

# **NOTICE OF PUBLIC MEETING**

## **PUENTE Charter School**

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

**Wednesday, June 16, 2021  
8:30 a.m.**

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

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

If you require accommodations in order to attend this meeting can call Jerome Greening at 323.780.0076 or email at [jerome@puente.org](mailto: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](http://www.puente.org)



# PUENTE Learning Center

## PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, June 16, 2021

8:30am

501 S. Boyle Avenue, Los Angeles, CA 90033

Zoom Meeting (Due to COVID-19)

<https://us04web.zoom.us/j/79067197775?pwd=bzNmazJ3K09lRndaa3BPYzNXtTz6QT09>

Meeting Id: 790 6719 7775

Password: LR03Kg

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 Zoom link. 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 (626) 260 – 0070 or e-mail at [jerome@puente.org](mailto: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](http://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
2. Minutes – March 3, 2021	Approval	Minutes	
3. Public Comment Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.			
4. Operations & Programs			
i. <b>LAUSD Oversight Report for 2020-21</b> LAUSD Charter Schools Division monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school’s operative charter. Information gathered through oversight serves as part of the charter school’s ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation.	Review	Report	Charter School Advisory Member; Oscar Cabrales; Interim Principal; Brenda Meza CEO; Jerome Greening
Consent Calendar Items for Approval			
ii. <b>Instructional Calendar for Upcoming 2021-2020 Academic Year</b> PUENTE will offer 180 day instructional calendar	Approval	Calendar	
iii. <b>EPA Funding</b> Spending plan to allocate these funds to supportteacher salaries and benefits. This funding is approximately 17% of the LCFF base rate	Approval	Regulatory Percentage of 17% of Revenue	

iv. <b>Parent/ Student Handbook 2021-22</b> The PUENTE Parent Handbook is an important resource for school communication on policies and procedures and serves as an ongoing reference.	Approval	Parent/Handbook for 2021-2022	
v. <b>Instructional Materials Aligned to Common Core Standards</b> The Classroom Textbook, Digital & Assessment Resources for 2021-22	Approval	Renewal Contract	
vi. <b>Comprehensive Therapy Associates Special Education Contract Renewal</b> Comprehensive Therapy Associates Contract for as-needed special education services for student achievement for 2021-22	Approval	Renewal Contract	
vii. <b>School Nutrition Plus Meal Service Contract Renewal</b> School Nutrition Plus contract for meal service consisting of breakfast, lunch and snack for 2021-22	Approval	Renewal Contract	
viii. <b>Think Together After School Services Contract Renewal</b> Think Together Contract for After School services for 2021-2022	Approval	Renewal Contract	
5. Finance Report			
i. Charter Financials as of March 31, 2021	Informational	Financial Statements	Finance Committee Member, Chun Wong; Finance Committee Member, Jocelyn Rosenwald; VP of Finance/Administration, Angelica Castro; CEO, Jerome Greening
ii. Proposed Budget for FY22	Approval	FY 22 Proposed Budget	
iii. Local Control Accountability (LCAP) 21-22 budget allocation for school goals and outcomes	Approval	LCAP FY22	
6. Adjournment			Board Chair, Chun Wong
Certification of Posting I, Jerome Greening, hereby certify that this agenda was posted on 6/11/2021 at 5 pm at: - PUENTE Learning Center website: <i>www.puente.org</i> - PUENTE Learning Center facility			



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

**BOARD MEETING MINUTES**

**March 3, 2021 8:30 am**

**Join Zoom Meeting**

**<https://us04web.zoom.us/j/79661381746?pwd=TVRPbllyblFKeWJzNURJbHpWTGxYdz09>**

**Meeting ID: 796 6138 1746 Passcode: 6J3cvu**

The PUENTE Charter School board meeting was conducted via Zoom due to COVID-19 on Wednesday, March 3, 2021 at 8:30 am. Board members and staff attended the meetings from their place of residence or workplace.

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

Board Members not in Attendance: Daniel Arguello

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

**Call to Order**

Chun Wong called the meeting to order at 8:36 am. A quorum was established.

**Roll Call**

Board Chair Chun Wong conducted a roll call for Board Members. Present were: Chair, Chun Wong; Tyler M.P. Sutherland, Oscar Cabrales, Greg Gonzalez, Jocelyn Rosenwald and Albert Reyes, Lara Lightbody.

**Approval of Board Meeting Minutes from December 2, 2020**

Motion: A motion was duly made by Chun Wong and seconded by Tyler Sutherland to approve the December 2, 2020 minutes. Board moved to accept the minutes as written. *Wong, "yes"; Sutherland, "yes"; "; Rosenwald, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Reyes, "yes"; Lightbody, "yes"*





### **Approval of Board Meeting Minutes from December 11, 2020 (Audit Approval)**

Motion: A motion was duly made by Albert Reyes and seconded by Oscar Cabrales to approve the December 11, 2020 minutes. Board moved to accept the minutes as written. *Wong, "yes"; Sutherland, "yes"; "; Rosenwald, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Reyes, "yes"; Lightbody, "yes"*

### **Public Comment**

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

### **Re- Entry Plan 2021**

Interim Principal Brenda Meza provided updates on the Return-to-School Plan for hybrid/small groups. Brenda provided details on the hybrid model and the health and safety procedures and protocols that are being implemented for all students including, physical distancing policies, prescreenings, sanitation, and operational logistics. An overview of all the policies, drafted in consultation with regulatory entities, was presented and discussed.

### **LAUSD Oversight Visit**

Interim Principal Brenda Meza provided information on the upcoming LAUSD Oversight Visit scheduled for March 8<sup>th</sup> and March 9<sup>th</sup> 2021. Brenda noted that last academic year LAUSD awarded PUENTE "4" in each evaluation area (the highest awarded) and that this year the goal is to secure the same scores. Brenda made note of the robust instruction occurring in distance learning by the instructional team and the effective home-to-school relationship with the families. There is an abundance of favorable evidence to share with LAUSD.

### **Data Dashboard**

Interim Principal Brenda Meza presented the assessments being utilized to ensure student progress monitoring including the ELPAC; NWEA Map; Running Records; Benchmark Assessments; Book Club (the extension for gifted students) and the upcoming SBAC for our third grade students. Brenda highlighted that for mid-academic year, 46% of PUENTE students were at Proficient or Advanced (in grade-level mastery) for English Language Arts. 54 % of PUENTE students had achieved Proficient or Advanced (in grade-level mastery) for Math. We are looking to support each student to high achievement by the conclusion of the academic year.

### **Capacity Building Update**

Interim Principal Brenda Meza discussed the current capacity building updates for the Charter school including Return to School Planning (for current year & next year), Preparing the Budget for 2021-2022, Instructor Grade-Level Assignment (using metrics), Hiring Additional Staff, Curriculum Resources, including technology (laptops, software), Updating Policies and Procedures & Calendar.

### **Approval – Suicide Prevention Policy**

PUENTE Charter School recognizes that youth suicide is a serious problem across the state of California.



These policies and procedures outline PUENTE Charter School's approach to youth suicide prevention and intervention. This policy shall be available to all staff and reviewed and updated each school year.

Motion: A motion was duly made by Oscar Cabrales and seconded by Tyler Sutherland to approve Suicide Prevention Policy. *Wong, "yes"; Sutherland, "yes"; "; Rosenwald, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Reyes, "yes"; Lightbody, "yes"*

### **Financial Report:**

#### **Charter Financials as of December 31, 2020**

##### Statement of Activities Analysis:

As of December 31, 2020, the Charter School YTD revenue was \$1,261,292 and incurred expenses of \$1,165,180. Resulting in a change in net assets or surplus of \$96,112. As of December 31, 2020, total operating revenue exceeded YTD budgeted amount by \$89,991. This is mainly due to unbudgeted Other Federal Income funds received from the State of California for COVID-19 Loss Mitigation Learning Funds. Following is a list of Charter School revenue allocation:

- Personnel cost: With a total of \$817,236 or approximately 70% of total expenses, personnel cost reflect 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 were \$51,611 or 4.4% and \$36,132 or 3% of total expenses.
- When examining our expenditures, we found that PUENTE, at best, will have some small savings on our total operating budget relative to planned expenditures on certain areas of services.
  - o Possible areas of savings:
    - Contracts
    - Food Service Contract
    - Textbooks
    - Furniture & Equipment
    - Security

At the same time, costs in the areas of technology and virtual learning are expected to increase.



### 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 of \$430,307 against current liabilities of \$78,090 resulting in 5.51. Please note that the liability are payments due to PUENTE Learning Center and not outside vendors. This means that for every \$1 of liability, the Charter School has \$5.51 of liquid cash.
- **Quick Ratio:** Compares the amount of cash and cash equivalent of \$430,307 and accounts receivable of \$434,248 totaling \$864,555 against current liabilities of \$78,090 resulting in 17.18. 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 \$17.18 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 \$1,165,180. As such, the average monthly expense or burn rate is \$194,197. Our total cash and cash equivalent is \$430,307 when divided by the burn rate of \$194,197 we get 2.2 months of cash on hand.

### Statement of Cash Flow

The Charter School's cash decreased by \$311,468. The decrease was mainly due to the following:

- a. As a non-cash item, change in depreciation of \$5,126 is subtracted to the net surplus to reconcile the cash from operations.
- b. Accounts receivable increased by \$211,399. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$211,399 is subtracted from the net surplus.
- c. Contributions receivable decreased by \$14,540. Decreasing receivables means more cash through the increase in collections. Therefore, the \$14,540 is added to the net surplus.
- d. Due to Learning Center accrual decreased by \$132,840. Decreasing liabilities means that obligations are paid sooner rather than later. As such, the Charter School has less cash on hand as the \$132,840 is subtracted from the net surplus.



e. Land Building & Equipment increased by \$83,007. This was mainly due to the payments related to the purchase of laptops and hotspots for our students without reliable internet access and/or technology to participate in digital learning. The increase resulted in a decrease in cash. As such, the change is subtracted from the total change in net assets.

f. The total decrease in cash of \$311,468 is subtracted from the beginning cash of \$741,774 resulting in ending cash balance of \$430,307

#### **Approval – FY21 Audit Engagement Letter**

Angelica Castro, Chun Wong and Jocelyn Rosenwald presented the FY21 Audit Engagement Letter from the review. The report and management letter communicates a clean audit and the auditing firm of Magninnis, Knechtel and McIntyre.

Motion: A motion was duly made by Chun Wong and seconded by Jocelyn Rosenwald to approve the FY21 Audit Engagement Letter. *Wong, "yes"; Sutherland, "yes"; "; Rosenwald, "yes"; Cabrales, "yes"; Gonzalez, "yes"; Reyes, "yes"; Lightbody, "yes"*

#### **Adjournment of Meeting**

Chun Wong thanked everyone for their participation and adjourned the meeting at 9:11 am.

