and Cash Flow were presented.

Approval of Proposed Budget for FY21

Angelica Castro presented the PUENTE Charter School Proposed Budget for FY21 of \$2,382,451. The detail line items of the balanced budget for revenue and expenses were discussed.

Motion: A motion was duly made by Chun Wong and seconded by Albert Reyes to approve the Interim Financials and the Proposed Charter School Budget for 2020-2021. *Reyes, "yes"; Wong, "yes"; Sutherland, "yes"; Arguello, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Rosenwald, "yes."* The Board unanimously approved.

Local Control Accountability Plan 2020-2021 & LCAP Addendum

Jerome Greening provided the update that the the PUENTE Charter School Local Control Accountability Plan for 2020-2021 will be submitted on December 15, 2020 due the COVID-19 matter, as per the requirement of the California Department of Education.

Expansion Update:

Angelica presented the percentage of completion for the capital project, to date, with detail backup of the expenses.

Adjournment of Meeting

Albert Reyes thanked everyone for their participation and adjourned the meeting at 10 am.

Submitted Respectfully,
Alicia Granados

3. Public Comment

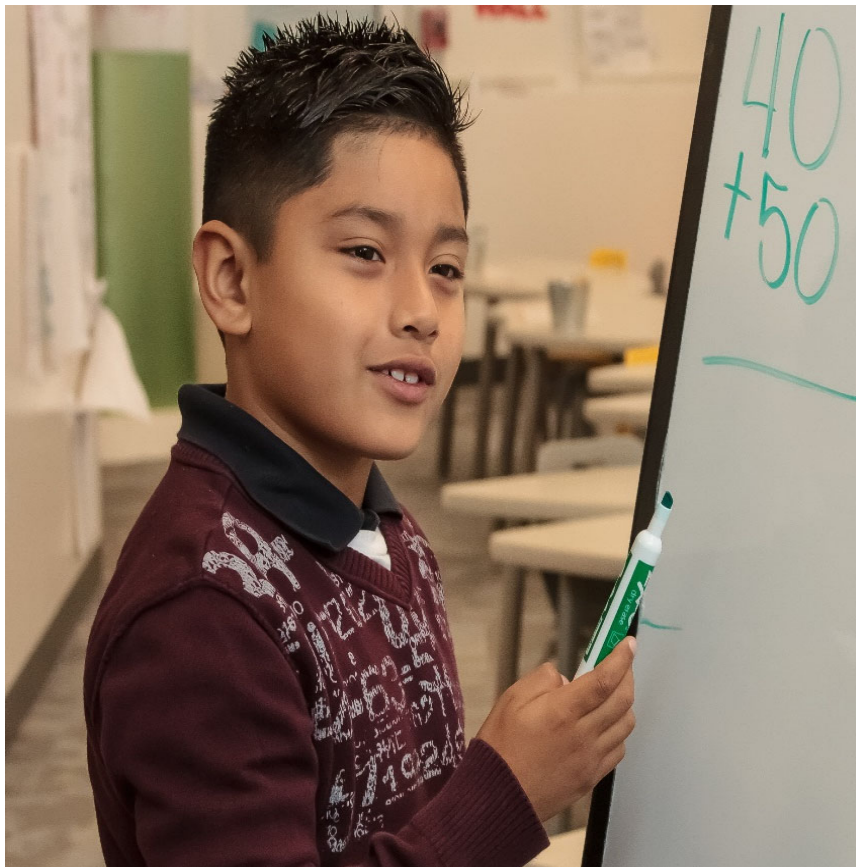
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PUENTE Charter School

LAUSD Oversight Report 2019-2020 Results Informational



LAUSD Oversight Report (From this Past Year)



3rd Grade Student - Javier

- *The following are results of the Los Angeles Unified School District Charter Schools Division Comprehensive Oversight/Evaluation Visit to PUENTE during the 2019-2020 school year (on a scale of 1 to 4; with 4 being the highest):*
- **Governance:** 4 (Accomplished)
- **Programs, Operations & Management:** 4 (Accomplished)
- **Fiscal:** 4 (Accomplished)

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

PUENTE Charter School

Data Update Informational



Charter School 2020-2021; TK-3rd Grade Operations

196 Students: 49% Girls
 51% Boys



96% Latino
2% African-American
1% Asian
1% White

5% Special Education
Students

86% Qualify for Free &
Reduced School Meals

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



2nd Grade Student - Christian

PUENTE Charter School

Capacity-Building

Scaling the Charter School Operations



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

Current 2020-2021

- ❖ *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 2021)*
- ❖ *Aligning and Maintaining Operations within the Budget*

PUENTE Charter School

Response to COVID-10

Learning Continuity & Attendance Plan



PUENTE Charter School

Learning Continuity & Attendance Plan

 Distance-Learning Schedule 2020	
Monday – Thursday 8:05 am – 2:30 pm Early Dismissal Friday 8:05 am – 12:45 pm (ends after PBL)	
<i>*Times highlighted in yellow are for every student to log in to Zoom.</i>	
7:00 – 7:30 am	Tuesdays/Thursdays Breakfast & Lunch <i>Distribution at PUENTE</i> 
8:05 – 9:20 am	 ZOOM Whole Group Live Instruction – English Language Arts <ul style="list-style-type: none"> ○ Welcome /Attendance ○ Calm Classroom ○ Writing Workshop (Integrated ELD) ○ Reading (Integrated ELD)
9:20 – 9:40 am	 Independent Reading <ul style="list-style-type: none"> ○ Read books on Raz-Kids or EPIC! ○ Read books that you have at home
9:40 – 10:00 am	Recess/Break Time
10:00 – 11:00 am	 ZOOM Whole Group Live Instruction – Math
11:00 am – 12:00 pm	Lunch and Playtime at Home!
12:00 – 12:45 pm	 ZOOM Whole Group Live Instruction – Project Based Learning <ul style="list-style-type: none"> ○ Science ○ Social Studies ○ Social Emotional Learning ○ Arts
12:45 – 1:45 pm	ZOOM Small Group Live Instruction- English Language Development (BY APPOINTMENT)
1:45 – 2:30 pm	ZOOM Small Group Live Instruction (BY APPOINTMENT) <ul style="list-style-type: none"> ○ Scheduled RTI Groups ○ Gifted Students ○ SPED Teachers to work with Students 1-1
3:00 – 4:30 pm	 Think Together After School Program (OPTIONAL) Monday -Thursday 3:00 – 4:30 pm <i>*Friday Early Dismissal</i> 1:00 – 2:30 pm



Distance-Learning Schedule 2020

Monday – Thursday
Early Dismissal Friday

8:05 am – 2:30 pm
8:05 am – 12:45 pm (ends after PBL)

***Times highlighted in yellow are for every student to log in to Zoom.**

7:00 – 7:30 am	Tuesdays/Thursdays Breakfast & Lunch <i>Distribution at PUEENTE</i> 
7:30 – 7:45 am	Time to Eat Breakfast!
7:45 – 8:05 am	<ul style="list-style-type: none"> ○ Prepare Your Home Learning Environment ○ Are you in a quiet place? Do you have your school supplies ready? ○ Is your laptop ready? Did you remember to recharge it? ○ Do you have your zoom link ready?
8:05 – 9:20 am	ZOOM Whole Group Live Instruction – English Language Arts  <ul style="list-style-type: none"> ○ Welcome /Attendance ○ Calm Classroom ○ Writing Workshop (Integrated ELD) ○ Reading (Integrated ELD)
9:20 – 9:40 am	 Independent Reading <ul style="list-style-type: none"> ○ Read books on Raz-Kids or EPIC! ○ Read books that you have at home
9:40 – 10:00 am	Recess/Break Time <ul style="list-style-type: none"> ○ Time to take a break! Drink water, use restroom, stretch your legs, play ○ We'll see you in 20 minutes back on Zoom
10:00 – 11:00 am	 ZOOM Whole Group Live Instruction – Math
11:00 am – 12:00 pm	Lunch and Playtime at Home! We'll see you at 12:00 pm on Zoom
12:00 – 12:45 pm	 ZOOM Whole Group Live Instruction – Project Based Learning <ul style="list-style-type: none"> ○ Science ○ Social Studies ○ Social Emotional Learning ○ Arts
12:45 – 1:45 pm	ZOOM Small Group Live Instruction- English Language Development (BY APPOINTMENT)
1:45 – 2:30 pm	ZOOM Small Group Live Instruction (BY APPOINTMENT) <ul style="list-style-type: none"> ○ Scheduled RTI Groups ○ Gifted Students ○ SPED Teachers to work with Students 1-1
3:00 – 4:30 pm	 Think Together After School Program (OPTIONAL) Monday -Thursday 3:00 – 4:30 pm *Friday Early Dismissal 1:00 – 2:30 pm



Horario de aprendizaje a distancia 2020

Lunes – Jueves

8:05 am – 2:30 pm

Viernes

8:05 am – 12:45 pm (termina después de PBL)

***Las horas en amarillo indican las clases diseñadas para todos los estudiantes.**

7:00 – 7:30	Martes y Jueves Desayuno y almuerzo <i>Distribución en PUENTE</i>	
7:30 – 7:45 am	Tiempo de desayunar	
7:45 – 8:05 am	<ul style="list-style-type: none"> ○ Prepara tu entorno de aprendizaje en el hogar ○ ¿Estás en un lugar silencio? ¿Tienes tus útiles de la escuela preparados? ○ ¿Tienes tu enlace de Zoom listo? 	
8:05 – 9:20 am		Clase por ZOOM para todos los estudiantes– Artes del lenguaje <ul style="list-style-type: none"> ○ Bienvenida /Asistencia ○ Calm Classroom ○ Taller de Escritura ○ Lectura
9:20 – 9:40 am		Lectura Independiente <ul style="list-style-type: none"> ○ Lee libros en Raz-Kids o Epic! ○ Lee libros que tengas en casa
9:40 – 10:00 am	Recreo/Tiempo de descanso <ul style="list-style-type: none"> ○ Tiempo de tomar un descanso. Toma agua, usa el baño, estira tus piernas, juega ○ Nos vemos en 20 minutos de regreso en Zoom 	
10:00 – 11:00 am		Clase por ZOOM para todos los estudiantes – Matematicas
11:00 am – 12:00 pm	Almuerzo y recreo en la casa Nos vemos a las 12:00 pm en Zoom	
12:00 – 12:45 pm		Clase por Zoom para todos los estudiantes – PBL <ul style="list-style-type: none"> ○ Ciencias ○ Estudios Sociales ○ Artes ○ Aprendizaje social y emocional
12:45 – 1:45 pm	Clase por ZOOM para grupos pequeños – Desarrollo del idioma ingles (POR CITA)	
1:45 – 2:30 pm		Clase por ZOOM para grupos pequeños (POR CITA) <ul style="list-style-type: none"> ○ Grupos programados RTI ○ Estudiantes dotados ○ Maestros de educación especial trabajan con los estudiantes 1 a 1
3:00 – 4:30 pm	(OPCIONAL) 	Horario del programa Think Together de después de escuela lunes -jueves 3:00 – 4:30 pm *Despido temprano el viernes 1:00 – 2:30 pm

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
PUENTE Charter School	Jerome Greening; Chief Executive Officer	jerome@puente.org 323.780.0076

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Prior to Governor Gavin Newsom declared a State of Emergency on March 4, 2020 to help the state prepare for broader spread of COVID-19, PUENTE Charter School had established an Instructional Team and an Operations and Communications Team to prepare for the possible transition to distance learning. Planning included developing a needs assessment by administering a survey to families; preparing for our distance learning services, ensuring professional development support for our entire staff for the pivot to distance learning, identifying the most effective learning platforms for our instruction, and developing a school closure checklist. On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools in response to the COVID-19 pandemic. On Friday, March 13th PUENTE students were sent home with the clear guidance on resuming class on Monday, March 16 on virtual platforms, operating five days a week with a combination of synchronous and asynchronous daily instruction, Monday through Friday. Communication from our Principal in English and Spanish was sent to each family and posted on our website concerning the continued school services during the temporary school building closure. Updates to our website included details about our school's closure, parent/student access to resources, and additional resources for food security and technology connectivity. Monday, March 16th, our instructional team members began instruction utilizing the virtual platforms of YouTube and Zoom and we scheduled check-in sessions with each family and communications via our Infinite Campus communications system. We immediately ensured our service to our special education students continued with their regular service minutes as per their IEPs. We continued with our arts programming, via Zoom classes for dance and story-telling in collaboration with Theater of Hearts/Youth First and we scheduled our after school programming in collaboration with Think Together. Our Principal and Dean supported instruction with ensuring device availability for each family and support for teacher effectiveness in the virtual landscape. We also offered small group instruction and one-on-one support for continued Response to Intervention. School community engagement events including Student Recognition ceremonies, Story time with the Principal, English Learner Advisory Committee, Advisory Committee, Coffee with the Principal & Deans, Governing Board Meetings and end-of-year celebrations all continued via Zoom sessions.

Teachers engaged in professional development sessions facilitate by our Principal and Dean. PUENTE Charter School leadership also received training on how to best support teachers with setting up and planning for virtual learning, so that all classrooms would have a strong foundation. On April 1st, Governor Newsom announced that all public schools would remain closed for the remainder of the academic year, in response to the escalating coronavirus pandemic. For our parents, the school closure in combination with the Governor's stay-at-home orders resulted in stressors, both mentally and financially. Our goal was to ensure a consistent school routine and assure families that our school services would remain available and accessible in a high-quality manner. Families expressed gratitude for the transition to distance learning, the ongoing communication between school staff and families and the ongoing updates of much needed resources, and the availability of free daily meals. PUENTE Charter has been attending the remote webinars and trainings led by the California Department of Education; California Department Public Health, Los Angeles County Health Department, and the Los Angeles Unified School District, our authorizer. The PUENTE Charter School 2020-21 school year started on August 18, 2020 with 100% of students remaining in Distance Learning.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Throughout the 2019-20 school year, PUENTE Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement. PUENTE Charter School was highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, was ongoing and impactful. Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls, emails and surveys. As highlighted above, our engagement with our community of students, families, internal and external stakeholders was an essential component in the design and development of the school's Learning Continuity and Attendance Plan and our Distance Learning plan for the 2020-21 school year. Our scheduled English Learner Advisory Committee meetings, in support of our EL Master Plan, our Advisory Committee meetings, Coffee with the Principal & Deans, and Governing Board meetings all continued via Zoom sessions. Our weekly family newsletters and other communication modes continue, including text messages, emails, phone calls and website notices are all a priority for our Dean of Engagement, our Principal and CEO to ensure our stakeholder engagement remains high.

[A description of the options provided for remote participation in public meetings and public hearings.]

PUENTE Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. - Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public. Our Governing Board meeting agenda is posted to the school's website at least 72 hours prior to the meeting. Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone.

[A summary of the feedback provided by specific stakeholder groups.]

PUENTE Charter School families shared that they would like their teachers and paraprofessionals to provide synchronous instructional blocks during distance learning, similar to site-based operations. In addition, our parents expressed a desire for small group instruction in support of gifted students, English Learners, Response to Intervention and one-on-one support for special education services. The additional school services of the arts component and after school service was emphasized by parents also. Our School Lunch program also remained a priority for families to remain food secure. Students communicated they enjoy interacting with their peers and the targeted small group synchronous instruction. Teachers have expressed deep appreciation for the professional development on effective strategies for use during Zoom meetings that will engage students; and like the combination of schoolwide and grade level PDs and planning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Each of these components and feedback shared by parents, students and staff influenced the development of PUENTE Charter School’s Learning Continuity and Attendance Plan. Our 2020-21 Distance Learning Plan includes an increase in synchronous “live” instruction, small group instruction, special education services, an arts, component, after school services and opportunities for student interaction. Our IT Administrator remains accessible to parents and students to resolve any and all access challenges for our Learning Platform and all relevant online apps that our teachers and students are using. Our PUENTE Grab and Go meals (breakfast and lunch) will be available at the school site as requested by families. PUENTE will continue to provide a comprehensive and robust professional development plan for teachers and staff to support students with distance learning, accelerate student learning and support the social-emotional and academic needs of our students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

PUENTE Charter School is located in the County of Los Angeles, which currently is on the State’s County Monitoring List due to COVID-19 case rate that exceeds 100 per 100,000 residents. PUENTE is following the Los Angeles County Public Health Department and Los Angeles Unified School District’s guidelines on providing in-person instruction. Therefore, PUENTE started the 2020-21 school year on August 18th with a 100% Distance Learning (Virtual) Model. PUENTE has designed a 3-phase approach for transitioning from a Distance Learning Model (Phase 1) to a hybrid Model (Phase 2) to a fully 100% in-person Model (full return to site-based operations). During Phase 2 students will attend in-person instruction 2 days a week in cohorts; and 3 days in distance learning. Instruction will be provided in small cohorts that will also include intervention during in-person instruction for students identified as Tier 2. Options for Higher Risk Individuals:

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing Social distancing is an effective way to prevent potential infection. PUENTE employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site. Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.

- Administration will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is PUENTE's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas. Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Until further notice, any collaborative work students may be completed using an online learning platform. Masks and/or other face coverings will be worn during classroom activities. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day.

Lunch Area Protocols: Students may receive a "grab and go" breakfast and lunch in a central location daily. Breakfast and lunch may be eaten in classrooms due to social distance guidelines. If breakfast and/or lunch is permitted to be eaten outdoors every effort to social distance and stagger lunch times will be used to the greatest extent possible.

Restrooms: Restrooms will be cleaned and disinfected periodically throughout the day. In order to maintain social distancing, certain sinks, urinals, and bathroom stalls will be masked off and unavailable for use. Each restroom will have signage indicating the maximum persons allowed at any one time.

School Hallways: Social distancing must be maintained, including while using the hallways, which will be designated as one-way. Floor signage will indicate the path of travel. Playgrounds: Students will not be able to use the playground equipment until such time as it is deemed to be safe by the state, county and city health departments.

Identifying Small Groups & Keeping them Together (Cohorts); Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups, if possible. The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, will enable teachers, paraprofessionals, counselors and support staff to provide more targeted and individualized academic, social-emotional and mental health support.

PUENTE Charter School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes:

- NWEA MAP Assessments: Math & Reading – 3 times/year
 - Raz Kids Running Records for grades K-3 (guided reading levels) – 3 times/year
 - Formative - Assignments to continue to develop English learner language skills, teachers will provide daily integrated and designated English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level.
- PUENTE Charter School will address the social-emotional well-being of students and ensure student learning and competency develops. Our school has established an engagement outreach system to ensure students participate in daily synchronous and asynchronous instruction and assignments are completed on time to maximize student learning and connectedness. For those students who are disengaged and/or absent, we will work with the family to understand the challenges and work

holistically to reconnect the student to their class. PUENTE continues to implement Positive Behavioral Interventions and Supports (PBIS), specifically utilizing Behavior Flip and Calm Classroom.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description		
Principal & Teachers to provide instruction for all students: in-person/distance learning platform. PUENTE’s daily instructional minutes far exceed the state’s SB98 requirements of 180 minutes for TK/K; and 230 minutes for Gr. 1-3. PUENTE will also offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive “Beginning of Academic Year” professional development (prior to the start of the 2020-21 school year); weekly professional development during the academic year on Friday afternoon to ensure all teachers focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.		
Procurement of PPE equipment, additional supplies, materials, partitions, hygiene, health & safety and disinfecting classrooms, school equipment, etc.		

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher. PUENTE Charter School’s Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology. Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments. Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student’s customized Google Classroom. Students will engage in daily synchronous instruction and asynchronous learning, Monday through Thursday, 8:05 am – 2:30 pm and Friday, 8:05 am – 12:45 pm. In addition our After School enrichment program will operate Monday through Friday from 3 pm – 4:30 pm. PUENTE has embedded small group instruction that takes place every day with subgroups for targeted instruction and all teachers will hold office hours to provide additional small group or one-on-one academic support. PUENTE paraprofessionals will provide push-in academic support during the instructional day and after-school. The following charts reflect the distance learning daily and weekly schedule:



Distance-Learning Schedule 2020

Monday – Thursday
Early Dismissal Friday

8:05 am – 2:30 pm
8:05 am – 12:45 pm (ends after PBL)

**Times highlighted in yellow are for every student to log in to Zoom.*

7:00 – 7:30 am	Tuesdays/Thursdays Breakfast & Lunch <i>Distribution at PUENTE</i> 
7:30 – 7:45 am	Time to Eat Breakfast!
7:45 – 8:05 am	<ul style="list-style-type: none"> ○ Prepare Your Home Learning Environment ○ Are you in a quiet place? Do you have your school supplies ready? ○ Is your laptop ready? Did you remember to recharge it? ○ Do you have your zoom link ready?
8:05 – 9:20 am	 ZOOM Whole Group Live Instruction – English Language Arts <ul style="list-style-type: none"> ○ Welcome /Attendance ○ Calm Classroom ○ Writing Workshop (Integrated ELD) ○ Reading (Integrated ELD)
9:20 – 9:40 am	 Independent Reading <ul style="list-style-type: none"> ○ Read books on Raz-Kids or EPIC! ○ Read books that you have at home
9:40 – 10:00 am	Recess/Break Time <ul style="list-style-type: none"> ○ Time to take a break! Drink water, use restroom, stretch your legs, play ○ We'll see you in 20 minutes back on Zoom
10:00 – 11:00 am	 ZOOM Whole Group Live Instruction – Math
11:00 am – 12:00 pm	Lunch and Playtime at Home! We'll see you at 12:00 pm on Zoom
12:00 – 12:45 pm	 ZOOM Whole Group Live Instruction – Project Based Learning <ul style="list-style-type: none"> ○ Science ○ Social Studies ○ Social Emotional Learning ○ Arts
12:45 – 1:45 pm	ZOOM Small Group Live Instruction- English Language Development (BY APPOINTMENT)
1:45 – 2:30 pm	ZOOM Small Group Live Instruction (BY APPOINTMENT) <ul style="list-style-type: none"> ○ Scheduled RTI Groups ○ Gifted Students ○ SPED Teachers to work with Students 1-1
3:00 – 4:30 pm	 Think Together After School Program (OPTIONAL) Monday -Thursday 3:00 – 4:30 pm <i>*Friday Early Dismissal</i> 1:00 – 2:30 pm

Distance Learning: English Learners

PUENTE Charter School teachers will provide both designated and integrated ELD instruction for English Learners. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development “first teaching” will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of the in-person instruction.

Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular PUENTE’s practice to support English Learners in engaging in and comprehending complex texts. Additionally, teachers will ensure there are structures for student collaboration embedded into synchronous class sessions. Teachers will design activities that allow students to engage with each other in pairs or small groups. Platforms have been chosen that allow students to discuss and comment on each other’s work both synchronously and asynchronously.

Designated ELD - Teachers will provide academic language instruction to English Learners through Designated ELD that will take place three days per week; and ELs will also have dedicated small group time two days/week to ensure continued language development and mastery of grade-level content. Teachers will use this time to have 1:1 conversations with students in support of language development and the comprehension of key vocabulary/concepts related to learning targets for the week. Additionally, teachers will use visuals and videos during this time to deepen students’ learning and support them with academic language and comprehension of key concepts. Because distance learning presents a unique set of challenges for English Learners, this designated ELD time each week will also be used to respond to students’ specific needs in tackling asynchronous distance learning tasks.

Distance Learning: Special Education

All students with special needs will receive the services outlined in their IEP to the greatest extent possible during distance learning. The overarching principle of the PUENTE’s Special Education is ensuring equal access for students with disabilities to the same learning experiences and opportunities as their general education peers. In a typical school day, our resource teams accomplish this using push-in, co-teaching, pull-out, and resource lab settings. In Distance Learning, this means being flexible and understanding that service delivery and specialized teaching will look slightly different. Special Educators and Intervention Specialists will be consistently available to support all scholars with IEPs, aiming to provide the required hours to the greatest extent possible in a virtual learning environment. Push in services will occur during small group instruction. Pull-out services will be provided during non-scheduled live sessions. (RSP, OT and Speech) Service providers will work with families to create standing schedules for service delivery that meet the needs of families and adhere to the minutes outlined in students IEPs. Our Students with Disabilities (SWD) require accommodations (and sometimes modifications) to access their curriculum. It is the responsibility of our PUENTE Special Education and General Education teachers to ensure that our students receive as many of their accommodations as possible during Distance Learning to ensure full participation and access. For students with require extended time to complete assignments, will be granted the same extended time in a remote learning environment.