Submitted Respectfully,  
Alicia Granados

### **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.



# **BOARD MEETING WEDNESDAY, JUNE 16, 2021**

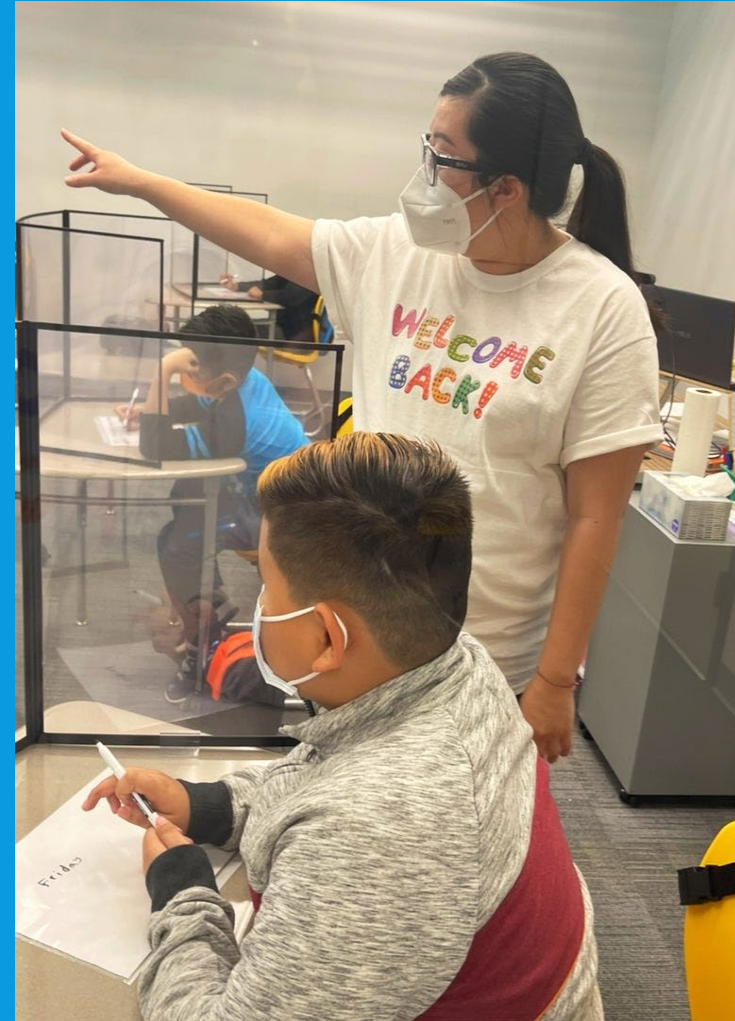




## Update on In-Person Instruction (Hybrid)

*On Monday, April 12 PUEENTE Charter School transitioned to hybrid for the entire school community.*

- Update on In-Person Operations





## LAUSD Oversight Visit Report 2020-2021



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: PUENTE CHARTER

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/9/2021

Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):

Date of Co-Location meeting with Operations Team:

N/A

### SUMMARY OF RATINGS

*(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	4	4

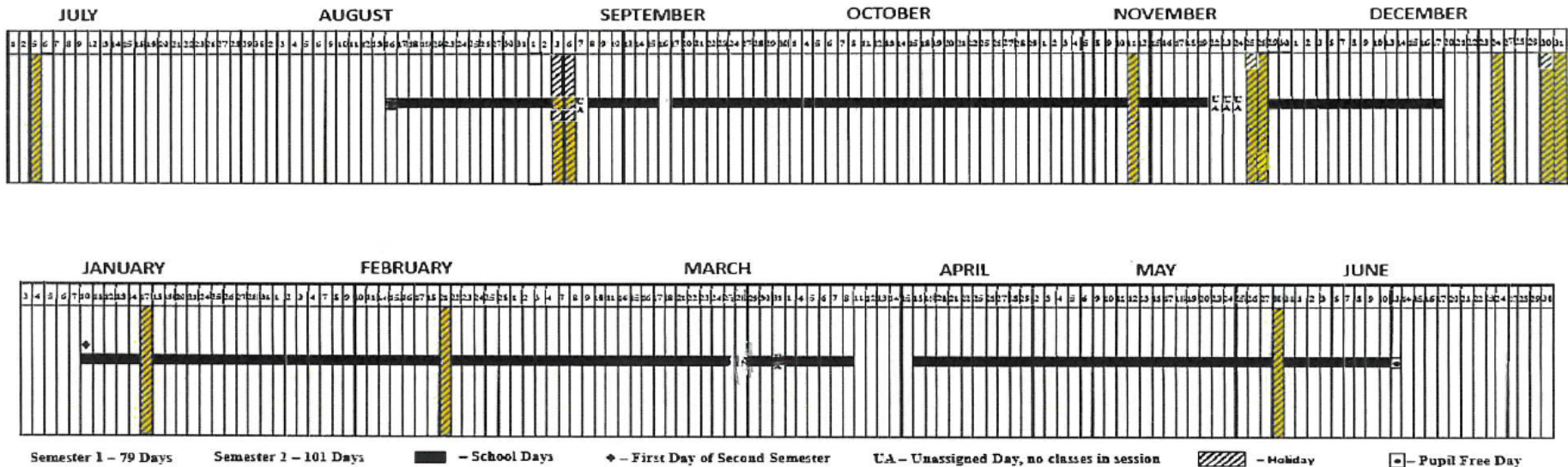




# 2021-2022 Academic Year Begins Monday, August 16 and Concludes on June 10 (180 Days)



## PUENTE Charter School LOS ANGELES UNIFIED SCHOOL DISTRICT SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2021-2022



### IMPORTANT DATES:

07-05-2021	Independence Day	11-25 & 11-26-21	Thanksgiving Holiday	03-28-2022	Cesar E. Chavez
08-16-2021	First Day of Instruction	12-20-2021 thru 01-07-2022	Winter Recess		Birthday Observed
09-03-2021	Admission Day	♦ 01-10-2022	Second Semester Begins	04-11 thru 04-15-2022	Spring Recess
09-06-2021	Labor Day	01-17-2022	Dr. Martin L. King, Jr.'s Birthday	05-30-2022	Memorial Day
11-11-2021	Veterans Day	02-21-2022	Presidents' Day	* 06-10-2022	Last Day of Instruction



Academic Year 2021-2022  
Calendar  
For Approval

- INSTRUCTIONAL CALENDAR FOR 2021-2022 WILL FOLLOW THE LAUSD BOARD-APPROVED CALENDAR FOR DISTRICT SCHOOLS. SCHOOL BEGINS AUGUST 16, 2021 AND CONCLUDES JUNE 10, 2022

- HOLIDAY BREAKS AT THANKSGIVING, WINTER, SPRING AND RECOGNIZED FEDERAL/STATE HOLIDAYS

- PUENTE WILL OFFER 180 DAYS OF INSTRUCTION

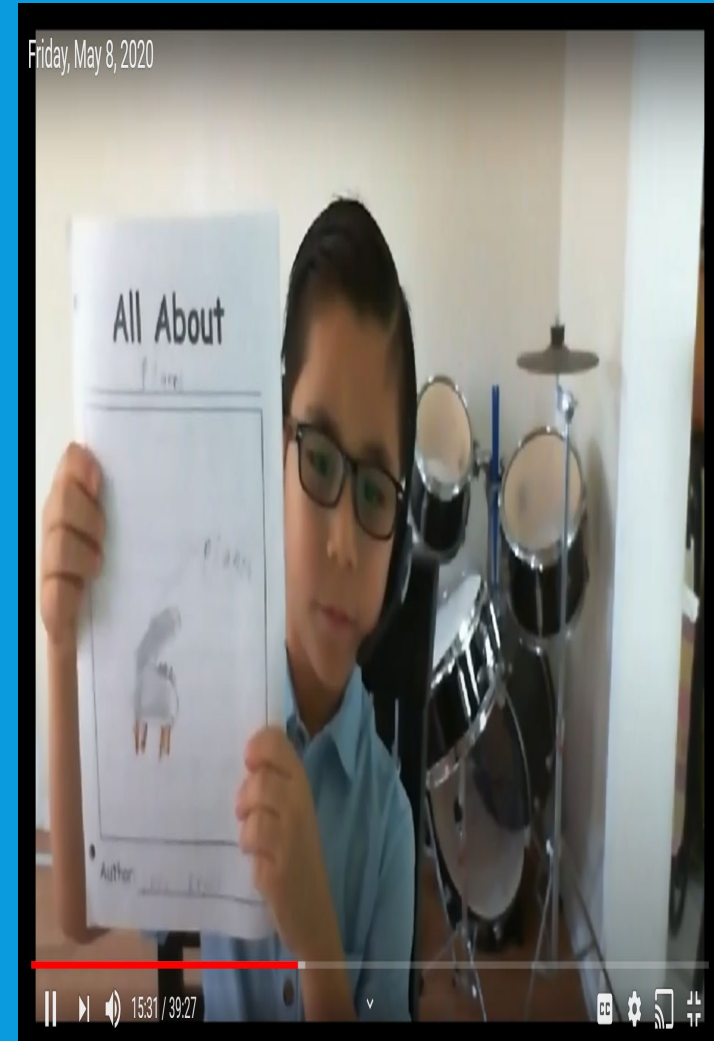
**BOARD ACTION: APPROVE THE 2021-20212 PUENTE CHARTER SCHOOL INSTRUCTIONAL CALENDAR**



## Local Control Funding Formula Guide

Designates state funds to be used for  
“State Priorities” for school operations.