PUENTE Charter School students will access standards-aligned curriculum online that includes: - Houghton Mifflin; McGraw Hill; & Sadlier

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In accordance with CA Ed Code 43503, PUENTE will assign one device (Laptop) per student so they can access lessons, resources, curriculum, and communication tools to stay connected. Our school is committed to ensuring all students have access to devices and internet to enable them to fully participate in distance learning. Our staff conducted a technology and connectivity needs assessment via a family questionnaire. All our students were in need of a device were issued a Laptop and a mouse. Wi-Fi Hotspots were issued upon request and based on family questionnaire. Students and families signed a technology use agreement that outlines the

acceptable use of the school-owned device. Devices must be checked out, and returned at the end of the school year. To ensure proper use and function of technology and appropriate norms and expectations, all families have access to our IT Manager.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

For PUENTE Charter School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology. California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.” PUENTE will document daily engagement for each scholar. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours and completion of Asynchronous Learning

Students are expected to complete all work assigned to them in their Zoom Classroom each day in order to be marked as present/fully-engaged. A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day. Each PUENTE teacher will take attendance daily in Infinite Campus. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each scholar. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School Weekly Student Engagement Record Procedures will collect their Weekly Student Engagement Records for each teacher, each week. The teacher records will contain their class list. Teachers will record student attendance to live class sessions and the completion of assigned asynchronous assignments. Teachers must sign and certify their Weekly Student Engagement Records at the end of each week.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

PUENTE Charter School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program to students. To enhance teachers’ skills, all teachers participated in an intensive two-week “Beginning of Academic Year” professional development in-depth training; and will continue weekly during the academic year. Areas of focus include:

- Virtual Classroom: Zoom, Seesaw, Google Sites, Running Records
- School Safety and Operations –

Equity: Reimagining Schools with a Racial Equity Lens

- Embrace the Mind: Wellness and Calm Classroom
- Student Engagement Strategies for Virtual Learning
- Our Responsibility to Special Education Students
- Differentiated Instruction

Content specific training:

- PUENTE’s ELA Instructional Guides & Pacing
- PUENTE’s Math Instructional Guides & Pacing
- The Virtual Science Classroom
- Project-Based Learning

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The impact of COVID-19 on PUENTE’s instructional program has required staff’s roles and responsibilities in evolve order to provide a continuity of learning for students served and ensure safe environment for students and staff. Teachers and Instructional support staff have transitioned to distance learning which requires alternative methods of meeting with students such as Zoom and video conferencing tools and the training on the use of these systems. Educators are spending more time reaching out to students to engage them in distance learning, and making themselves available to respond to their needs. Non-exempt staff including Campus Aides, are ensuring our meal program operates consistently and efficiently. Our PUENTE IT Manager is available to address any and all technical issues that may arise with staff and student devices.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

PUENTE has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Scheduled small group intervention sessions
- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-school program
- Parent-teacher conferences: Fall & Spring
- Paraprofessionals provide small group instruction during the instructional day
- Our PUENTE Dean oversee the school's Multi-tiered System of Supports (MTSS)

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School

- Meal distribution throughout distance learning and hybrid learning environment.
- Teacher will conduct weekly check-ins students/families
- Dean of Engagement – engages and communicates with families to address needs, provide resources, updates on the school's programs, and during distance learning communicating and monitoring student attendance/participation issues.
- Special Education Coordinator (RSP) and General Ed teachers plan regular meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description		
Technology devices, wi-fi hotspots, internet connectivity, headsets, IT support		
SPED services and staffing. Our school's daily instructional minutes far exceed the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3. PUENTE will offer a total of 180 instructional days (exceeds CA state requirement of 175 instructional days). In addition, all teachers participated in 2-weeks of intensive Beginning of Academic Year professional development (prior to the start of the 2020-21 school year); and weekly professional development for all teachers to focus on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year. * 10% of SPED teacher salaries will be funded with LCFF Supplemental & Concentration funds and the remaining 90% with LCFF Base Funds. Total amount funded with LCFF S&C:		
Online core curriculum (subscription): SeeSaw Learning; RazzKids;		
Technology-based supplemental instructional materials including but not limited to: Google Classroom, Zoom, Seesaw utilized both in-person and during distance learning that provide additional scaffolds and progress monitoring for students.		

Description		
Principal, Dean and Specialists provide instructional coaching for teachers; lead our schoolwide PBIS Initiative; lead “data talks” discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide.		
Professional Development Costs for Teachers & staff on topics addressed throughout this plan.		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Since the transition to distance learning in March 2020, PUENTE has been implementing actions to mitigate learning loss. In May 2020, prior to the conclusion of the academic year, all students were formally assessed using Running Records and results were reviewed, analyzed and used by our teachers to identify students for Summer School, that focused on ELA and mathematics. These students will also receive additional academic support by the teacher and paraprofessionals for the 2020-21 school year. PUENTE Charter School has established a systemic Cycle of Assessments that will be administered in-person/distance learning which includes: - NWEA Map; Raz Kids Running Records for grades K-3 (guided reading levels); Formative & Summative Assessments - Student work (assignments)

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

PUENTE has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-3. Embedded within our distance learning model are the following supports:

- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-school program

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School:

- Parent-teacher conferences: Fall 2020 & Spring 2021
- Paraprofessionals provide small group instruction during the instructional day
- Dean oversees the school’s Multi-tiered System of Supports (MTSS)
- Progress Reports: Trimester 1, 2 and 3 for all students

PUENTE has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. PUENTE offers technology support for students/families from a designated IT Manager. At the start

of the 2020-21 school year, our school hosted individual Class Orientations where our teachers met virtually with every parent to orient them on the Online Platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student’s daily instructional schedule and how to access the learning platforms and instructional applications.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The PUENTE administrative and instructional team will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at PUENTE Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle. Data that will be collected includes diagnostic assessments, formative, trimester assessment that will be used for the PDSA process. These assessments outlined under “Pupil Learning Loss” will allow our team to measure student performance over time for growth and progress; identify learning gaps, and include predictive growth, which is used to accelerate learning.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description		
Paraprofessionals provides students with academic support via push-in during the instructional day in Zoom meetings; also provide tutoring for students that needs additional support		
Implementation of a Systemic Cycle of Assessments: NWEA MAP; Raz Kids, Running Records, and ongoing standards-aligned assessment to, identify learning loss and learning gaps, and monitor student academic progress by grade level and student group, and assess the effectiveness of our programs.		
Summer School 2020 (4 weeks); and After School academic and social-enrichment program		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To address the mental health, social and emotional well-being of students PUENTE will implement Calm Classroom and Behavior Flip, a school based behavior initiative that is designed for a healthy school community. Within our distance learning program, we have ensured that the support of student and staff mental wellness are priorities. Calm Classroom and Behavior Flip program components during distance learning will include the following student supports:

- Daily Community Meetings sessions designed to support the emotional well-being of each student.
- Access to our mental and emotional support referral system
- Weekly Wellness Wednesday will be implemented as a way of supporting the mental wellbeing of our staff. –

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

At the start of the 2020-21 school year, our school hosted Class Orientations where our teachers met virtually with every parent to orient them on the virtual platform that our students would be utilizing during distance learning for Fall 2020; and to discuss expectations and norms with distance/virtual learning. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications.

Tiered outreach and communication plans will be developed with consistent communication schedules and multimodal delivery options. For English learner students, learning goals will be established for language development as well as content. Our Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, and ensure all communications are provided in the preferred language of the parent. Student participation in distance learning will be tracked daily on our distance learning tracking. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504) Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments by 8:05 am the following day.

LEARNING CONTINUITY & ATTENDANCE PLAN: PUENTE Charter School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier 1: Schoolwide Outreach - Establish culture of attendance and connection to academic outcomes

- Verify current contact information
- Create pathways for parents to maintain ongoing communication
- Daily notice to parent regarding absences
- Outreach plan to determine students' needs including technology, support, health, mental health, social services, etc.
- Communicate clearly with parents about academic progress
- Plan for tracking chronic absentee data

Tier 2: Early Intervention – Personalized Outreach

- Students missing 60% of the instructional sessions in a given week.
- Address access issues - Contact parent/guardian (call, email, text, etc.)
- Parent Support Meeting - Student Success Progress Team Meeting (admin, parent, teacher, counselor)
- Develop Attendance Improvement Action Plan
- Track data and meet every 6 weeks to review progress
- Weekly/daily check-in/check-out
- Before/after school meetings
- Positive contact from teachers
- Connect with needed resources
- Welfare Check/Home Visit

Tier 3: Intensive Intervention – Coordinated School Response:

- Student consistently demonstrates attendance challenges by missing 60% of instructional sessions over several weeks.
- Minimal parent contact despite outreach and offering of needed support/intervention.
- Student Attendance Review Team Meeting
- Revise Attendance Improvement Action Plan
- Welfare Check/Home Visit
- Transition to in-person instruction when feasible.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

PUENTE Charter School has collected school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served. PUENTE Charter School will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be provided in the classroom for both breakfast and lunch. During Distance Learning: Grab & Go meals will be made available twice per week (5 days of meals) at our school site that will include breakfast and lunch, for families to pick up in a non-congregate setting. To ensure social distancing and "no-touch" pick-up, cars will drive through our parking lot and retrieve bagged meals maintaining six-feet apart daily meals. Walk-up service is also available maintaining six-foot social distancing and mask. PUENTE Charter School will also partners with White Memorial Hospital to provide weekly on-site bulk fruit and vegetable distribution.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description		
Pupil & Family Engagement and Outreach	Attendance & Student Engagement Tracking/Family outreach: Our PUENTE Charter School Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, providing translation services, and translate all materials; and oversees support staff in charge of monitoring and communicating with students and families to ensure all students participate in daily instruction especially with distance learning; trouble-shooting issues families/students may have including but not limited to: issues with logging in to platform, tech support, implementing tiered reengagement strategies; and/or conducting home visits, if needed.		
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

PUENTE Charter School is a public charter school Los Angeles that serves the vibrant and diverse Boyle Heights and East Los Angeles communities. PUENTE has a student enrollment of unduplicated pupils in excess of 92% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner. Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student

participation rates, academic grades, analysis of student work, survey results, family engagement meetings, assessment results including NWEA MAP and Runng Records that was administered remotely in June 2020. We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and strengthen the method and modality of the delivery of those supports. The addition of ongoing coaching and support for our teachers to be effective facilitators of knowledge in a virtual learning environment was critical, including designing and delivering daily synchronous engaging lessons for all students that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding. We have developed a tiered reengagement plan led by the Dean of Engagement and our support staff that will contact families/students daily to ensure daily participation and engagement.

For English Learners:

To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular practice to support English Learners in engaging in and comprehending complex texts. Additionally, teachers will ensure there are structures for student collaboration embedded into synchronous class sessions. Teachers will design activities that allow students to engage with each other in pairs or small groups. Platforms have been chosen that allow students to discuss and comment on each other's work both synchronously and asynchronously. Our school has developed and implemented a schoolwide Multi-tiered System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Low Income, Homeless/Foster Youth, English Learners and the families of English Learners. Embedded within our distance learning model are the following supports:

- Scheduled small group intervention sessions –
- Daily teacher Office Hours for additional academic support: small group targeted support and/or one-on-one support
- After-school tutoring and an After-School program
- Parent-teacher conferences: Fall & Spring –
- Paraprofessionals provide small group instruction, tutoring, and academic support, during the instructional day
- Principal and Dean will oversee the school's Multi-tiered System of Supports (MTSS) and provide instructional coaching for teachers; lead our schoolwide PBIS Initiative; lead "data talks" discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide and monitor reliable timely data and insights that our teachers will use to adjust, modify and further differentiate instruction.

This is a critical component of our MTSS Program that will be used to address learning loss, identify learning gaps and further accelerate learning. Our instructional team will implement daily wellness checks with all students before the start of the school day to ensure all students will be participating in distance learning. Tiered outreach and communication plans will be developed with consistent communication schedules and multimodal delivery options. English/Spanish services are available upon request. For English learner students, learning goals will be established for language development as well as content. The PUENTE Dean of Engagement will facilitate parent meeting dates, communicate with families on policies, students and parent expectations, and translate all materials to Spanish.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

A percentage of our student population is more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Multi-tiered System of Supports (MTSS). All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of

our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure. The actions in our Learning Continuity and Attendance Plan are being provided on an schoolwide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child’s education and will continue to provide training and support on our distance learning platforms.