- Student Achievement
- Student Engagement
- Parental Involvement
- Implementation of Common Core
- School Climate (School Culture & Client Satisfaction)
- Basic Services (including facilities in good repair and access to standards-aligned instructional materials)

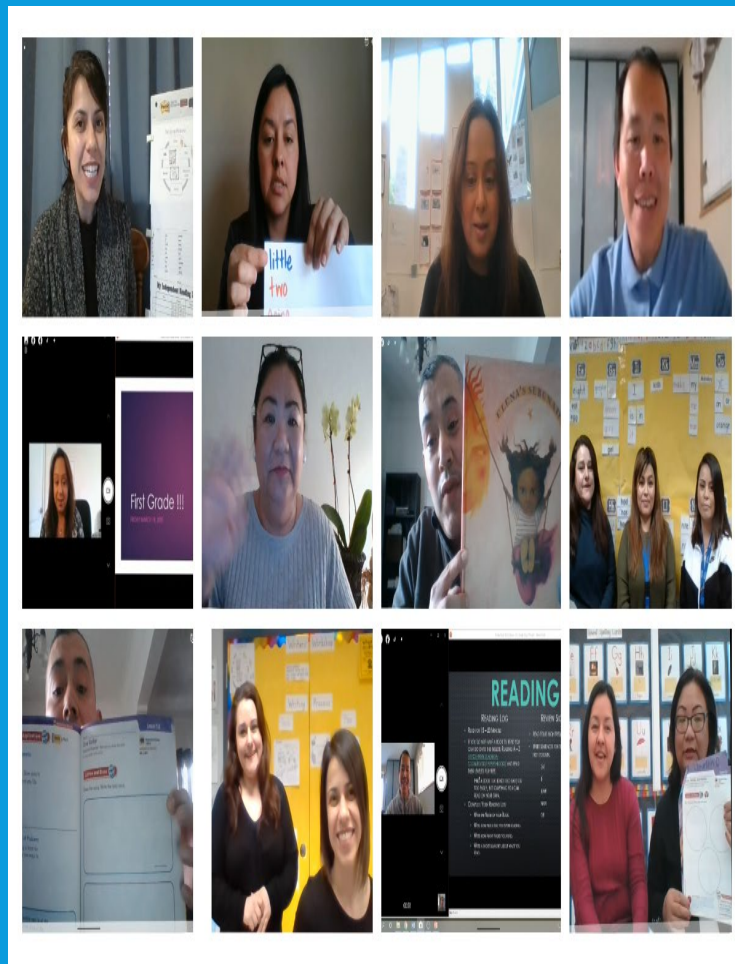




## Priorities for 2021-2022 School Year

### Instructional Priorities – Data Informed Practice:

- Ensure school spaces are compliant
- Assess students with the standardized testing tools
- ELPAC – English Language Proficiency Assessments for California to establish English language proficiency level and our Reclassification rate for 20-21
- NWEA-MAP for grade-level mastery (below; near; met or exceeds)
- Re-establish the school “safe-place” designation and support social-emotional development
- Provide intensity of support for occurrences of learning loss
- Partner with families to meet the needs of each student



## Local Control Accountability for Budget Expenditures

Local Control Funding Formula (LCFF), the supplemental and concentration grants, and the additional state, local and federal funds of \$3.135 million will support the following FY22 data goals:

- ✓ Maintain a 95% daily attendance average
- ✓ Maintain and/or exceed reclassification rate of 34%
- ✓ Maintain and/or exceed the Common Core English Language Arts & Mathematics mastery rate from 18-19
- ✓ Offer weekly Friday professional development sessions to instructional team in support of deepening PUENTE's student progress monitoring school operations
- ✓ Strengthen social-emotional learning supports
- ✓ Maintain designated service to the special education students
- ✓ Maintain meal program service
- ✓ Maintain after school program service
- ✓ Provide Gifted & Talented Education (GATE)
- ✓ Build on parent involvement to the school community





## Education Protection Account (EPA) For Approval

1) Designates state funds received from the passage of Proposition 30, approximately 17% of the FY22 revenue (\$434,000) for the purpose of teacher salaries to ensure student outcomes of reclassification and Common Core mastery

**Board Action: Approve the use of the EPA funds for teacher salaries for the purpose of improving academic achievement and provide the assurance that we will adhere to the legal requirements for the use of the funds**



### **EPA – EDUCATION PROTECTION ACCOUNT**

About the **Education Protection Account:**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2021-22, 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 \$433,863. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.





## Parent Handbook For Approval

The PUENTE Parent Handbook is an **important** resource for school communication on policies and procedures and serves as as an ongoing reference.

**BOARD ACTION: APPROVE THE  
PUENTE CHARTER SCHOOL PARENT  
HANDBOOK FOR 2021-2022**





Classroom Textbook , Digital &  
Assessment Resources  
For Approval

-TEXTBOOK, DIGITAL & ASSESSMENT  
RESOURCES FOR INSTRUCTION FOR 2021-2022  
WILL BE COMMON CORE STATE STANDARDS-  
ALIGNED (CCSS)

- ASSESSMENTS INCLUDE NWEA MAP; SBAC;  
ELPAC; BENCHMARKS AND PERFORMANCE  
TASKS

**BOARD ACTION: APPROVE THE  
COMMON CORE STATE STANDARDS-  
ALIGNED TEXTBOOK, DIGITAL &  
ASSESSMENT RESOURCES FOR  
INSTRUCTION**







Special Education Contract  
For Approval



Comp Therapy  
Puente Charter  
2021-2022 School Year

## Comp Therapy

### ASSESSMENT, CONSULTATION, SERVICES, STAFFING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1<sup>st</sup>, 2021 by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") 111 N. Jackson St. Suite 202 Glendale, CA 91206 and PUENTE Charter ("Client") located at 501 S Boyle Ave, Los Angeles, CA 90033 ("service location").



## Special Education Contracts For Approval

**PUENTE SERVES APPROXIMATELY 5 – 10% SPECIAL EDUCATION STUDENTS EVERY ACADEMIC YEAR**

**- CONTRACT SERVICES PROVIDE THE NEEDED SUPPORT INCLUDING SPEECH AND LANGUAGE AND RESOURCE SPECIALIST PROGRAM**

**- PUENTE HOLDS A CONTRACT WITH COMPREHENSIVE THERAPY ASSOCIATES (CTA), WHICH ARE FEE FOR SERVICES CONTRACTS**

**BOARD ACTION: APPROVE THE RENEWAL OF THE CTA CONTRACT FOR THE 2021-2022 ACADEMIC YEAR**





## Food Service Management Company Renewal for 2021-2022 For Approval

- 1) PUENTE Meal Program provider for four years –
- 2) Adheres to meal requirements as per the U.S. Dept. of Agriculture
- 3) Food Service is compliant with the *Code of Federal Regulations for Meals*
- 4) Quality food products
- 5) Responsive and reliable service
- 6) Overall student and parent satisfaction
- 7) Adhere to safety protocols

**Board Action: : Approve the extension of the school food service contract with School Nutrition Plus for the 2021-2022 academic year.**

### CONTRACT AMENDMENT

<input checked="" type="checkbox"/> CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED	5 Pages	Renewal (Extension Number)	Agreement Number (Base year)
		4	201601
		Amendment	
		4	

1. This Agreement is entered into between the School Food Authority and Contractor named below:  
SCHOOL FOOD AUTHORITY'S NAME  
**PUENTE Learning Center**  
FOOD SERVICE MANAGEMENT COMPANY'S NAME  
**School Nutrition Plus, Inc.**
2. This amendment is effective **July 1, 2021** and amends our original contract. The amendment remains in effect until termination of current contract.
3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

**NOTE:** The following terms have been amended to reflect current federal regulation.

The following prices are in place for the new term, July 1, 2021-June 30, 2022 per the CPI increase of 3.0% for foods consumed away from home.

Breakfast: \$2.08

Lunch: \$3.41

Snack: \$.94



After School Provider Think Together  
Renewal for 2021-2022  
For Approval

- 1) PUENTE After School provider for three years –
- 2) Offers extended school services until 6 pm, Monday through Friday
- 3) Provides on-site coordinator and classroom instructors
- 4) Favorable feedback from student and parent community

**Board Action: : Approve the renewal of the contract of After School provider Think Together for the 2021-2022 academic year.**

**GRANT PROGRAM SERVICES AGREEMENT BETWEEN PUENTE LEARNING CENTER AND THINK TOGETHER, INC.**

**I. PARTIES AND EFFECTIVE DATE**

This Agreement ("Agreement") is made on \_\_\_\_\_, 2021 (the "Effective Date"), between Puente Learning Center (the "District"), and Think Together, Inc., a California non-profit corporation ("CONTRACTOR"), for the purpose of providing After School Educational and Safety ("ASES") Grant Program Services.

**II. LOCATIONS AND TERM**

The District is contracting with CONTRACTOR for provision of comprehensive Expanded Learning Programming, as defined herein, at Puente Learning Center (the "School Site") for the ASES programs. The term of this contract is July 1, 2021 to June 30, 2024 (the "Term"), coterminous with and subject to the District's receipt of ASES grant award, and is subject to all provisions of the primary ASES Grant cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education ("CDE"). If this Agreement differs from the primary CDE ASES Grant, then this Agreement governs the understanding between the District and CONTRACTOR.





## UPDATE ON 4<sup>TH</sup> RENEWAL FOR PUENTE CHARTER SCHOOL

All LAUSD charter schools that would renew their petitions in 2021 & 2022 are receiving two-year extensions to their current petitions due to COVID-19 impact on outcomes data.

PUENTE's current petition will extend through June 30, 2024.





- HYBRID SUMMER SCHOOL OPERATES  
JULY 6 – JULY 30  
- ACADEMIC YEAR BEGINS ON  
AUGUST 16





# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **CHARTER SCHOOLS DIVISION**

### **ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT\*** **2020-2021 SCHOOL YEAR (REMOTE VERSION)\*\*** **FOR**

**PUENTE CHARTER SCHOOL -2621**

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Name and Location Code of Charter School

#### LAUSD Vision

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

#### CSD Mission

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

#### CSD Core Values

We believe that our success depends on:

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

\* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management.



**\*\* In light of the COVID-19 outbreak, this oversight report was developed and finalized as part of a remote oversight process. The remote oversight process included the following: review of the Office of Data and Accountability (ODA) data set, review of previous years' oversight reports, review of any tiered intervention notices, discussions with school leaders, and review of documentation placed in an electronic document system.**

FORM REV. 1/7/2021

<b>Charter School Name:</b>		<b>PUENTE Charter School</b>			<b>Location Code:</b>	<b>2621</b>
<b>Current Address:</b>		<b>City:</b>	<b>ZIP Code:</b>	<b>Phone:</b>	<b>Fax:</b>	
501 S. Boyle Heights Ave		Los Angeles	90003	323-780-8900		
<b>Current Term of Charter:</b>			<b>LAUSD Board District:</b>	<b>LAUSD Local District:</b>		
July 1, 2017 to June 30, 2022			2	East		
<b>Number of Students Currently Enrolled:</b>	<b>Enrollment Capacity Per Charter:</b>	<b>Number Above/Below Enrollment Capacity (day of visit):</b>		<a href="#"><u>Below by 107</u></a>		
193	300 (per material revision)					
<b>Grades Currently Served</b>	<b>Grades To Be Served Per Charter:</b>	<b>Percent Above/Below Enrollment Capacity (day of visit):</b>		<a href="#"><u>Below by 35.67%</u></a>		
TK-3	TK-5 (per material revision)					
<b>Norm Enrollment Number:</b>		195				
<b>Total Number of Staff Members:</b>	20	<b>Certificated:</b>	10	<b>Classified:</b>	10	
<b>Charter School's Leadership Team Members:</b>		Brenda Meza, Interim Principal, Jerome Greening, CEO; Diana Juarez, Dean of Engagement				
<b>Charter School's Contact for Special Education:</b>		Daniela Garcia				
<b>CSD Assigned Administrator:</b>	Monique Galvez		<b>CSD Fiscal Services Manager:</b>	Joanne Vu		
<b>Other School/CSD Team Members:</b>						
<b>REMOTE Oversight Visit Date(s):</b>	3/9/21		<b>Fiscal Review Date (if different):</b>	N/A		
	N/A		<b>LAUSD Co-Location Campus(es) (if applicable):</b>	N/A		





Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):

Date of Co-Location meeting with Operations Team:

N/A

**SUMMARY OF RATINGS**

*(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4	No Rating	4	4

**CHARTER RENEWAL CRITERIA**

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

**REPORT GUIDE**



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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2020-2021*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

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

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the



CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<b><u>Areas of Demonstrated Strength and/or Progress</u></b>	
<b>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</b>	
The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s):	
<ul style="list-style-type: none"><li>The school has conducted the School Advisory Committee and ELAC via Zoom as evidenced with agendas and minutes. SSC meetings topics have included public comment, Brown Act, LCFF priorities, progress monitoring during distance learning, reclassification, school operations, return to school planning, assessment calendar, and LCAP review. ELAC topics covered at the time of the yearly visit include: ELPAC information. Documentation provided indicated several parents participating and attending the meeting.</li><li>Board agendas are posted on the Charter School Website. For further transparency the CSD and school leadership discussed providing a means to make board contact information accessible online in addition to board member introductions made at a beginning of the year orientation.</li></ul>	
<b>G2: BROWN ACT</b>	
The Governing Board complies with all material provisions of the Brown Act:	
<ul style="list-style-type: none"><li>Board agenda provides the Zoom meeting link and passcode, special accommodations, and information to participate in the public comment. Minutes reflect if quorum was established, voting outcomes on action items, list Board members in attendance, and date and time the agenda had been posted. Notice of Public Meeting flyers also provided.</li><li>Brown Act Training occurred 9/16/20 and 2/12/21 as noted in board agendas.</li><li>See “Notes” section.</li></ul>	
<b>G5: DATA-INFORMED DECISION-MAKING</b>	
The Governing Board regularly monitors school performance and other internal data to inform decision-making:	
<ul style="list-style-type: none"><li>9/16/20 agenda includes the following agenda items that reflect ongoing monitoring of school performance: Data Dashboard Enrollment and Student Subgroup, 20-21 School Priorities for the Local Control Funding Formula, Approval of the Learning Continuity and Attendance Plan, and Approval of the Data Based Decision Making Resolution.</li></ul>	



- The 6/24/20 agenda notes discussion of the 20-21 LCAP and the COVID 19 Operations Written Report for board approval. The 12/2/20 agenda reflects ongoing monitoring of implementation or goals identified in the plan with agenda item “Year to Date Covid Operations Update and LCFF Budget Overview for Parents”.

**Areas Noted for Further Growth and/or Improvement****G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)**

- At the time of the visit (March 2021) not all required topics for the ELAC meetings had been reflected (i.e., site plan for English Learners, development of needs assessment, attendance awareness) in agendas provided. School leadership indicated these items will be covered in upcoming meetings.
- School Advisory Council Agenda did not reflect public comment. School indicated that it does occur. To better convey compliance it can be added to the agenda.

**DUE PROCESS:**

- The school Student and Family Handbook details the school’s Tiered Behavior Intervention and the Restorative Justice Principles carried out by the school. It provides some steps if a suspension were to take place. However, it does not indicate what would be a suspendable offense or how to appeal a suspension.

**Corrective Action Required**

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

**Notes:**

Governing Board meetings have temporary structures in place aligned to the N-29-20 order that allows public meetings to be held by video, teleconference or other electronic means during the period in which health officials have imposed or recommended social distancing measures.

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

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

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

- Governing Board (composition, structure, roles and responsibilities) committees/councils (for example, SSC and ELAC [including legally required topics] as applicable), including but not limited to those mandated by laws or regulations
- Evaluation of school's executive level leadership (those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Organizational chart (B1.1)
	<input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Bylaws (B1.2)
	<input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Board member roster (B1.3)
	<input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school leader(s)	<input checked="" type="checkbox"/> Board meeting agendas, and minutes (B1.4)
		<input type="checkbox"/> Observation of Governing Board meeting
		<input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes and sign-ins (B1.6)
		<input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1.7)
		<input checked="" type="checkbox"/> Discussion with leadership
		<input type="checkbox"/> Other: (Specify)

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

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

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of SB 126

Rubric		Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas <b>(B1.4)</b> <input checked="" type="checkbox"/> Board meeting calendar <b>(B1.5)</b> <input checked="" type="checkbox"/> Brown Act training documentation <b>(B1.8a)</b> <input checked="" type="checkbox"/> Evidence of SB 126 implementation <b>(B1.8b)</b> <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures <b>(B1.9)</b> <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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**G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3**

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

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution process
- Uniform Complaint Procedures

<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b> <input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b> <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation <b>(B1.11)</b> <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) <b>(B1.12)</b> <input type="checkbox"/> H.R. policies and procedures regarding staff due process <b>(B1.13)</b> <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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

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

- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school's charter.
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current.
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances.
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667.
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records.

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li><li><input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li><li><input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li><li><input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li><li><input type="checkbox"/> H.R. policies and procedures regarding ESSA qualifications, credentialing, and clearance requirements <b>(B1.13)</b></li><li><input type="checkbox"/> Observation of Governing Board meeting</li><li><input type="checkbox"/> Discussion with school leadership</li><li><input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i></li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**G5: DATA-INFORMED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5**

*The Governing Board has a system in place to ensure ongoing:*

- Review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP/Learning Continuity Attendance Plan (action plans and progress toward LCAP goals)

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



**G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure fiscal viability:*

- ☐ The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports</li><li><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report</li><li><input type="checkbox"/> The school is fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.), net assets are negative in the most current independent audit report, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division</li><li><input type="checkbox"/> The school is consistently fiscally weak (e.g., inadequate cash flow, financial condition reflecting a downward trend that illustrates significantly deteriorating financial health potentially leading to negative net assets in the current Fiscal Year and/or the following Fiscal Year, etc.) and/or net assets are negative in the prior two independent audit reports, <b>or</b> the school does not have an independent audit report on file with the Charter Schools Division</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Board meeting agendas and minutes <b>(B1.4)</b></li><li><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances <b>(B1.15)</b></li><li><input type="checkbox"/> Observation of Governing Board meeting</li><li><input checked="" type="checkbox"/> Discussion with leadership</li><li><input checked="" type="checkbox"/> Independent audit report(s)</li><li><input checked="" type="checkbox"/> Other financial information submitted by the school</li><li><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</li></ul>



**G7: In light of COVID-19, the school may be unable to provide certain or all documentation to support transactions that were selected for testing for this indicator. If sufficient fiscal documentation is not available, a score will not be earned for this indicator and it will not impact the overall score for the Governance section.**

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

*The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- ☐ The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)
	<input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and but has areas noted for improvement finances (B1.15)	<input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and procedures,
	<input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, <b>or</b> has significant fiscal-related issues mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership (e.g., fiscal independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
	<input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, <b>or</b> has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	

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

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing



Does the charter school qualify for technical assistance? ☐ YES ☒ NO

Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐ YES ☒ NO

If yes, what is the school's identification? (See additional information within "Notes" section below) ☐

Comprehensive Support and Improvement (CSI)

☐ Additional Targeted Support and Improvement (ATSI)

School currently operates grades TK-3 and in 2018-2019 the school served K-1 and has limited performance noted on the CDE website.

This section will be marked N/A.

### Areas of Demonstrated Strength and/or Progress

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

The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow.

- ☐ As noted in the schools Learning Continuity and Attendance Plan, the school developed a tiered reengagement strategy for all students who do not attend from distance learning from more than 3 days or 60% of the instructional days in a school week. When students do instructional during the day it is documented in a distance learning tacker the school created to align to the components of the CDEs Combine Participation and Weekly Engagement Template.

#### **A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE**

The schoolwide Dashboard Suspension Rate Indicator color is blue.

#### **A11: ENGLISH LEARNER RECLASSIFICATION**

The school reclassifies English Learners at a rate higher than the state average: PUENTE's 2019-2020 reclassification rate is 33.8 state 13.8%.

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## Notes:

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS**

- The “A12: VERIFIED DATA/INTERNAL ASSESSMENTS” indicator is not rated this year.
- The school provided math and reading NWEA MAP assessment data per classroom showing math RIT performance for the fall, and winter. The school provided excel spreadsheets disaggregating the subgroup performance of NWEA assessments. Also provided were color coded end of unit assessments by classroom and student. Additionally, third grade had IAB tracking performance.
- CSD and school leadership discussed that the CDE has posted a list of assessments that provide verified data aligned to the requirements of AB1505 at the following link in the November 20, 2020 Addendum: <https://www.cde.ca.gov/sp/ch/verifdata.asp>
- School will review the list to ensure use of an approved assessment that provides verified data. Also discussed was for the school to review verified data criteria.