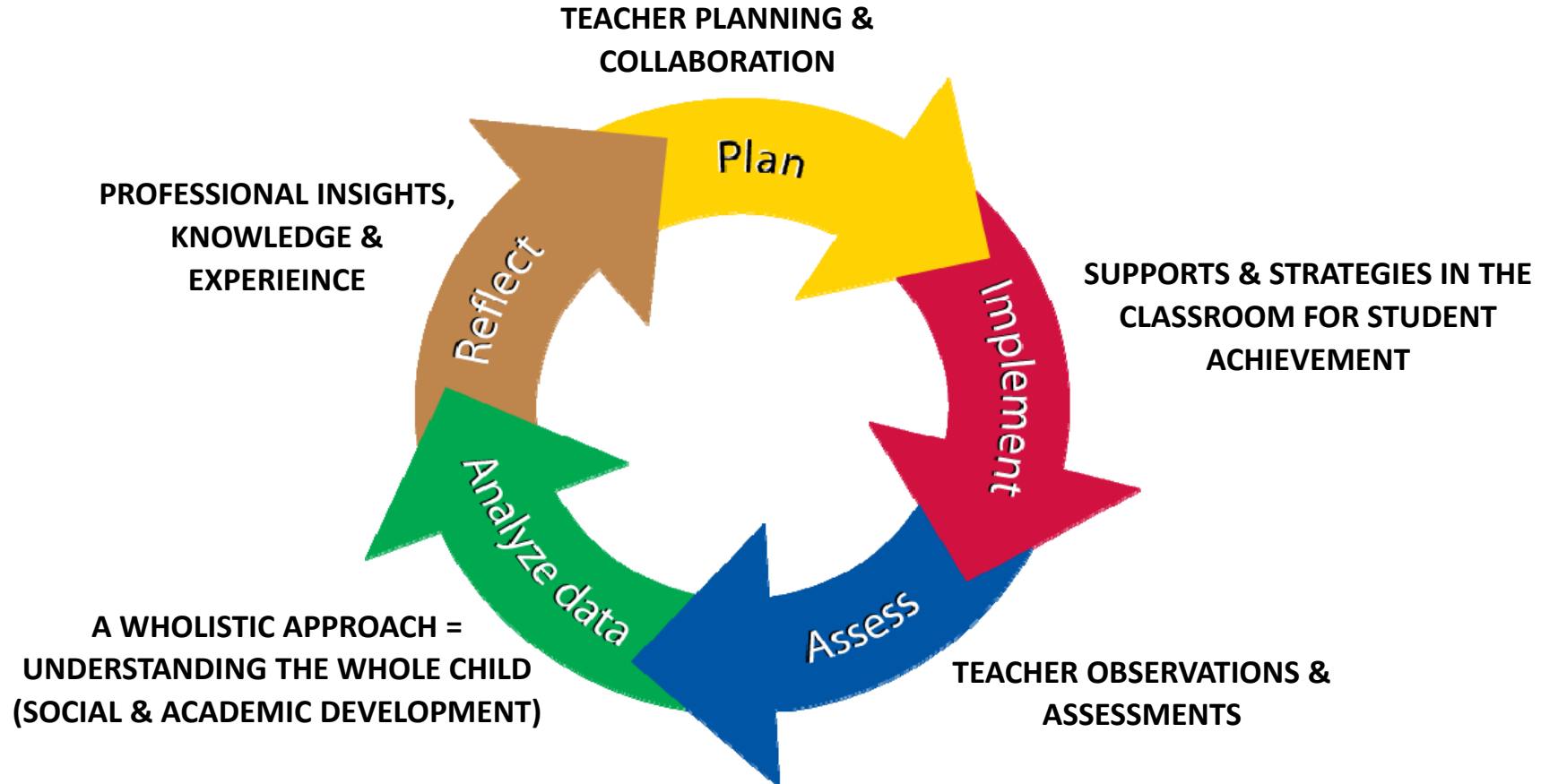
PUENTE Charter School

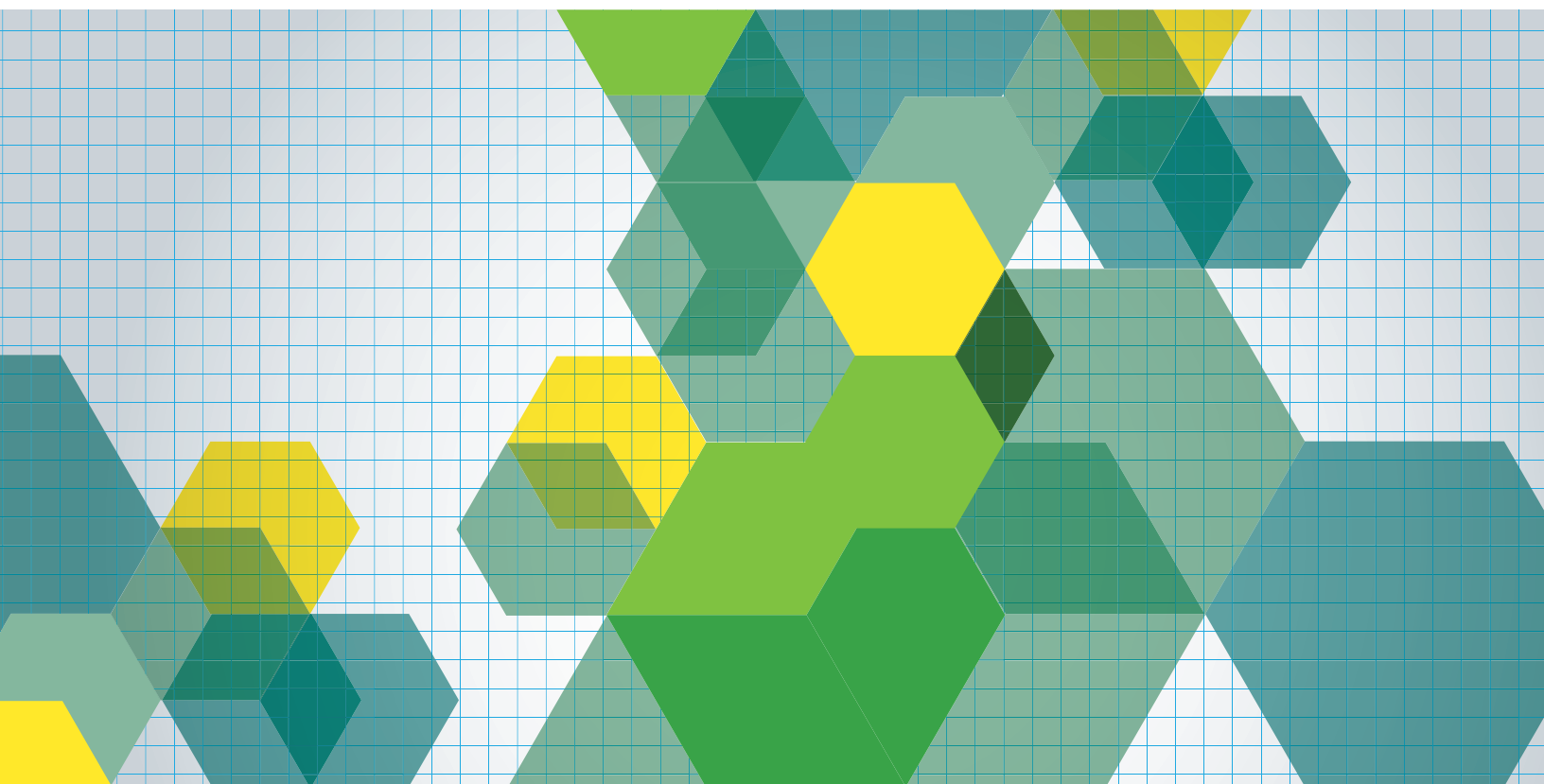
Data-Based Decision Making Resolution

Action: For Approval



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





A REPORT BY **HARVARD BUSINESS REVIEW ANALYTIC SERVICES**

The Evolution of Decision Making: How Leading Organizations Are Adopting a Data-Driven Culture

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THE
POWER
TO KNOW.

Sponsor's Perspective

Much has been made of analytics entering the mainstream. SAS would certainly concede that we now encounter a greater understanding of the value of analytics. Today our customers are more open to the possibilities, the areas of potential impact—the various ways that analytics helps to improve their organizations.

Of course, it is easy to lose sight of the big picture. That picture includes an elusive—if ideal—analytics ecosystem of technology, process, people, and culture, all working together toward the best possible decision making. For this reason, SAS is pleased to sponsor this research project from Harvard Business Review Analytic Services. The survey and interview methodology help us keep abreast of how decisions are made and monitored out in “the real world.”

This reinforces our development efforts—to ensure that SAS offerings and initiatives remain aligned with what organizations really need to continue their analytical evolution. In this regard, SAS' track record has been strong with no signs of slowing.

SAS® High-Performance Analytics: 74 percent of this survey's respondents feel pressure to achieve results in less time. SAS High-Performance Analytics is all about getting to the relevant data quicker and speeding the time to insights.

SAS® Visual Analytics: In the survey, more than 70 percent of the organizations that had deployed analytics throughout their organizations reported improved financial performance, increased productivity, reduced risks, and faster decision making. Yet making robust analytics accessible to each division, department, and individual can be daunting. Visualization is a powerful aid in the democratization of analytics. SAS Visual Analytics can be used by anyone within an organization. Unique features make SAS Analytics easy to use, even by those with nontechnical or limited analytic backgrounds.

Education: 52 percent of the respondents say the use of analytics at their organizations required them to enhance their skills, and 43 percent say the use of analytics increased the importance of their function. With this burgeoning interest in analytics, the demand for talent increases—underscoring the importance of relationships between industry and academia. Analytics-savvy graduates will be the ones who are first to succeed in our data-rich business world.

ABOUT SAS

SAS is the leader in business analytics software and services and the largest independent vendor in the business intelligence market. Through innovative solutions, SAS helps customers at more than 60,000 sites improve performance and deliver value by making better decisions faster. Since 1976 SAS has been giving customers around the world The Power to Know®.

Leading analytics users embrace a host of strategies, which evolve into best practices to create an “analytics ecosystem” in their organizations over time.

Executive Summary

IN A RAPIDLY CHANGING global business environment, the pressure on organizations to make accurate and timely decisions has never been greater. The ability to identify challenges, spot opportunities, and adapt with agility is not just a competitive advantage but also a requirement for survival.

People have long preached the benefits of relying on data and insights from business intelligence (BI) and analytics to help make better and timelier decisions. A reliance on data from these tools was expected to deliver better financial performance. A global survey of 646 executives, managers, and professionals across all industries and geographies reveals a significant, albeit subtle, change in decision-making processes and their use of these analytics/BI tools. This evolution is marked by users:

- **Enhancing skills.** With the ever-quickenning pace of business, executives and business users are enhancing their skill sets so they can integrate analytics tools into their normal way of working to uncover strategic insights.
- **Balancing data with instincts.** These business users are not going on autopilot in using data; they are learning how to strike the precise balance between using analytics and their managerial instincts as well as how to manage business rules in tandem with analytics.
- **Forging new relationships.** As the use of analytics becomes critical for decision making, leading business users are forging new—and deeper—relationships with analytics professionals, elevating them to the position of trusted internal consultant.
- **Developing best practices.** Leading analytics users embrace a host of strategies, which evolve into best practices to create an “analytics ecosystem” in their department or organization over time.

These leaders constitute a small group of cutting-edge companies in the survey—about 11 percent of respondents. They are creating decision-making processes inside their organizations with an emphasis on data and transparency by widely distributing data and tools to analyze the data.

Some of the key survey findings and in-depth telephone interviews with a dozen respondents indicate the current practices of decision making, including some frustration as well as enthusiasm over how the process is changing:

- **Compressed time frames:** 74 percent of the respondents felt pressure to achieve results in less time.
- **Decisions lack transparency:** Almost three-quarters of companies have no formal corporate-wide decision-making process; therefore, nearly half of respondents say there is no transparency in how their organizations make decisions.
- **Data drives decisions:** 80 percent say they are reliant on data in their roles, and 73 percent say their areas rely on data to make decisions.
- **Skills being enhanced:** 52 percent of the respondents say the use of analytics at their organizations required them to enhance their skills, and 43 percent say the use of analytics increased the importance of their function.
- **Wider use of analytics pays off:** More than 70 percent of the organizations that had deployed analytics throughout their organizations reported improved financial performance, increased productivity, reduced risks, and faster decision making. Organizations with less widespread distribution of analytics access were typically 20 percentage points less likely to report such benefits.

This report, “The Evolution of Decision Making: How Leading Organizations Are Adopting a Data-Driven Culture,” presents the survey data and analysis based on the responses of 646 executives, managers, and professionals, along with more than ten in-depth interviews with individuals whose companies are at the forefront of adopting a data-driven culture. Additional information about the survey demographics and the report methodology will be found at the end of the report on the inside back cover.



The need for more timely decision making is pervasive in an ever more competitive global market.