***\*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as a “low-performing” charter school based on the state’s published annual list.***

**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1**

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

☐ California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is green <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2**

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

☐ California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is either red or orange <input checked="" type="checkbox"/> N/A - No color assigned for the Math Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3**

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

☐ California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
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Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is green	<input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b>
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is yellow	<input checked="" type="checkbox"/> ELPAC Criterion reports (CDE) <b>(B2.3)</b>
	<input type="checkbox"/> The schoolwide Dashboard ELPI color is either red or orange	<input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> N/A - No color assigned for the ELPI on the Dashboard	

**A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4**

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

☐ California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard CCI color is green	<input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b>
	<input type="checkbox"/> The schoolwide Dashboard CCI color is yellow	<input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard CCI color is either red or orange	
	<input type="checkbox"/> N/A - No color assigned for the CCI on the Dashboard	
	<input checked="" type="checkbox"/> N/A - CCI is not applicable for the grade levels assigned at the charter school	

**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5**

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is blue	<input checked="" type="checkbox"/> California School Dashboard Report (CDE)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green	<input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set <b>(B2.1)</b>
	<input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is yellow	<input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either red or orange	
	<input type="checkbox"/> N/A - No color assigned for the Chronic Absenteeism Indicator on the Dashboard	
	<input type="checkbox"/> N/A - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	



**A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6**

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

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

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7**

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

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

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is green <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is yellow <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is either red or orange <input type="checkbox"/> N/A - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> N/A - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

**A8: DASHBOARD SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #8**

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

☐ Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)



Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A9: DASHBOARD SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #9**

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

- ☐ Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
<b>Performance</b>	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability’s Data Set <b>(B2.1)</b> <input type="checkbox"/> Other: (Specify)

**A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #10**



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

- ☐ Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

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

**A11: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #11**

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

- ☐ English Learner reclassification rate for 2019-2020 (CDE)

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> N/A - The school did not have any English Learners <input type="checkbox"/> N/A - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Review of LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> ELPAC Criterion reports (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4) <input type="checkbox"/> Rate of "LTEs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) (B2.4)
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**\*INDICATOR A12 IS APPLICABLE TO NEW CHARTER SCHOOLS WHICH DO NOT HAVE CAASPP (SBAC)/DASHBOARD SCORES AND ALL CHARTER SCHOOLS**

**Due to COVID-19, the school may be unable to provide accurate data for this indicator. If no data is available, a score will not be earned for this indicator and it will not impact the overall score for the Student Achievement and Educational Performance section.**

**A12: VERIFIED DATA/INTERNAL ASSESSMENTS\*\* (ALL Grades and New Charter Schools) - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #12**

*The school demonstrates student academic achievement, including progress towards closing the achievement gap, for ALL grades or as a new school with no CAASPP (SBAC) data as measured by:*

- The school's "Verified Data"/Internal Assessments (with analysis of results based on the four bullets below) schoolwide, by subgroups, and grade-levels in ELA and Math
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and "strong postsecondary outcome" data (completion rates, high school graduation rates, and college acceptance rates) equal to similar peers

AB1505 "Verified Data" questions:

1. Explain how the data submitted is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.
2. Describe how the data submitted shows "one year's progress" as growth in achievement in ELA and Math from one academic year to the next.
3. Explain how the data submitted shows that the charter school demonstrates either the same or higher growth levels as schools serving similar student populations, for each year of the charter school's current term of the charter.
4. Explain how the data submitted demonstrates strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers, at the time of the submission of the renewal petition.

**\*\*NOTE: Indicator A12 Verified Data/Internal Assessments: At this time, a school's submission of verified data will serve for informational purposes (i.e., instructional areas of focus). Considering the recent adoption of verified data sources by the State Board of Education, as well as potential regulations related to verified data, a school's submission of during this 2020-2021 oversight visit will not receive a score in the *Student Achievement and Educational Performance* rating. For schools scheduled for renewal in the 2021-2022 fiscal year, the District will consider applicable verified data the school elects to submit as part the school's scheduled renewal submission, and aligned to State guidance. If a charter school up for a renewal in 2021-2022 chooses to submit verified data/internal assessments as part of their virtual oversight visit, the information provided will not constitute what may be requested as part of the *Renewal Application* submission. Applicable updates by the State will inform further updates related to verified data.**

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by "Verified Data"/Internal Assessments that are regularly monitored and	<input type="checkbox"/> "Verified Data"/Internal Assessment Data and other relevant information (B2.6) <input type="checkbox"/> Other: (Specify)





	<p>analyzed and that reflect “at least one year’s progress” in student achievement in ELA and Math for all of the school’s numerically significant subgroups in all grade-levels</p> <p><input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by “Verified Data”/Internal Assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and gradelevels.</p> <p><input type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by “Verified Data”/Internal assessments that are regularly monitored and analyzed and that reflect “at least one year’s growth” in student achievement in ELA and Math for less than a majority of the school’s numerically significant subgroups and grade-levels</p> <p><input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by “Verified Data”/Internal assessments and that reflect no growth or a decline in student achievement in ELA and Math for the majority of the school’s numerically significant subgroups and grade-levels, or the school has not collected and/or analyzed and monitored internal assessment or other academic achievement data; or <u>did not</u> provide “verified data”.</p> <p><input checked="" type="checkbox"/> N/A - No assessment of performance for this indicator.</p>	
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**Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):**

N/A

**LEARNING CONTINUITY AND ATTENDANCE PLAN 2020-2021 (For Informational Purposes Only)***The CSD reviewed the Learning Continuity and Attendance Plan.*

All requested template information and descriptions were provided:		Sources of Evidence
<input checked="" type="checkbox"/> General Information <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> In-Person Instructional Offerings Actions Related to In-Person Instructional Offerings <input checked="" type="checkbox"/> Distance Learning Program which includes: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, Supports for Pupils with Unique Needs, Actions Related to the Distance Learning Program <input checked="" type="checkbox"/> Pupil Learning Loss Pupil Learning Loss Strategies, Effectiveness of Implemented Pupil Learning Loss Strategies, Actions to Address Pupil Learning Loss <input checked="" type="checkbox"/> Mental Health and Social Emotional Well-Being <input checked="" type="checkbox"/> Pupil and Family Engagement and Outreach <input checked="" type="checkbox"/> Additional Actions to Implement the Learning Continuity Plan <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners and Low-Income Students		<input checked="" type="checkbox"/> Learning Continuity Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:		



Stakeholder Engagement- The plan could be more clear as to what how or by what means the school obtained teacher feedback.

In Person Instructional Offerings: while the plan indicated there would be intervention for Tier 2, it did not elaborate or address strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. The “Actions” section did not detail improved services for foster youth, English learners, or low-income students, as applicable.

Pupil Learning Loss: the plan provided some identified actions that are utilized with all groups. The response did not include a description of how strategies may differ for the list of students provided, i.e, homeless, foster, etc.

Mental Health and Social Emotional Well Being- the plan did not specify professional development for staff in this section.

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4

**Areas of Demonstrated Strength and/or Progress****O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES**

The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety:

- AB 1767, requires the governing board of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups. The school provided the PUENTE “Youth Suicide Prevention Policy” along with several tool kits it uses as resources and a training certificate for one staff member that trains one to recognize thoughts of suicide and safety resources. School indicated that this Policy is an agenda item at an upcoming board meeting in March 2021.
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day. School provided a letter sent to parents that indicated PUENTE is “able to provide a healthy meal each day at no charge for all students enrolled in the 20-21 school year”. The Learning Continuity and Attendance Plan states “During Distance Learning Grab and Go meals will be available twice per week (5 days of meals) at our school”. This information was communicated to parents in several ways: virtual parent meeting at beginning of year, The Bilingual Newsletter, texting, and on the school website.
- In addition to ESSA certification, the school provided the individual Child Abuse Training Certificates per each staff member.

**O3: STANDARDS-BASED INSTRUCTION**

The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS & CA NGSS:

- School leadership shared the synchronous schedule that in addition to content areas includes small group time and Designated ELD. Pre and post assessments for each unit are still utilized to inform lesson planning and continued monitoring of student performance. In addition to schoolwide use of the NWEA assessments, 3<sup>rd</sup> grade has also used the SBAC Interims to monitor standards mastery.
- A sample lesson plan showcased a teacher’s weekly lessons. It detailed the content goals, ELD Integrated supports, SPED Accommodations, questioning, vocabulary words, visual aids, sentence starters and both the CCSS and ELD standards. For ELA, the school provided the Wonders Scope and Sequence.
- Math standard implementation was evident through math roadmaps that detailed timeframe standard is addressed, resource used, and the unit that aligns to that standard. Other documentation included rubrics and PD agendas for CGI math training.
- ELD plans detailed students in Bridging, Expanding, and Emerging groups with specific standards each group addresses. It also included the afternoon daily schedule and students who receive ELD at specific times.

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

The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis:

- Differentiated support is provided each afternoon as noted in the distance learning schedule. As shared by leadership and seen in lessons plans, each student is either in a reading group that supports their performance level as well as those above grade level, a math group, or the English Learner Designated group. Reading groups identify goals for students by reading level. These small groups support the stakeholder feedback shared in the Learning Continuity and Attendance Plan.
- Teachers utilize breakout rooms in Zoom to implement intervention or differentiation. Special Education team members provide push in support. Daily lessons note accommodations for English Learners.
- The school indicated that it is administering the ELPAC this year following safety protocols. To work towards reclassification, the school monitors ELPAC progress with an EL Tracker that identifies each student's level.
- The school shared NWEA assessments have been administered in the fall, winter, and will also be in the spring. Third grade completes a CAASPP Interim assessment in ELA and math at the end of each unit and on Fridays, uses data to inform test preparation sessions.
- Professional Development Calendar shows Staff data analysis taking place throughout the year, and trainings that address and support English Learners and students in Special education.
- Tier 3 monitoring form details the analysis the teacher does for a specific student. It identifies the standard addressed and the area of growth for that student, the logistics of Intervention sessions (how often), objectives to address during the intervention for that student, assessment score before and after intervention, and an overall analysis statement identifying what the student is struggling with.

**O6: SPECIAL EDUCATION**

The school has a fully developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements:

- The school shared several systems and tools used to ensure services are provided in accordance with students' IEPs and the maintenance of timely IEP records: all teachers receive IEP goals and accommodations. Teachers collaborate to incorporate accommodations in lesson plans as seen in plans provided, and Special Education teachers team teach with general education teachers.
- The Learning Continuity and Attendance Plan indicates that IEPs will continue virtually. The plan indicates service provider's will work with families to create standing schedules for service delivery to meet the needs of families and to adhere to the minutes stipulated in the IEP.
- To support students with disabilities during distance learning, the school described providing materials and technology, support through small group instruction as seen in daily schedules provided, frequent communication with the students and families, and Power Point of professional development session "How to Support Students with Disabilities in your Classroom". In addition, leadership described that teachers collaborate and determine push in supports, provide one to one support using features of See Saw to assist students in navigating assignments remotely, and record lessons to view later along with directions provided in two languages.





- CSD and school discussed that the school had a Special Education population of 6 students (4%) identified in 2019-2020 based on CALPADS certification, and concern that this was lower than the statewide and Los Angeles percentages. However, the school asserts that the Special Education population has increased in 2020-2021, and has 14 students with an IEP as seen in Welligent reports.

**O7: SCHOOL CLIMATE AND STUDENT DISCIPLINE**

The school has a highly developed school climate and student discipline system:

- While implementing the distance learning program, the school provided evidence and described several ways the school provides positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive:
  - School described activities such as schoolwide assemblies, book clubs, storytelling classes, virtual fieldtrips, virtual Family Engagement meetings, and Coffee with the Principal that details LCAP updates.
  - Theme based monthly distribution days as families collect supplies in the drive through.
  - See Professional Development notes-training in many student climate supports □ Per AB 2291, the school has procedures for preventing bullying and cyberbullying: ○ Student and Family Handbook includes the section “Prohibited Bullying”. ○ Restorative or “Family Circles” and lessons with students how to respond and handle harmful treatment effectively and educating students about online risks and how to avoid or report issues that come up online.
  - Professional development- Teachers are currently reading “Hacking School Discipline” by Brad Weinstein that aligns with restorative practices. In PD documentation provided, “No Bullies Are Allowed Here” detailed information, tips, and resources in regards to bullying and cyberbullying.
- School currently has 0% suspension.