The Evolution of Decision Making: How Leading Organizations Are Adopting a Data-Driven Culture

FULL REPORT

The imperative to make better decisions faster has increased the pressure on organizations and their employees. Research that the Aberdeen Group conducted in December 2011 found that 65 percent of managers face a shrinking decision window. The call for timelier decision making is even stronger, as reported by respondents to the Harvard Business Review Analytic Services survey: roughly three-quarters of respondents feel pressure to achieve results in less time.

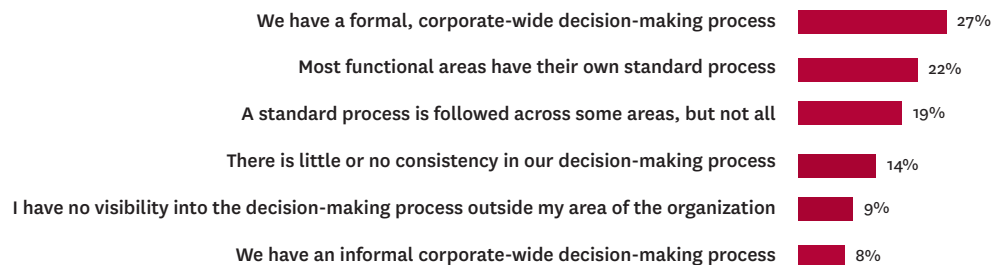
“In the dot-com space, we have in general seven seconds or less to entice the customer; otherwise they will be going to our competitors,” says Kerem Tomak, vice president of analytics for Macys.com. “That means we need a laser focus on how we deliver products and services the minute the customer comes to the site.”

As a result of such pressures, an evolution is occurring in the development of a data-driven culture, typically based on the use of analytics and business intelligence. The evolution can be delineated by a series of key developments explored in this paper:

- **Time Pressure Increasing.** The need for more timely decision making is pervasive in an ever more competitive global market.
- **Standardized Processes.** Decision-making processes are becoming more standardized, with data as the foundation and starting point for discussions.
- **Emergence of Analytics Leaders.** Mature analytics users have refined their decision-making processes as part of a data-driven culture and achieved superior financial performance.
- **Skills Expanding.** To meet the heightened demands for faster and better decision making, business users are developing stronger skills in using analytics tools and integrating them into the fabric of how they work.
- **More Careful Use of Managerial Judgment.** While the reliance on data is paramount, decision-making processes include adding in industry practices, experience, and other forms of managerial judgment.
- **“Ecosystem” Emerging.** Organizations at the forefront of analytics adoption create an “analytics ecosystem” over time that encourages data-driven decisions. As a part of this, business users are

Decision-Making Processes Figure 1

QUESTION: Which of the following most closely describes your organization's decision-making process?



forging deeper, more consultative relationships with analysts who in the past were simply viewed as “report producers.”

- **Stages of Evolution.** A clear pattern is emerging about the stages of how these analytics ecosystems evolve within organizations.
- **Best Practices Developing.** A series of best practices evolve as organizations create an analytics ecosystem that prizes data-based decisions. These practices typically include training, sharing KPIs widely, and promoting transparency in decision making.

This paper leverages the survey findings and interviews to trace this important evolution in the use of BI/ analytics, the challenges users face, and the frustration some feel about the current way that decisions are typically made.

DECISION-MAKING CHALLENGES

While respondents' companies usually recognize the need to step up decision-making abilities, many don't have all the processes in place to meet the challenge. For example, only a quarter of those in the survey have a formal, corporate-wide decision-making process. One-fifth say their decision-making processes are inconsistent or at best an informal process. Figure 1 And tellingly, companies with flawed decision-making processes are far less likely to use analytics when making decisions.

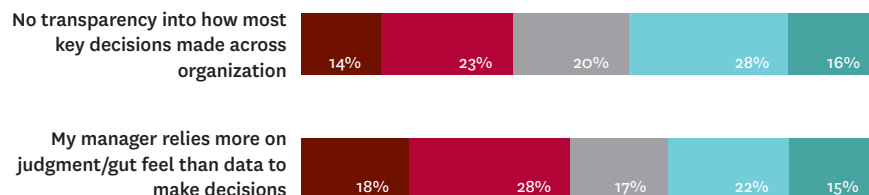
Survey respondents noted frustration with their organizations' current states of decision making.

“The majority of my peers rely on intuition or simply agree with upper management, as they trust they got there for a reason,” says a mining company executive. “I am usually alone when voicing concern, which is not done to criticize—it is to point out areas of opportunity to excel.” He noted that an overreliance on managerial intuition brings a decided haphazardness to the decision-making process. “Often decisions are made to see if the change works out, and if it doesn't, then we can always go back to how it was or try something new,” he says. “With this approach we may get lucky; however, the risk of a negative impact is larger.”

Role of Judgment and Transparency [Figure 2](#)

QUESTION: Please indicate your level of agreement with each of the following statements.

■ Strongly disagree ■ Slightly disagree ■ Neither agree nor disagree ■ Slightly agree ■ Strongly agree



Indeed, a sizable number of survey respondents indicate flaws in their organizations' approaches to decision making. More than a third say their managers use judgment rather than data to make decisions. In addition, nearly half of respondents say that there is little transparency about how key decisions are made. [Figure 2](#)

ANALYTICS LEADERS: A NEW APPROACH BEGINS TO EMERGE

One group of survey respondents stands apart from the others in the use of data to drive decisions. This group comprises organizations that have integrated the use of analytics corporate wide, and they display a host of other characteristics, according to survey respondents:

- Self-defined high level of analytical maturity
- A data-based decision-making culture
- Decision-making transparency
- Corporate-wide decision-making processes
- Greater use of analytics in real-time decision making
- Emphasis on the use of managerial insights as a supplement to the data
- Continual refinement and testing of new ideas

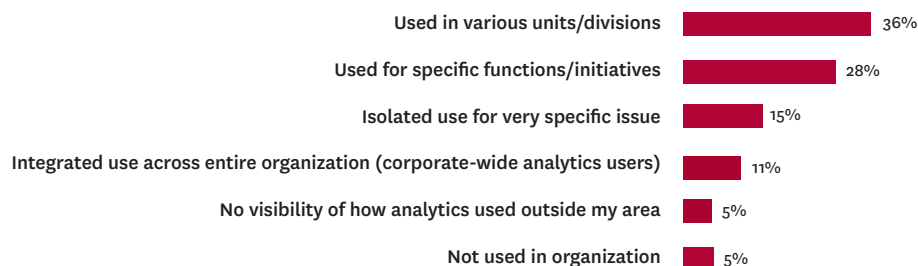
The Harvard Business Review Analytic Services survey finds that 11 percent of the responding organizations are in the group that has integrated analytics across the entire organization. [Figure 3](#)

It is important to note that while these analytics leaders come from a wide range of industries, regions, and sizes, it is striking that they share a well-defined approach to decision making that has yielded substantial benefits.

A hallmark of the analytics leaders is the bigger impact made by analytics, as measured by improved financial performance, increased productivity, reduced risks and costs, and faster decision making. Survey respondents who qualify as analytics leaders reported that their organizations are achieving these benefits at a much higher rate than are other organizations. [Figure 4](#)

Corporate-Wide Use Defines Analytics Leaders **Figure 3**

QUESTION: Which one of the following best describes the use of analytics across your organization?



It is interesting to note that those most likely to benefit from faster decision making through analytics are the biggest businesses, those with \$5 billion or more in annual revenues.

Strikingly, among all the benefits of using analytics, respondents' most frequently cited effect was faster decision making. At Procter & Gamble “analytics accelerates our decisions because everyone is now looking at the same reality,” says Filippo Passerini, the group president of global business services and CIO. “Decisions come down to ‘what,’ ‘why,’ and ‘how.’ Many organizations spent a lot of time debating the what because different people had different data. Once everyone has the same version of truth, you can shift to the how—and you are able to do more and more better and better.”

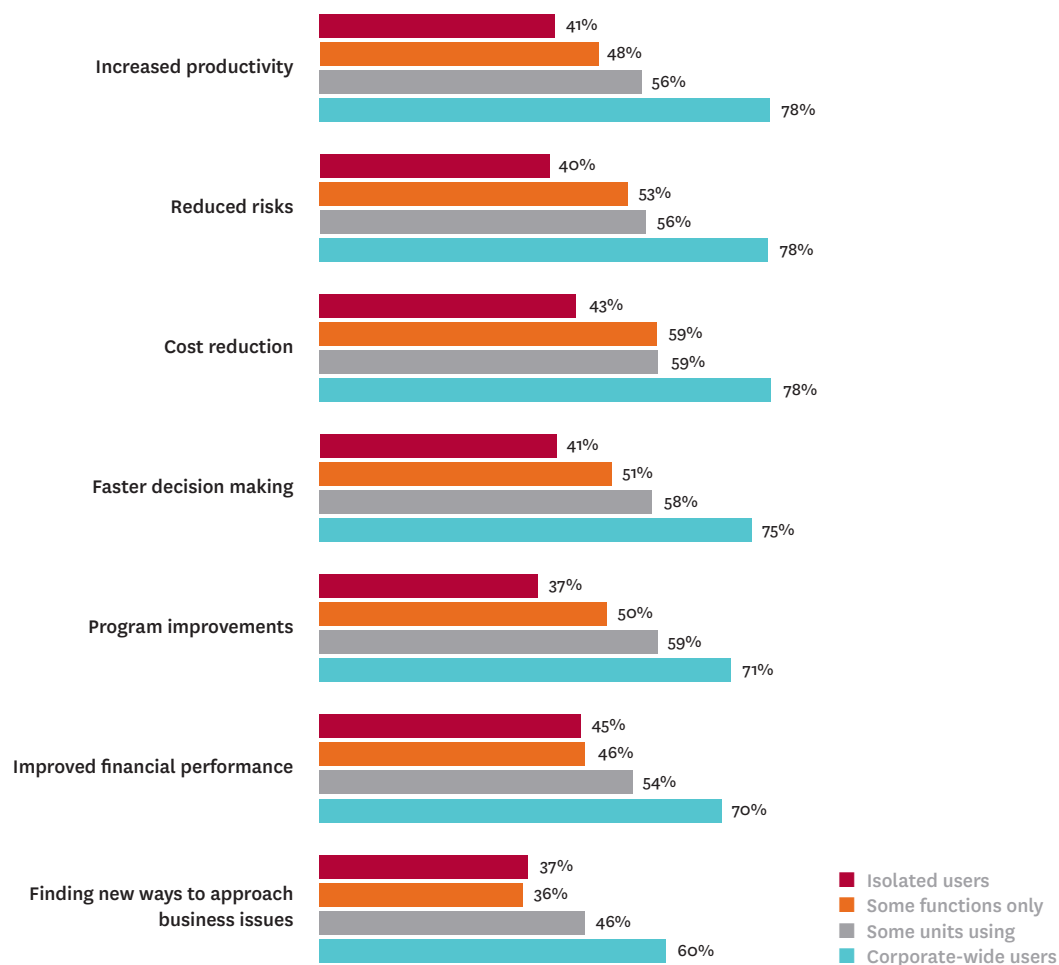
Hastening the speed of decision making can transform an organization. Hank Vermeulen, vice president of informatics for Independence Blue Cross, says that executives who can envision “where they want to be” with analytics can move faster in transforming their companies. Inside health care providers and insurers, Vermeulen says, shortening the “cycle time” between reviewing data and getting critical information into the hands of providers and administrators has become a key competitive factor.

“When people get interested in analytics and in the currency of information, it can change the culture,” Vermeulen says. “But you have to be sure you have transparency. You can’t make analytics just for the club.”

Many of the respondents note that in addition to being able to make decisions faster, they’re also making better decisions by using the tools in a data-driven culture. “The economy has become so competitive that you have to use analytics to compete,” explains Christopher C. Williams, strategy executive of J.P. Morgan Chase. “The companies that have moved to fact-based, evidence-based decision making—which is honed against managerial instincts—are simply making decisions superior to those of the companies that still make decisions based on gut feel. What these superior companies are doing differently is building an analytics ecosystem that really changes the value of what analysts can contribute, so executives understand all the linkages and connections and historical bases for their decisions. Consequently, they make wiser and more strategic decisions today than they were able to make before.”

Benefits from Use of Analytics Figure 4

QUESTION: What benefits/positive impacts have you seen from the use of analytics?



ANALYTICS IS CHANGING INDIVIDUALS AND ORGANIZATIONS

Another important finding is the way in which the role of decision makers is changing. The deluge of data from social media, emails, videos, presentations, and other nontraditional sources of information gives executives an unprecedented ability to understand their customers and businesses, anticipate challenges, and identify opportunities.