**O8: PROFESSIONAL DEVELOPMENT**

The school has fully implemented a professional development plan for teachers and staff that supports instructional practices and targets identified needs:

- School leadership indicated the focus of this year’s PD has been social emotional learning and strategies for successful distance learning. ○ PD documentation included materials for implementing daily restorative circles for morning meetings, use of Calm Classroom, the Emotional Thermometer, PBIS, and Behavior Flip ○ Materials also reflected support to virtually implement the CGI approach in math and writing Workshop as well as expectations, logistics, and support for implementing small groups with standards aligned tasks.+
  - School discussed teacher have access to IT support and have received trainings this year with support in training for implementing the ELPAC and IAB assessments.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PUENTE CHARTER**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/9/2021**

## **O9: STAKEHOLDER COMMUNICATION AND INVOLVEMENT**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PUENTE CHARTER**

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: **3/9/2021**



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

- School updated the website with a COVID 19 Response tab that provides school families with several virtual school opportunities, communications, and COVID and mental health resources in the community.
- Monthly Bilingual Newsletter sent by text and on the website details events, announcements, and recognition ceremonies to celebrate students and staff.
- PUENTE shared several ways that the school communicates with families: Zoom meetings, SeeSaw, Google Classroom, texts, emails, phone, home deliveries, curbside pick-ups, online workshops, and distribution days. Orientations held online and teachers provided one to one meetings to welcome each family and assess each family's needs.
- Parents can access the schools SIS system Infinite Campus to view their child's attendance and parent teacher conferences continue twice a year.
- Parents can reach the school office regarding any concerns during virtual office hours that are consistent to the regular school office hours. Staff emails and phone numbers are accessible on the website and a directory is provided on each newsletter. Additionally, the school provides a Tech Support hotline for problems with laptops hotspots or other technical support.
- Documentation provided included Distance Learning Surveys that provided the school feedback related to technology and remote learning needs.

#### **O10: TRANSPARENCY FOR STAKEHOLDERS**

The school has a highly-developed system to share information with stakeholders via its documents available both manually, electronically and on its website:

- Viewing of the school website showed several documents and information accessible to the public and school stakeholders presented in English and applicable languages as applicable by law:
- Title IX contact person at the school site is in the Title IX document that can be accessed in the Charter Document section of the website. . Also accessible from the Charter Document section is the UCP in English and Spanish, and other transparency items such as complaint procedure, student handbook, and financial audits.
- Per AB 34, the school is to provide evidence of bullying and harassment prevention being readily accessible to parent and guardian of pupils in a prominent location on the LEA's website for grades K-6. As seen on the school website, several resources are accessible ○ Bullying Prevention and Resources for Students and Parents and Social –Emotional Learning at Home Ressources
- School provided evidence Per AB 2022, of notification requirements to pupils and parents on how to access mental health services on campus and in the community as follows:
  - The school had started an 8 week mental health course in partnership with LAPD PALS Program for parents.



- School website has section titled “Mental Health Activities”. ○ Flyer for “maintaining your Mental Health During Challenging Times” in December 2020.





- Coffee with the Principal Meeting December 2020 covered the topic “Mental Health Stress Management for Children”. ○ Posted on the website is the “PUENTE COVID 19- Neighborhood Resource Guide” that includes local health and safety resources. ○ Participated in the “National Mental Health Day” and “National Kindness Week” with activities for the students as seen on the PUENTE website.
- “Mental Health Resources for Families” sent to families in November and also posted on the website.

**Areas Noted for Further Growth and/or Improvement O3:****STANDARDS–BASED INSTRUCTION**

- PE implementation was not evident in documentation provided. In leadership discussion, it was shared that while it is not at a scheduled time, implementation is expected once a day. In addition, the school discussed community partnerships that also provide opportunities during the year supporting physical activity.
- School shared that at material pick up days, science materials are provided to students. PD documentation details training with NGSS for teachers. While science was listed in the school schedule provided, planning materials were limited in representing lessons conveying how NGSS standards were implemented. In leadership discussion, the school shared and then provided a Scope and Sequence that shows NGSS standards mapped out throughout the year. The school indicated science was embedded in the Project Based Learning assignments noted in the Year at a Glance. However, the projects listed did not go into Science details. While some documentation was provided, how science is implemented through project based learning can continue to be monitored through on going oversight.

**Corrective Action Required**

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

Notes:



***\*NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff and sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

**O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES - ORGANIZATIONAL MANAGEMENT QUALITY**  
INDICATOR #1

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

- The school has a current site-specific comprehensive Health, Safety, and Emergency Plan  
(Note: for co-locations, the charter school adheres and complies with the District school's Health, Safety and Emergency Plan)
- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- School staff receives annual training on the handling of bloodborne pathogens
- The school has a Visitor's policy and it's visible in the main office
- AB 1767, requires the governing board or body of a local education agency (LEA) that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups □ A Pupil Suicide Prevention Policy (grades 7-12) is in place, in compliance with AB 2246

**Rubric**

**Sources of Evidence**



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b>
	<input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan <b>(B3.1b)</b>
	<input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Evacuation route maps <b>(B3.1b)</b>
	<input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training <b>(B3.1c)</b>
		<input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies <b>(B3.1b)</b>
		<input checked="" type="checkbox"/> Evidence of AB 1767 implementation (grades K-6) <b>(B3.1g)</b>
		<input checked="" type="checkbox"/> Evidence of AB 2246 implementation (grades 7-12) <b>(B3.1f)</b>
		<input checked="" type="checkbox"/> Child abuse mandated reporter training documentation <b>(B3.1d and B3A.4)</b>
		<input checked="" type="checkbox"/> Bloodborne pathogens training documentation <b>(B3.1e and B3A.4)</b>
		<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021</i> (“ESSA Grid”) <b>(B3A.1)</b>
		<input checked="" type="checkbox"/> <b>Virtual classroom observation</b>
		<input checked="" type="checkbox"/> Visitor’s Policy <b>(B3.1a)</b>
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

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

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

- For each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site ☐ School provides documentation of student immunization and
- School provides documentation of health screening per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- School maintains an emergency epinephrine auto-injectors (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable law
- Per AB 1871, charter schools are required to provide needy students with one nutritionally adequate free or reduced priced meal each day
- Per AB 2009, any charter school that offers an interscholastic athletic program is required to have at least one automated external defibrillator (AED)
- Per SB 972, student ID cards for schools serving grades 7-12 have the phone number of the National Suicide Prevention Lifeline printed on at least one side

Rubric		Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li><li><input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li><li><input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li><li><input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety for Certificates of Occupancy, immunization, health screenings and emergency epi-pens</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li><li><input checked="" type="checkbox"/> Certificate of Occupancy or equivalent <b>(B3.2a)</b></li><li><input checked="" type="checkbox"/> Evidence of student immunization <b>(B3.2b)</b></li><li><input type="checkbox"/> Evidence of health screening <b>(B3.2b)</b></li><li><input checked="" type="checkbox"/> Evidence of Epi-pen <b>(B3.2c)</b></li><li><input type="checkbox"/> AED (schools with an interscholastic athletic program) <b>(B3.2e)</b></li><li><input type="checkbox"/> Evidence of SB 972 <b>(B3.2f)</b></li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

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

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

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



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

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

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

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

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

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

**O6: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6**

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

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

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b>
	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b>
	<input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities <b>(B3.3j)</b>
	<input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements	<input type="checkbox"/> Self-Review Checklist <b>(B3.4a)</b>
		<input type="checkbox"/> Other special education documentation <b>(B3.4a)</b>
		<input type="checkbox"/> Consultation with Charter Operated Programs office
		<input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education <b>(B3.4a)</b>
		<input type="checkbox"/> <b>Virtual classroom observation</b>
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

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

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

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Per AB 2291, adopt procedures for preventing acts of bullying, including cyberbullying

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li><li><input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li><li><input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li><li><input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Parent-Student Handbook(s) <b>(B1.10)</b></li><li><input type="checkbox"/> LCAP <b>(B3.3b)</b></li><li><input checked="" type="checkbox"/> Professional development documentation <b>(B3.4b)</b></li><li><input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles <b>(B3.4c)</b></li><li><input type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST <b>(B3.4c)</b></li><li><input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension <b>(B3.4c)</b></li><li><input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system <b>(B3.4c)</b></li><li><input checked="" type="checkbox"/> Evidence of data monitoring <b>(B3.4c)</b></li><li><input checked="" type="checkbox"/> Review of LAUSD Office of Data &amp; Accountability's Data Set for suspension, expulsion, and disproportionality <b>(B2.1)</b></li><li><input checked="" type="checkbox"/> Suspension rates, and disproportionality rates</li><li><input checked="" type="checkbox"/> Evidence of implementation of AB 2291 <b>(B3.4c)</b></li><li><input type="checkbox"/> <del>Interview of stakeholders</del></li><li><input checked="" type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O8: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8***The school:*

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

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

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





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

- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- Provides all stakeholders with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP/Learning Continuity and Attendance Plan
- Per SB 1104, schools that maintain any of grades 6-12, inclusive, identify and implement the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources

**Rubric****Sources of Evidence**



<b>Performance</b>	<input checked="" type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook <b>(B1.10)</b>
	<input type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input type="checkbox"/> LCAP <b>(B3.3b)</b>
	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of stakeholder consultation <b>(B3.4d)</b>
	<input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement <b>(B3.4d)</b>
		<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate <b>(B3.4d)</b>
		<input type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements <b>(B3.4d)</b>
		<input type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter <b>(B3.4d)</b>
		<input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) <b>(B3.4d)</b>
		<input type="checkbox"/> Evidence of informing parents/guardians of human trafficking prevention resources (grades 6-12) <b>(B3.4d)</b>
		<input type="checkbox"/> <del>Interview of stakeholders</del>
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

**O10: TRANSPARENCY FOR STAKEHOLDERS- ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10**



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

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- UCP and all complaint procedures
- Title IX information in accordance with SB 1375\*\*
- AB 2246 Suicide Prevention applicable posting (Gr 7-12)
- Applicable categories described in Charter School Transparency Resolution
- Per AB 2022, notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year
- Per AB 34, ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils (Gr. K-6)\*\*

\*\*required on website

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website</li><li><input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website</li><li><input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website</li><li><input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <input type="checkbox"/> UCP Procedure and Forms<ul style="list-style-type: none"><li>• Complaint Forms</li><li>• SB 1375 Information</li><li>• AB 2246 (grades 7-12)</li><li>• LCAP</li><li>• Financial Audit</li><li>• Student Demographics</li><li>• Student Achievement Information</li></ul></li><li><input checked="" type="checkbox"/> Evidence of implementation of AB 2022 (B3.4e)</li><li><input checked="" type="checkbox"/> Evidence of implementation of AB 34 (B3.4e) <input type="checkbox"/></li><li>Other: (Specify)</li></ul>

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

***The school has a system in place for the evaluation of school staff designed to ensure that:***

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

Rubric		Sources of Evidence
<b>Performance</b>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li><li><input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li><li><input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li><li><input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements</li></ul>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Documentation related to a system for evaluation of school-based faculty, staff, and administrator(s) <b>(B3.4f)</b></li><li><input type="checkbox"/> Discussion with school leadership</li><li><input type="checkbox"/> Other: (Specify)</li></ul>

**O12: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #12*****The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:***

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year are on track to obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The school has identified its CalSASS charter user(s) to complete the CTC training, and review related information in order to provide ongoing monitoring and responses to any exceptions (possible misassignments) identified by the CTC.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric	Sources of Evidence
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<b>Performance</b>	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times	<input checked="" type="checkbox"/> (B3A.1a)
	<input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c)
	<input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d)
	<input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a and B3A.3a)
		<input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b)
		<input checked="" type="checkbox"/> Vendor certifications (B3A.5)
		<input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.6)
		<input type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)
	<input checked="" type="checkbox"/> Certification of Clearances, Credentialing, and Mandated Reporter Training 2020-2021 form ("ESSA Grid")	
<b>Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable): N/A</b>		



Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/9/2021**

2621	2017-2018					2018-2019					2019-2020				
PUENTE Charter (ELA Site)	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		444,837	420,925	748,846	748,846		0	838,178	897,012	897,012		666,725	666,725	741,774	741,774
Current Assets		464,203	755,307	826,368	826,368		0	1,453,178	1,500,655	1,500,655		757,214	757,214	1,469,760	1,456,363
Fixed and Other Assets		0	0	16,500	16,500		0	124,120	212,908	212,908		832,967	832,966	740,046	355,070
<b>Total Assets</b>		464,203	755,307	842,868	842,868		0	1,577,298	1,713,563	1,713,563		1,590,181	1,590,180	2,209,806	1,811,433
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	0	102,281	102,084		0	33,000	127,498	127,497		0	0	559,635	210,928
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>		0	0	102,281	102,084		0	33,000	127,498	127,497		0	0	559,635	210,928
<b>Net Assets</b>		464,203	755,307	740,587	740,784		1,257,994	1,544,298	1,586,065	1,586,066		1,590,181	1,590,180	1,650,171	1,600,505
Total Revenues	1,128,974	1,086,526	1,152,782	1,114,761	1,114,958	1,431,292	1,931,292	2,232,119	2,224,464	2,224,465	1,919,009	1,919,009	1,919,009	2,015,066	1,993,052
Total Expenditures	1,128,973	997,115	1,135,816	1,112,516	1,112,516	1,428,607	1,428,605	1,428,605	1,379,183	1,379,183	1,914,894	1,914,894	1,914,894	1,950,961	1,978,613
<b>Net Income / (Loss)</b>	0	89,411	16,965	2,245	2,442	2,685	502,687	803,514	845,281	845,282	4,115	4,115	4,115	64,105	14,439
Operating Transfers In (Out) and Sources / Uses	0	(294,628)	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	0	(205,218)	16,965	2,245	2,442	2,685	502,687	803,514	845,281	845,282	4,115	4,115	4,115	64,105	14,439
<b>Net Assets, Beginning</b>	649,122	669,421	669,421	738,342	738,342	755,307	755,307	755,504	740,587	740,784	1,544,297	1,586,066	1,586,065	1,586,066	1,586,066
Adj. for restatement / Prior Yr Adj	0	0	68,921	0	0	0	0	(14,720)	197	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	649,122	669,421	738,342	738,342	738,342	755,307	755,307	740,784	740,784	740,784	1,544,297	1,586,066	1,586,065	1,586,066	1,586,066
<b>Net Assets, End</b>	649,122	464,203	755,307	740,587	740,784	757,992	1,257,994	1,544,298	1,586,065	1,586,066	1,548,412	1,590,181	1,590,180	1,650,171	1,600,505

2621	Audited Financials					2020-2021				
PUENTE Charter (ELA Site)	2016-17	2017-18	2018-19	2019-20	2020-21	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	363,886	748,846	897,012	741,774	0		620,638	0	0	0
Current Assets	718,054	826,368	1,500,655	1,456,363	0		1,407,285	0	0	0
Fixed and Other Assets	20,288	16,500	212,908	355,070	0		894,380	0	0	0
<b>Total Assets</b>	738,342	842,868	1,713,563	1,811,433	0		2,301,665	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	0	102,084	127,497	210,928	0		142,115	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	0	102,084	127,497	210,928	0		142,115	0	0	0
<b>Net Assets</b>	738,342	740,784	1,586,066	1,600,505	0		2,159,550	0	0	0
Total Revenues	1,140,738	1,114,958	2,224,465	1,993,052	0	2,383,339	2,383,339	0	0	0
Total Expenditures	1,051,520	1,112,516	1,379,183	1,978,613	0	2,373,961	2,373,961	0	0	0
<b>Net Income / (Loss)</b>	89,218	2,442	845,282	14,439	0	9,378	9,378	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	89,218	2,442	845,282	14,439	0	9,378	9,378	0	0	0
<b>Net Assets, Beginning</b>	649,124	738,342	740,784	1,586,066	0	1,590,180	1,650,172	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	500,000	500,000	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	649,124	738,342	740,784	1,586,066	0	2,090,180	2,150,172	0	0	0
<b>Net Assets, End</b>	738,342	740,784	1,586,066	1,600,505	0	2,099,558	2,159,550	0	0	0



**FISCAL OPERATIONS****RATING**

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

4

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

PUENTE Charter's fiscal condition is positive and has been upward trending since the 2016-2017 Fiscal Year. According to the 2019-2020 independent audit report, the school had positive net assets of \$1,600,505 and net income of \$14,439. The 2020-2021 First Interim projected positive net assets of \$2,109,883 and net income of \$9,378.

**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive.

	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (First Interim)
Net Assets	\$738,342	\$740,784	\$1,586,066	\$1,600,505	\$2,109,883
Net Income/Loss	\$89,218	\$2,442	\$845,282*	\$14,439	\$9,378
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Adjustment for Restatement	\$0	\$0	\$0	\$0	\$500,000**

\*See Item 29 in the Notes section below for further details regarding the significant net income reported for Fiscal Year 2018-2019. \*\*See further details under the Other Observations section below.

**Areas Noted for Further Growth and/or Improvement:**

None noted.

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

**1. Shipments of School Orders to Private Addresses:**

The charter school indicated that it has continued to follow segregation of duties as closely as possible. However, at the beginning of the COVID-19 pandemic, the CSD was advised that computer packages were sent to the school's Information Technology (IT) staff's residential address. The CSD was advised that the IT staff would upload the necessary school programs into the computers for PUENTE Charter's employees, and would bring the computers to the school where they are distributed to school staff and/or students. The CSD was further advised that most items were still shipped to school site, and school teachers pick up supplies from the school site.

It is the CSD's position that deliveries of purchases made using school/public funds, to non-school locations, raise concerns. Irrespective of whether any actual improprieties exist regarding these purchases, transactions handled in this manner, at the minimum, give the appearance of a potential misuse of public funds for personal purposes and are not indicative of best practices. The CSD recommends that PUENTE Charter's governing board approve and document alternative shipping address(es), the authorized school employee(s) receiving school items, and proper procedures safeguarding school assets, in emergency situations such as the COVID-19 pandemic.

**2. Overstated Net Assets in 2020-2021 First Interim Report:**

The CSD was informed during its remote oversight visit to PUENTE Charter that the net assets for the school's 2020-2021 Preliminary Budget and its 2020-2021 First Interim Report submitted to LAUSD were overstated by the \$500,000 donation from Ahmanson Foundation which was granted to PUENTE Learning Center (not the school as it originally thought) *subsequent* to the school's submission of the 2020-2021 Preliminary Budget. This \$500,000 donation was reflected as adjustments for restatement in PUENTE Charter's 2020-2021 Preliminary Budget and its 2020-2021 First Interim Report. The CSD was further advised that when PUENTE Charter learned that the \$500,000 donation was awarded to PUENTE Learning Center, it promptly adjusted the school's books. However, the school acknowledged that it had completely forgot to remove the \$500,000 donation from the 2020-2021 Preliminary Budget Report submitted to LAUSD, resulting in overstated net assets reported in this interim report. PUENTE Charter stated that it would be contacting LAUSD Accounting Department to correct the \$500,000 overstated net assets.

The Charter Schools Division will review the recommended updates to the school's fiscal policies and the school's stated action by the next oversight visit. The results may be factored into the school's rating for next year.

**Corrective Action Required:**

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PUENTE CHARTER**

**Annual Performance-Based Oversight Visit Report**

DATE OF VISIT: **3/9/2021**

**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2020 and noted the following:
  - a. Audit opinion: Unmodified.
  - b. Material weaknesses: None Reported.
  - c. Deficiencies/Findings: None Reported.
  - d. Going Concern: None Reported.
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2020-2021 budget were provided.
4. PUENTE Charter indicated that it does not participating in STRS, or CalPERS for its employees. However, the school does participate in Social Security on behalf of its employees and offers a 403(b) Tax-Sheltered Annuity Plan to qualified employees.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2019-2020 audit report, the school's cash and cash equivalents is \$741,774, and total expenditures equal \$1,978,613. Therefore, the school's cash reserve level is 37.49%, which exceeds the recommended 5%.
8. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
9. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
10. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
11. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member or school employee with responsibilities outlined within the charter school's financial policies and procedures was provided.
12. An itemized accounting regarding total compensation paid to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
13. Reviewed the following 21 checks and electronic credit/debit transactions. No discrepancies were noted.
  - a. Check numbers (Manufacturers Bank Checking Account Ending in X1142): 19275, 19276, 19279, 19282, 19324, 19344, 19345, 19346, 19347, 19386, 19396, 19399, 19430, ACH 453, ACH 472, ACH 492, ACH 541, and ACH 544.
  - b. Reviewed three credit/(**debit**) transactions pertaining to Wells Fargo Savings Bank Account Ending in X2931 for the month of June 2020 for sample testing. (1) 6/3/2020 – \$27,697 (Edeposit IN Branch/Store); (2) 6/12/2020 – (**\$45.000**) (Online Transfer to the Center); and (3) 6/25/2020 - \$148,658 (WT Fed#00016). No discrepancies were noted.
14. Reviewed credit card statements from January 2020 through June 2020. Selected the months of January, February and May 2020 for sample testing. No discrepancies were noted.
  - a. American Express Corporate Credit Card Ending in X1016. (Chief Executive Officer)
15. Reviewed bank statements and bank reconciliations from January 2020 through June 2020. Selected the months of January, February, March, May, and June 2020 for sample testing. No discrepancies were noted.