To fully exploit the opportunities and resolve the challenges, executives, managers, and professionals are cultivating new skills to understand what data is important and to dive deeper into the numbers to make and test their assumptions and decisions. At the same time they are forging new—and deeper—relationships with analytics professionals, elevating them to the position of trusted internal consultant.

Eight out of ten say they are reliant on data in their roles. Almost three-quarters say their areas rely on data to make decisions. And roughly the same majority also predict that their organizations' overall reliance on internal data will increase in two years.

So it's no surprise that over half of respondents (52 percent) say they have had to improve their analytics skills, while just under half (44 percent) have taken action to improve staff analytical skill levels. Almost three-quarters of the individuals who have identified their companies as analytics leaders say they had to enhance their analytical skills—a key finding about the pathway to becoming an analytics leader. [Figure 5](#)

Macys.com provides a telling example of how executives are reshaping their roles through analytics. The retailer uses visualization in its online channel for business and customer insights as well as a way to set the stage for predictive analytics modeling. A significant element is that the impetus for these initiatives comes not from the information technology (IT) department but from the executives themselves who want a deeper understanding of the data. “We are seeing more interest from the C-suite and upper-level management in interacting with the data, so we are deploying interactive dashboards through portals,” Tomak says.

For example, the online retailer implemented an international shipment dashboard that can reveal which countries are generating the highest sales. The executive can look at the heat map of the world and drill down to the key issues, such as delivery delays, in each country. “This allows the executives to really understand the driving forces behind key business units and components,” he says. “They can visualize the source of the data and get an easier grasp of the connections that are creating different trends. They can make faster decisions that way.”

Overall, only 25 percent of companies in the survey report using interactive data visualization to date. However, analytics leaders such as P&G's Passerini stress the need for such tools, which are fairly new, to enable decision makers at all ranks throughout the organization to quickly profit from the use of analytics.

“We've been using analytics for many, many years, but the difference now is we're blending analytics and visualization tools, which makes the analytics much more compelling and much easier to use,” the CIO says. P&G employees have access to a visualization-laden desktop cockpit to monitor key metrics in real time as well as to receive alerts. “We have the ability to bring to life for the line managers what is going on in the business in real time, so they can focus on specific issues. Essentially, we are able to manage the business by exception.”

While P&G's reshaping of the roles of the entire staff may be unusual, it is clear that the professional lives of decision makers from the corner office to the call center have evolved due to analytics. “It is the democratization of data,” says Clifford Hodges, regional manager, General Motors International Operations leadtime reduction. “Before, the data was in the hands of only a few highly trained people. Now, many executives can use pivot tables and formulae and drop and drag information to come to their own informed decisions quickly. You can be your own Jedi master of the data.”

Effect of Analytics on Individuals' Roles Figure 5

QUESTION: How, if at all, has the use of analytics in your organization affected your role in your organization?



NEW ROLE OF MANAGERIAL JUDGMENT

As the evolution toward data-driven decisions occurs, the current stage of decision-making evolution is to judiciously add management judgment to form real-world insights about the data. As Michael Pierce, customer service manager at Bosch Security Systems, says, “Personally, I run with analysis first, and during the research I will listen to my intuition. When my gut does not agree with my decision—and all analytics show it is the correct one—I pay closer attention to the results.” As this suggests, business users are seeing that making the right decision in a timely manner is a matter of balancing data analysis with judgment.

Another key development uncovered by the survey is how the use of analytics is improving the standing of executives, managers, and professionals in their organizations. More than four in ten of those in the survey say that analytics has increased the importance of their functional area within their organizations.

Figure 5

FIVE STAGES OF ANALYTICS EVOLUTION

The change in skills and decision-making processes is an evolutionary process. In our interviews with respondents who are analytics leaders, we identified a series of steps in how they initiated and spread analytics throughout the organization, developing the “analytics ecosystem” that marks organizations that are leading the charge toward a data-driven culture. It is important to point out that use of analytics, like most business and technology initiatives, is not a neat and tidy process and that not every company goes through the exact same progression. And in large companies, different departments may be traveling the same road at different speeds and with more or fewer stop signs.

Another caveat: Thomas Davenport, coauthor of the best seller *Competing on Analytics* and other books on decision making, notes that a company can be jump-started into its analytics journey when a key C-level executive who mandates the technology's use comes aboard. In his books and articles he cites the arrival of Gary Loveman as a vice president and later as CEO at Harrah's as the beginning of its transition to a data-driven culture.

That said, there is often a progression in developing an analytics culture shaped around better and faster decision making. Harvard Business Review Analytic Services interviews and other research found five stages.

STAGE 1: OVERRELIANCE ON MANAGERIAL JUDGMENT SUCH AS INTUITION AND INSTINCTS

Companies at the early stages are often start-ups or have leaders who tend to maintain a firm control of all decision making. The way in which they use information is highly unstructured, and often they resist change. The dangers of excessively relying on managerial instinct and experience alone are manifest. As Davenport points out, sometimes intuitive and experience-based decisions work out well, but often they either go astray or end in disaster. The results can range from companies making poor hiring decisions based on hunches to executives pursuing mergers and acquisitions driven by intuition to palliate their egos. As noted earlier, roughly four out of ten survey respondents say that their managers too often based decisions more on judgment rather than on data. [Figure 4](#)

Of course, management judgment remains the most common factor in decision making even today—84 percent of survey respondents say it was a strong factor, and a large number of them rated it as the top factor. Notice that internal data is the second-most-influential factor. [Figure 6](#)

There is often resistance to move to a data-driven culture. “The initial stage of the evolution was an inherent mistrust of statistics,” says Jim Bander, national manager of decision sciences in the Risk Management department of Toyota Financial Services. “They were skeptical that we had it right.”

STAGE 2: SILOED USE OF ANALYTICS IN A FEW DEPARTMENTS

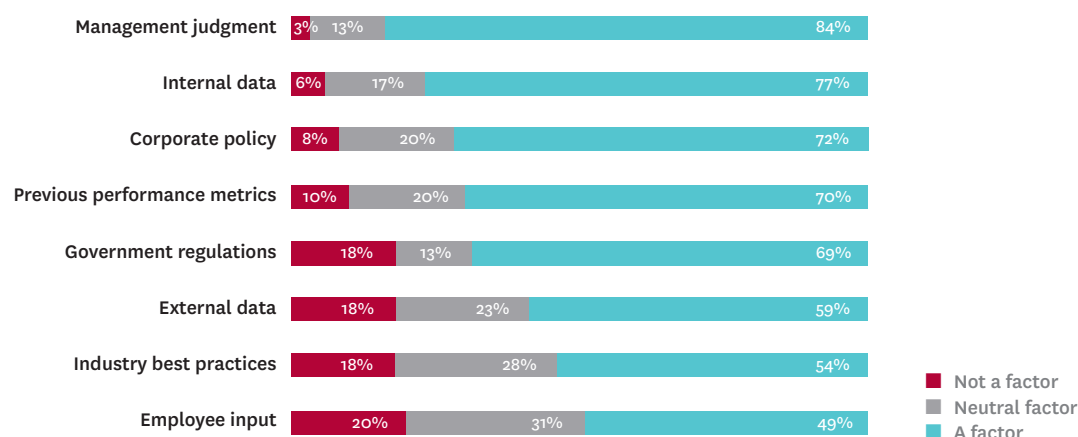
Typically analytics first take hold in a siloed manner, where they are not integrated into company-wide decision making. They are usually a response to a specific challenge in a high-profile department, such as finance or marketing. The siloed and focused nature of the implementation often means that workers do not develop a deep grasp of the power of data-driven decisions and so do not develop the necessary skill set to appreciate or use analytics. Top executives and even line managers may lack the analytical skills to “question” data. In addition, the data neophytes are not able to balance the insights from the data with their managerial instincts and experience. Essentially, many individuals at companies in Stage 2 don’t understand the possibilities of analytics.

“Having data and knowing how to use it are two completely different things,” explains Brian Holman, director of customer support for The Standard, a Portland, Oregon-based insurance company. “Knowing how to use data to understand the marketplace, motivate employees, and drive performance is a learned skill.”

Because of the siloed nature of the analytics initiatives, there can be departmental discrepancies and duplicated efforts. These companies can have trouble encouraging interdepartmental collaboration and developing a shared vision of enterprise goals.

Key Factors in Decision Making **Figure 6**

QUESTION: How significant are the following in setting direction or making key decisions in your organization?



STAGE 3: EXPANDING USE OF ANALYTICS IN SEVERAL DEPARTMENTS, NOTED BY AN INCREASING AMOUNT OF COLLABORATION

After companies have had success using analytics to resolve or better manage narrow but important challenges, the technology begins to expand to a few other departments. This stage is typified by structured use of analytics, with a disciplined decision-making process in those units. Executives and line managers have learned to rely on past data to identify trends but also are comfortable using their managerial instincts and experience to consistently pose new hypothesis, launch experiments, and test and improve.

Says J.P. Morgan's Williams, individuals at this stage "look at the past data for information on trends, patterns, or insights, and they ask great questions—'How come?' and then 'What if?'" They also test their theories and then run small experiments so that they can use analytics to verify, reject, or modify the theses quickly and often relatively cheaply.

Companies at this level begin to develop integrated knowledge systems that balance departmental goals with enterprise goals. Analytics becomes integrated in the culture of these divisions—it is recognized as an essential corporate asset.

What is interesting is how this approach mixes both data and managerial instincts. "Gut feel is still valuable because there are always multiple paths for any project, and based on your experience and intrinsic knowledge of a domain you can eliminate a lot of options that don't make sense," says Oseyi Gregory Ikuenobe, an IT architect at Monsanto. "And that permits a more rigorous process for the better options to determine which is the most valuable."

STAGE 4: SCALING DECISION MAKING THROUGHOUT ALL RANKS OF THE ORGANIZATION IN AN INTEGRATED, HOLISTIC APPROACH

As the benefits of analytics become clear, the technology moves deeper into the organization, empowering more workers to make important day-to-day decisions based on data and instincts. Frontline staff gains a higher level of knowledge that translates into faster decisions that enhance customer relationships. This enables individuals throughout the organization to be more innovative and independent and to take calculated risks that align with corporate goals.

Toyota's Bander provides the following example. Customers will often contact the finance unit's call center asking to skip a car payment due to actual or pending financial distress. The company built an analytics model that suggests whether the skipped payment should be allowed, based on numerous criteria such as the customer's payment and contact history and FICO score. But the customer service representatives are better than the statistical model is at determining whether the financial distress is based on a temporary situation such as a medical condition. "This helps us decide what to propose to an individual customer," he says. "The important thing is the ultimate decision is left up to the customer service representative."

STAGE 5: CONTINUOUS IMPROVEMENT BUILT ON AN EVOLVING CULTURE

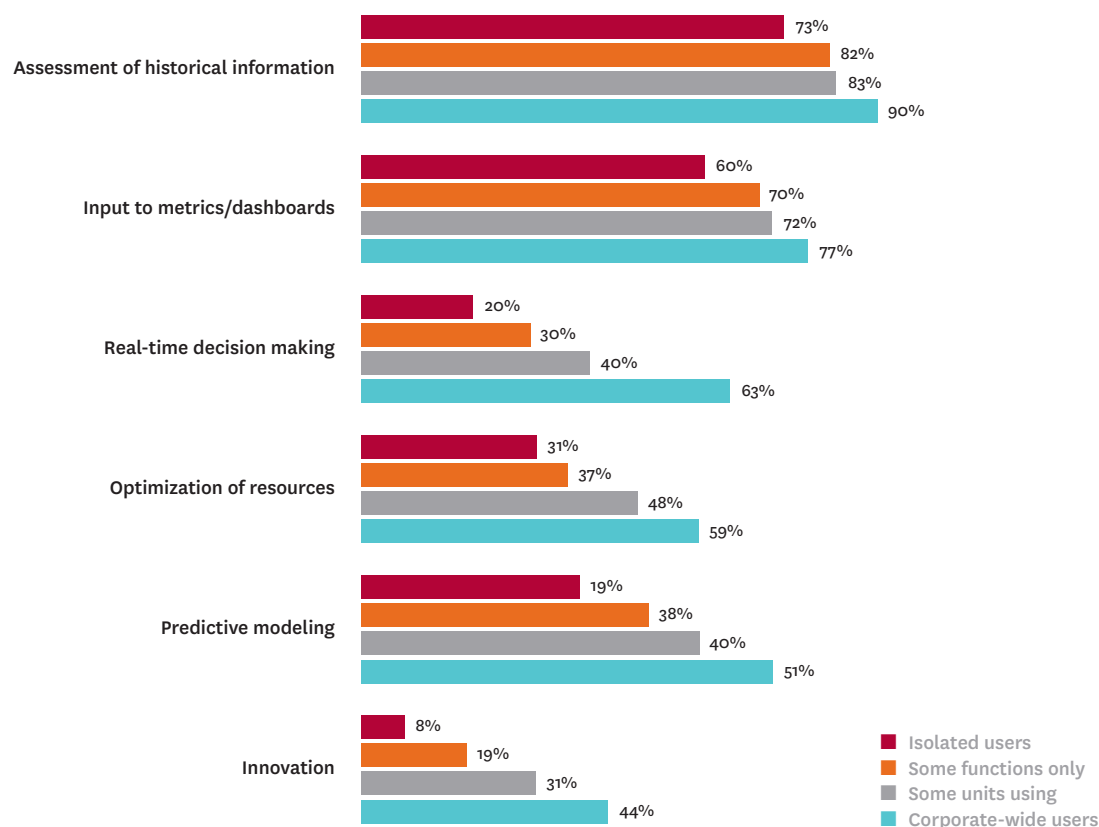
"A lot of people miss a key stage," Bander says. "The point of becoming a data-driven company is to become a wiser company by making better decisions. And that isn't simply a matter of data but a matter of fitting analytics into your corporate culture. For example, Toyota has a culture of continuous improvement and respect for people, including consensus building. My job is to fit analytics and data-driven decision making into that kaizen framework. An organization with a different corporate culture—whether it's a mass production manufacturer or a Silicon Valley start-up or a government agency—would find a very different way to integrate analytics into its decision-making processes."

An organization at this stage is marked by the ability to adapt and expand quickly. BI and analytics are key methods of quickly stimulating, testing, and evaluating ideas. Employees become more proactive and creative. A philosophy of innovation is embedded throughout the organization, resulting in a constant flow of new ideas supported by ongoing feedback and collaboration.

A key part of continuous improvement is looking ahead rather than behind. Analytics leaders say analytics provides more value when the tools provide insights about the future rather than a snapshot of the past. They say that predictive modeling, especially to support innovation, is currently the most advanced stage of analytics evolution. [Figure 7](#)

Analytics' Roles in Decision Making Figure 7

QUESTION: In which of the following ways, if any, does your area use analytics?



TRAITS OF ANALYTICS LEADERS

The survey and interviews identified a number of key traits that mark companies that have become analytics leaders.

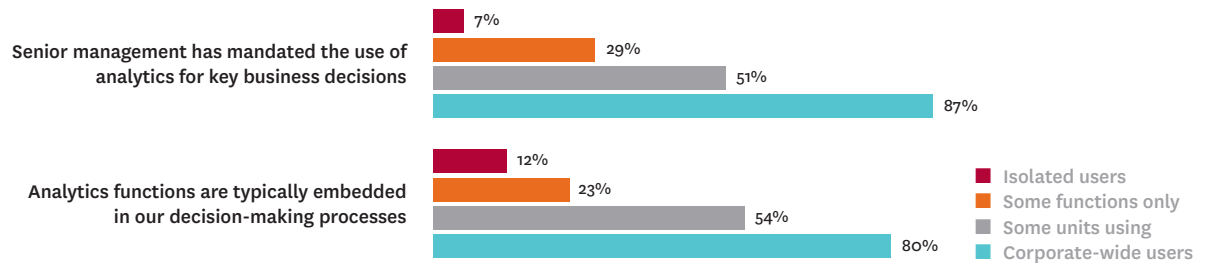
→ **Top executives mandate use of analytics and a well-defined decision-making process.**

Tellingly, respondents from companies that are only partial users of analytics are far less likely to feel that their senior management has mandated their use of analytics for key business decisions. [Figure 8](#) And these companies enjoy much less productivity, reduced costs, or faster decision making as compared to the corporate-wide analytics users, as shown in [Figure 2](#).

In contrast, a clear mandate radiates through every aspect of the analytics ecosystem of the analytics leaders. Where a clear mandate exists, training and talent issues are much less marked; 71 percent of corporate-wide analytics users say they have the talent they need to utilize them. Nearly three-quarters (70 percent) of them feel personally prepared to use analytics results in their work.

Executives' Commitment to Data-Based Decision Making Figure 8

QUESTION: Please indicate how accurate the following statements are in describing your area of your organization (all saying accurate—4 or 5 rating).



“Everything is top down, driven by the executive level,” Tomak says. “The highest levels at the company started requesting and creating the needed data-driven decisions rather than relying on gut feel for day-to-day decisions. This came from the president, the CFO, and the CMO. When people see the C-suite paying attention and requesting the facts to support making a decision, everyone pays attention. The real analytics challenge is how quantitative the C-suite is in a company and how much value they put into the analytics.”

→ Analytics leaders use the right metrics.

Corporate-wide analytics users clearly favor quantitative metrics as a decision-making method, while isolated analytics users are most likely to employ judgment, by almost a three-to-one ratio. Figure 9 The analytics leaders work hardest to ensure that they have the right metrics in place to evaluate their use of analytics and their decision-making processes.

“We have a large emphasis on using metrics to show the value that each step will bring,” Monsanto’s Ikuenobe explains. “For example, when we bring forward a project to deploy a mobile Web application for a bunch of brands, we dig deeper into the ROI of the individual components as well as the identity of the person who is responsible for the ROI.”

Analytics leaders also disseminate information about metrics widely. “If you want to make an informed decision, you have to measure the right things,” says Holman of The Standard insurance company. “To the greatest extent possible, we try to ensure that the metrics we’re tracking are aligned with the organization’s purposes and priorities. When I interview different levels of employees, I often ask to what degree they see how the work they do every day aligns with our organizational priorities. It’s a problem if employees can’t see that the measures and data we’re using don’t align with what actually matters to the customers. You have to identify what matters to customers and tie that to your processes.”

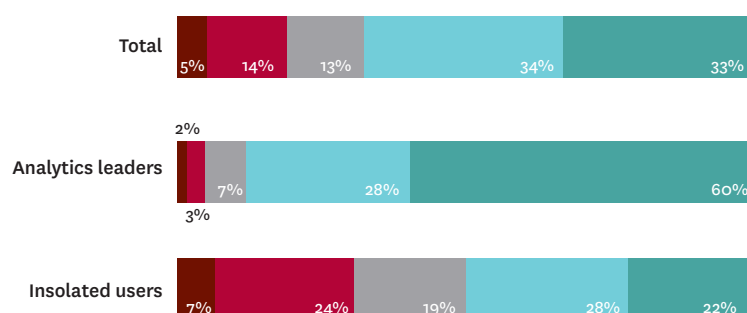
→ Analytics leaders promote decision-making transparency.

Those with high decision-making transparency and formal decision-making processes are also much more likely to use analytics to make real-time decisions. Figure 10 “It’s hard to overestimate the value of

Use of Clearly Defined Metrics to Evaluate Results of Decisions **Figure 9**

QUESTION: Please indicate your level of agreement with: “My area uses clearly defined metrics to evaluate the results of our decisions.”

■ Strongly disagree ■ Slightly disagree ■ Neither agree nor disagree ■ Slightly agree ■ Strongly agree



making data transparent,” Holman says. “That allows you to become a self-fulfilling organization and promotes a continuously improving, performance-based culture. People can see another person is performing at the top 5 percent and think of ways to emulate him. Part of how we evaluate employees is how they work with their coworkers and bring their team along.”

→ **Analytics leaders share KPIs across the organization to encourage a uniform view.**

“As the online division of Macy’s, we almost act like a start-up, and the stores want to be as agile as we are,” Tomak says. “We brought to the company the idea of shared KPIs and shared databases based on big data.” The process, only a few months old, shares KPIs on traffic, conversion, loyalty, and retention. The merchants care more about the average order of value and size of order.

Such sharing is crucial, given the complexity of decision making. “It’s important to have accountability across functions,” Holman says. “Few functions talk to the customer and then deliver what he needs without the involvement of other departments. We have to hold each other accountable for each other’s decisions to ensure that we are putting the customer first and foremost.”

→ **Analytics leaders stress training.**

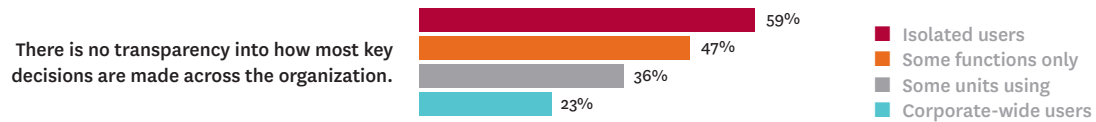
Analytics leaders have taken the biggest steps to train their areas’ workforce to get the most from analytics. However, our interviews reveal it’s not training in the traditional sense. Analytics leaders are emphasizing visualization and embedding analytics in processes, so use of the tools is highly intuitive and an extension of how employees have always done their job. Training therefore becomes highly individualized, whether embedded in the tools themselves or in online modules that end users can seek out.

→ **Analytics leaders spread analytics professionals throughout the organization.**

More than one-third of respondents say they do not have sufficient talent to effectively use analytics in their area. Tellingly, isolated analytics users suffer from this challenge the most. In contrast, many

Transparency into Decision Making Figure 10

QUESTION: Please indicate your level of agreement with the following statement (all saying agree—4 or 5 rating).



analytics leaders are assigning analysts throughout the organization and closer to end users, according to Davenport and others.

Bander supervises a group of scientists who operate the decision engine for inbound and outbound customer service reps. “Three or four years ago, no one would hire a PhD to run a decision support group in a customer service center,” he says. “In the past, this group would reside in headquarters. My team is in the service center, which coincides with our ethic of getting close to where the real work and the real problems are. When I see something in the data, I can walk right out to someone whose job will be affected by the data and discuss it with [that person].” P&G also is seeding analysts throughout the business areas rather than having the data scientists/analysts be isolated in one department of analytics. P&G has implemented a project called “the Business Sphere,” where businesspeople and analysts get together in an immersion environment. “The businessperson can address the business issues with the right models, the right analytics, and the business analysis to bring context to the content,” Passerini says. “That’s an equation that means one plus one equals five.”

CONCLUSION

As timely decision making becomes more important, analytics is improving—and changing—the way those decisions get made.

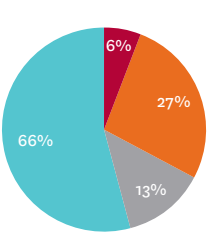
“In any industry—from consumer electronics to fashion design—the speed of product innovation to the market is increasing,” P&G’s Passerini explains. “In consumer products, you might think there isn’t much reason to invest in another new laundry detergent, but consumers respond strongly to innovation. What’s different now is the tools allow me to see what was important last year, last quarter, and last week so that I can understand what will happen tomorrow, next month, and next year. That is a huge conceptual shift in thinking. We’ve used data analysis for 50 years, but we’re just beginning to develop predictive ability through business models to anticipate what’s coming.”

As Passerini and others have noted and as the survey data shows, analytics is not just a tool or a technology as much as a driver of a decision-making discipline that ushers in an era of cultural change—and improved performance.

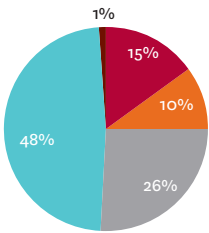
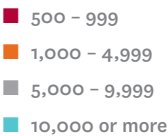
METHODOLOGY AND PARTICIPANT PROFILE

Harvard Business Review Analytic Services received online survey responses from 646 subscribers to *Harvard Business Review* or its email newsletters, along with business executives contacted via other lists. Ten of those respondents also were contacted by telephone for in-depth follow-up qualitative interviews. In addition, Harvard Business Review Analytic Services interviewed best-selling analytics author Thomas Davenport and noted analytics deployment pioneer Filippo Passerini, the group president of global business services and chief information officer of Procter & Gamble.

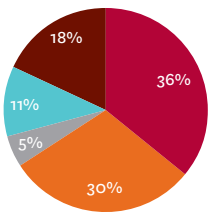
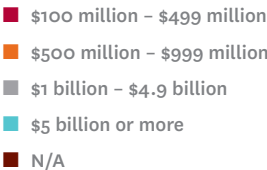
Participant Profile



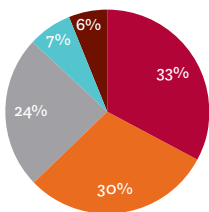
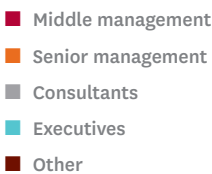
Company Size (employees)



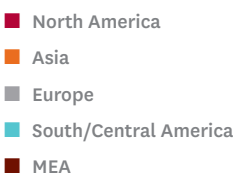
Company Size (revenue)



Seniority



Region



Job function

Almost a fifth of the respondents had marketing or sales roles. Fifteen percent were from financial departments, 13 percent were from the information technology department, and 8 percent labeled themselves as general management. Other job functions represented by the respondents included planning, operations consulting, and administration.

Key industry sectors

Approximately 20 percent of the respondents were from the financial services industries (banking, securities, insurance), while 16 percent were from manufacturing. Utilities, telecommunications, health care, retail, and the hospitality sector also each represented at least 6 percent of the respondents.

Region

Approximately 40 percent of the respondents were from North, Central, or South America. Another 30 percent were from Europe, the Middle East, or Africa, and 30 percent were from Asia.



www.hbr.org

For more information about
Harvard Business Review Analytic Services,
call 212-872-9283.

PUENTE Charter School

Compliance Monitoring Form 2020-2021

Action: For Approval



Compliance Monitoring Form 2020-2021

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 2020-2021*

School Name: **PUENTE Charter School**

Board President Name: **Mr. Chun Wong**

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 1-20; school administrator needs sign and date the certification page and submitted all pages no later than October 5, 2020 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-20 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, 2021 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 2021
		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 checked="" type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	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 checked="" type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 2020-2021 Board meetings calendar . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal)</i> and <i>Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Calendar of Governing Board meeting dates and location(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Meeting with local district site principal for additional information and questions	N/A		
				<input type="checkbox"/>
				<input type="checkbox"/>
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 2020-2021 Welcome Letter.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
	Verification of compliant public posting of Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<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 checked="" type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
<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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>

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 •

2020—2021

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

UCP Policies and Procedures
adopted by our
Governing Board on
Pending *September 16, 2020*

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



2020—2021

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.



2020—2021

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

Name or title: Jerome Greening

Unit or office: Chief Executive Officer, PUENTE

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.



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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



2020—2021

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



PUENTE Charter School
Unaudited Financial
Statements
As of and for the Years Ended June 30, 2020 and 2019

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PUENTE Charter School
Statement of Activities
July 1, through June 30, 2020
with Comparative Annual Budget

	ADA	156	%	156	
		Unaudited 6/30/2020		FY 2019-20 Annual Budget	Variance
Operating revenue					
LCFF - State Aid	\$	1,054,524	53.95%	\$ 1,055,113	\$ (589)
Prop 30 - Education Protection Account		202,224	10.35%	202,223	1
Other Fed Income		73,185	3.74%	84,367	(11,182)
Special Ed Current Yr		132,173	6.76%	92,460	39,713
State Lottery - Charter Prop 20		24,252	1.24%	24,808	(556)
Block Grant K-3		1,777	0.09%	-	1,777
Other Local Funding		2,561	0.13%	-	2,561
Other State Revenue		74,915	3.83%	123,648	(48,732)
District pymt in lieu of Prop Tax		367,285	18.79%	336,391	30,894
Foundations		21,610	1.11%	-	21,610
Total operating revenue	\$	1,954,506	100%	\$ 1,919,010	\$ 35,497
Operating expenses and losses					
Salaries		1,010,296		963,904	46,392
Employee benefits		123,150		92,885	30,265
Taxes		78,072		77,999	73
Workers Compensation		10,483		11,610	(1,127)
Total personnel cost	\$	1,222,001	62.64%	\$ 1,146,398	\$ 75,603
Building Lease		173,904	8.91%	173,900	4
Special Ed Fair Share		98,527	5.05%	98,454	73
Special Ed Contract		77,377	3.97%	45,256	32,121
Food service contract		74,915	3.84%	95,453	(20,538)
Professional services		68,104	3.49%	67,090	1,014
Utilities		40,337	2.07%	47,305	(6,968)
Textbooks		26,477	1.36%	47,125	(20,648)
Insurance		26,314	1.35%	70,474	(44,160)
Security		19,526	1.00%	36,874	(17,348)
Accounting		16,232	0.83%	16,615	(383)
Depreciation		15,257	0.78%	6,553	8,704
Doubtful Account		14,438	0.74%	-	14,438
Education supplies		11,247	0.58%	4,950	6,297
Telephone		8,639	0.44%	9,286	(647)
Maintenance supplies		7,227	0.37%	10,800	(3,573)
Dues & Subscriptions		6,243	0.32%	4,095	2,148
Advertising		6,168	0.32%	2,250	3,918
Printing & reproduction		5,620	0.29%	6,569	(949)
Office supplies		5,356	0.27%	6,366	(1,010)
Furniture & equipment		4,283	0.22%	7,500	(3,217)
Payroll Fees		3,816	0.20%	2,550	1,266
Bank Fees		3,540	0.18%	744	2,796
Equipment/Bldg & Repairs		3,514	0.18%	2,450	1,064
Property Taxes		1,866	0.10%	1,893	(27)
Postage & delivery		1,796	0.09%	1,107	689
Furniture & equipment rental		1,715	0.09%	-	1,715
Staff Development		1,130	0.06%	3,983	(2,853)
License & permits		1,029	0.05%	-	1,029
Travel		1,005	0.05%	1,917	(912)
Equipment lease		1,003	0.05%	-	1,003
Computer supplies		592	0.03%	-	592
Meetings & Workshops		500	0.03%	800	(300)
Gifts		475	0.02%	1,250	(775)
Meals & Entertainment		365	0.02%	-	365
LACOE - Administrative Fees		240	0.01%	500	(260)
Student Transportation		145	0.01%	-	145
Students Activities		37	0.00%	940	(903)
Total Operating Expenses	\$	728,959	100%	\$ 775,049	\$ (46,090)
Total Expenses	\$	1,950,959		\$ 1,921,447	\$ 29,512
Operating revenues and gains in excess of operating expenses	\$	3,547		\$ (2,437)	\$ 5,985
(Other items considered to be nonoperating)					
Interest income		-		-	-
Change in net assets	\$	3,547		\$ (2,437)	\$ 5,985
Non-cash items - Depreciation		15,257		6,553	8,704
Non-cash items - Doubtful Account		14,438		-	14,438
	\$	33,242		\$ 4,116	\$ 29,127
Cost per Student	\$	12,506		\$ 12,317	

PUENTE Charter School
Statement of Financial Position
As of June 30, 2020
with comparative financial information for June 30, 2019

ASSETS	Unaudited 6/30/2020	Audited 6/30/2019	Change \$
Current assets			
Cash (Charter School Savings)	\$ 712,061	\$ 748,838	\$ (36,776)
Cash (Capital Campaign)	29,714	148,174	(118,460)
Cash and cash equivalent	741,774	897,012	(155,235)
Accounts receivable, net	667,429	603,643	63,786
Total Current Assets	1,409,203	1,500,655	(91,449)
Land, building and equipment, net	753,973	241,209	512,763
Less: Depreciation	(47,456)	(28,301)	(19,154)
	706,517	212,908	493,609
TOTAL ASSETS	\$ 2,115,721	\$ 1,713,563	\$ 402,160
 LIABILITIES AND NET ASSETS			
Current liabilities			
Due to Learning Center	\$ 526,110	\$ 127,497	\$ 398,613
Total Current Liabilities	526,110	127,497	398,613
Net assets			
Net Surplus	\$ 3,547	\$ 845,282	\$ (841,735)
Without donor restriction	1,586,065	740,783	845,282
Total net assets	1,589,612	1,586,065	3,547
Total liabilities and net assets	\$ 2,115,721	\$ 1,713,563	\$ 402,160
Matrix Analysis:			
Cash Ratio:	1.41		
Quick Ratio:	2.68		
Burn Rate:	\$ 162,580		
Months of Cash on Hand	4.6		

PUENTE Charter School
Statement of Cash Flow
For the Month Ended June 30, 2020

	Unaudited 6/30/2020	Audited 6/30/2019
Cash flows from operating activities:		
Change in total net assets	\$ 3,547	\$ 845,282
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	19,154	6,250
Changes in operating assets and liabilities:		
Accounts receivable	(63,786)	(526,121)
Due to Learning Center	398,613	25,413
Net cash provided by operating activities	357,529	350,824
Cash flows from investing activities:		
Purchase of property and equipment	(512,763)	(202,658)
Net cash used in investing activities	(512,763)	(202,658)
NET (DECREASE) IN CASH	(155,235)	148,166
CASH - BEGINNING	897,012	748,846
CASH - ENDING	\$ 741,774	\$ 897,012

PUENTE Learning Center
Capital Expenditures
Work in Progress & Completion Percentage

Vendor	FY 2018-19	FY 2019-20	Total	% of Completion
Berliner Architects	109,403	342,932	452,335	88%
Brandow & Johnston	5,310	-	5,310	100%
BTC	756	-	756	100%
City of Los Angeles Building & Safety	-	15,666	15,666	90%
City of Los Angeles	25,437	22,474	47,911	100%
Craig Lawson & Co, LLC	32,508	55,627	88,135	100%
Department of Transportation	1,175	7,480	8,655	100%
GeoSystems Inc.	3,500	3,225	6,725	100%
Gibson Transportation	4,000	15,625	19,625	100%
Ter Molen Watkins	-	30,114	30,114	100%
Grand Total	182,089	493,143	675,231	

MEMORANDUM

To: Finance Committee

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

Date: September 8, 2020

Re: Summary of Financial Results as of June 30, 2020

The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of June 30, 2020. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended June 30, 2020 with comparative Annual Budget.
2. Statement of Financial Position as of June 30, 2020.
3. Statement of Cash Flow as of June 30, 2020.

1. Statement of Activities Analysis:

As of June 30, 2020, the Charter School recognized revenue of \$1,954,506 and incurred expenses of \$1,950,959. Resulting in a change in net assets or surplus of \$3,547.00. Following is a list of Charter School revenue allocation:

- Personnel cost: With a total of \$1.2M or approximately 63% of total expenses, and reflects our growing school status. According to Charity Navigator, in order for schools to effectively serve students, the benchmark percentage for personnel cost (mainly instructional) should not be less than 55%. As such, our allocation is above the suggested percentage benchmark.
- The Charter School is fiscally responsible for a partial payment of expense associated with Special Education Programs that the School District is responsible for and pays for out of its General Fund. Special Ed Fair Share and Special Ed Contract are \$98,527 or 5% and \$77,377 or approximately 4% of total expenses, respectively.
- Food Service Contract is \$74,915 or approximately 4% allocation.
- Professional Services is \$68,104 or approximately 3.5% allocation. This category includes expenses associated with our custodial contractor. For year 2020-21, we will no contract out our custodial work.

At year end, the Charter School met its year-end objective. Overall, total expense exceeded the budgeted amount by \$29,512; however, total operating revenue exceeded the projected revenue by \$35,497. This resulted in a positive variance of \$5,985.00

2. Statement of Financial Position

The Statement of Financial Position helps us determine to assess the Charter School financial stability and potential risk. To assess we calculate the Cash and the Quick Ratio. These ratios measure the liquidity and Charter's ability to pay off short term liabilities.

- Cash Ratio: Compares the amount of cash and cash equivalent (in our case) \$741,774 against current liabilities of \$526,110 resulting in 1.41. This means that for every \$1 of liability, the Charter School has \$1.41 of liquid cash.
- Quick Ratio: Compares the amount of cash and cash equivalent of \$741,774 and accounts receivable of \$ 667,429 totaling \$ 1,409,203 against current liabilities of \$526,110 resulting in 2.68. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2.68 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Charter can pay with its current cash available. According to our Statement of Activities total operating expenses were \$1,950,959. As such, the average monthly expense or burn rate is \$162,580.00. Our total cash and cash equivalent is \$741,744 when divided by the burn rate of \$162,580 we get 4.6 months of cash on hand.

3. Statement of Cash Flow

The Charter School's cash decreased by \$155,235. The decrease was mainly due to the following:

- a. As a non-cash item, change in depreciation of \$19,154 is added to the net surplus to reconcile the cash from operations.
- b. Accounts receivable increased by \$63,786. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$63,786 is subtracted from the net surplus.
- c. Due to Learning Center accrual increased by \$398,613. Increasing liabilities means that obligations are paid at a later day. As such, the Charter School has more cash on hand as the \$398,613 is added to the net surplus.
- d. Land Building & Equipment increased by \$512,763. This was mainly due to the payments related to the construction work in progress. The increase results in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- e. The total decrease in cash of \$155,235 is subtracted from the beginning cash of \$897,012 as of June 30, 2019 resulting in ending cash balance of \$741,774.00

PUENTE Charter School