- a. Wells Fargo Savings Account Ending in X2931 (Operating Account). The CSD was advised that PUENTE Learning Center (the charter operator) pays the bills for the charter school, which are reimbursed at the end of each month. Expenditures related to the charter school are coded and accounted separately by the Learning Center.
- b. Manufacturers Bank Savings Account Ending in X1142 (Capital Campaign Account for Facilities Expansion Project)
16. A Segregation of Duties (SOD) review was conducted remotely at PUENTE Charter via videoconference. The CSD's observations were noted under the Other Observations section above.
17. Equipment inventory was provided.
18. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2019-2020) are posted on the charter school's website.
19. The most current Audited Financial Statements are posted on the charter school's website.
20. The 2020-2021 LCAP/Learning Continuity and Attendance Plan and Budget Overview for Parents were submitted to LAUSD.
21. The most current LCAP/Learning Continuity and Attendance Plan and Budget Overview for Parents are posted on the charter school's website.
22. The charter school's expansion plan for major improvements to the existing school site to accommodate its Fourth- and Fifth-grade levels was provided. The school provided its architectural and development plan, with estimated total costs of \$336,005. The CSD was advised that the first phase of the building upgrades started in October 2018, whereby the school's consultants conducted a feasibility, environmental, and traffic study, followed by the conditional permit use approval. The school expects full completion by May 2022.
23. PUENTE Charter indicated that the charter school did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
24. Documentation pertaining to grants that the school received during both Fiscal Years 2019-2020 and 2020-2021 due to the COVID-19 pandemic (e.g., grants through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, such as the Elementary and Secondary School Emergency Relief (ESSER) fund, the Governor's Emergency Education Relief (GEER) Fund, Learning Loss Mitigation Funding, etc.) was provided.
25. PUENTE Charter provided documentation indicating that the organization had applied and received the grant letter regarding the CA State Growth Funding.
26. Pursuant to AB 1871, a signed written statement that indicates that PUENTE Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
27. PUENTE Charter did not disclose any legal actions, regulatory proceedings, or investigations which might have a material impact on their financial viability.
28. The 2019-2020 audited and unaudited actuals do not mirror each other. There was a variance of **(\$384,973)** in Fixed and Other Assets, and a variance of \$348,706 in Accounts Payable. According to school, these variances were primarily due to the following factors: 1) The cost related to the construction work in process of \$364,426 was transferred from the school's books to PUENTE Learning Center's; and 2) The Accounts Payable is reduced by \$348,708 due to the work in process reclassification as described above.
29. \*Note: According to PUENTE Charter, the net income reported for Fiscal Year 2018-2019 included two contributions intended for the school's building and campus upgrade purposes. PUENTE Charter received \$500,000 from Great Public Schools Now, and \$325,000 from the Walton Foundation.

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



N/A
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**Fiscal Operations Rubrics**

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

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

<i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i>	<i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i>
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**Existing Schools (based on the most current annual audit):**

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

**REQUIRED CRITERIA**

1. Net Assets are positive in the prior two audits;
2. The cash balance at the beginning of the school year is positive;
3. The two most current audits show no material weaknesses, deficiencies and/or findings;
4. All vendors and staff are paid in a timely manner;
5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
6. Charter school adheres to the governing board approved Fiscal Policies and Procedures;
7. Governing board adopts the annual budget;
8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
10. There is no apparent conflict of interest;
11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

**Existing Schools (based on the most current annual audit):**

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

**REQUIRED CRITERIA**

1. Net Assets are positive in the most current audit;
2. The cash balance at the beginning of the school year is positive ;
3. The most current audit shows no material weaknesses, deficiencies and/or findings;
4. Vendors and staff are paid in a timely manner;
5. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures;
7. Governing board adopts the annual budget;
8. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD;
9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD;
10. There is no apparent conflict of interest;
11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);
12. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;

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

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

**Annual Performance-Based Oversight Visit Report**DATE OF VISIT: **3/9/2021**

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

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

**SUPPLEMENTAL CRITERIA**

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

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

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

**SUPPLEMENTAL CRITERIA**

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



<b><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></b>	<b><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></b>
<ul style="list-style-type: none"><li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</li><li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li></ul>	<ul style="list-style-type: none"><li>4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; and</li><li>5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.</li></ul>
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.

<b><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></b>	<b><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></b>
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**Existing Schools (based on the most current audit):**

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

**REQUIRED CRITERIA**

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction is provided (pursuant to AB 1871);

**Existing Schools (based on the most current audit):**

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

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

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

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



7. The EPA allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website;
8. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

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

**SUPPLEMENTAL CRITERIA**

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

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



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





<b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b>	<b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b>
<p><b><u>New Schools:</u></b></p> <p style="text-align: center;"><b><u>REQUIRED CRITERIA</u></b></p> <ol style="list-style-type: none"><li>1. A new school is one that does not have an independent audit on file with the Charter Schools Division;</li><li>2. The cash balance at the beginning of the school year is positive;</li><li>3. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement;</li><li>4. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;</li><li>5. Interim reports and unaudited actuals project:<ol style="list-style-type: none"><li>a. Positive net assets</li><li>b. Expenses less than revenues</li><li>c. Projected expenses and revenues have no significant variance from budget</li></ol></li><li>6. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes;</li><li>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday (except as provided for a charter school that offers nonclassroom-based instruction) is provided (pursuant to AB 1871);</li><li>8. The most current governing board-approved LCAP/Learning Continuity and Attendance Plan are posted on the charter school's website; and</li><li>9. The LCAP/Learning Continuity and Attendance Plan is submitted to the appropriate agencies.</li></ol>	<p><b><u>New Schools:</u></b></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p>



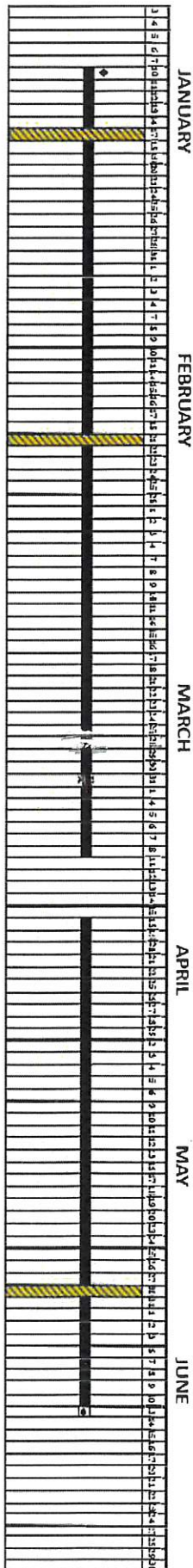
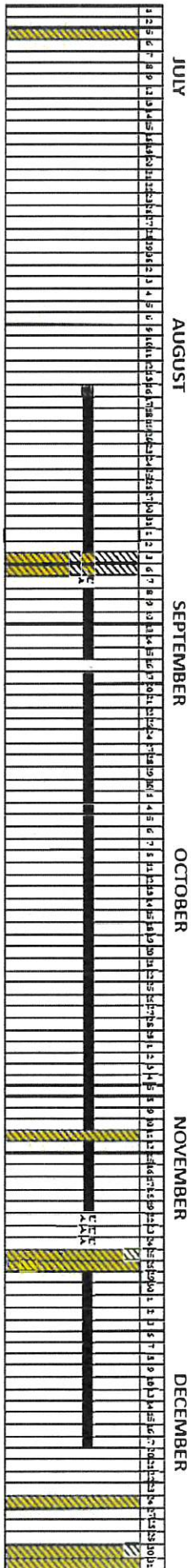
<b><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></b>	<b><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></b>
<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.	<u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.
<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.



# PUEBLO Charter School

## LOS ANGELES UNIFIED SCHOOL DISTRICT

### SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2021-2022



Semester 1 – 79 Days      Semester 2 – 101 Days      — School Days      ♦ – First Day of Second Semester      U.A. – Unassigned Day, no classes in session      // – Monday      □ – Pupil Free Day

#### IMPORTANT DATES:

07-05-2021	Independence Day	11-25 & 11-26-21	Thanksgiving Holiday	03-28-2022	Cesar E. Chavez
08-16-2021	First Day of Instruction	12-20-2021 thru 01-07-2022	Winter Recess	04-11 thru 04-15-2022	Birthday Observed
09-03-2021	Admission Day	♦ 01-10-2022	Second Semester Begins	05-30-2022	Spring Recess
09-06-2021	Labor Day	01-17-2022	Dr. Martin L. King, Jr.'s Birthday	06-10-2022	Memorial Day
11-11-2021	Veterans Day	02-21-2022	Presidents' Day		Last Day of Instruction



## **Parent & Student Handbook 2021-2022 Academic Year**



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## Letter from the Principal

Welcome students and families of PUENTE Charter School!

The staff and I are eager to welcome our students for what promises to be a very productive school year for all. Our hope is that the partnership you develop with your child(ren)'s teachers and the school will reflect a positive feeling about education and will be a pleasurable experience for everyone.

One of the things that brought me to PUENTE Charter School is the mission, **People United to Enrich the Neighborhood Through Education**. PUENTE not only educates elementary aged students, but also their teenage siblings through the College and Career Program. There are also courses for adults such as ESL, Technology and Citizenship. While young students are in classes, their parents are taking classes as well, all under the same building. At PUENTE, we are educating the future leaders of America and their families.

This 2021-22 school year we grow our student population to include 4th grade. We have worked hard over the summer upgrading and preparing our facility for this cohort. PUENTE Charter School welcomes several new staff and have some staff changes in roles and/or positions. We are excited to see what successes this year holds for our new staff!

PUENTE Charter School recognizes that the parent is the primary educator of the student. You are the most essential part of your children's education and it is important that we build a strong relationship in order to best serve your children's educational needs. Therefore, we strongly encourage you to be an active participant in your child's education by attending Parent-Teacher conferences and various activities and meetings scheduled throughout the school year.

We hope this handbook helps to answer any questions you may have. We want to ensure that you and your family understand the procedures and policies in place at PUENTE Charter School that help us to provide consistency and safety, as well as a well-balanced education for your child(ren). If you have other questions, please call the school and we will be happy to assist you in any way that we can. Please sign and return the last page of this handbook to acknowledge that you have read and discussed this handbook with your child(ren).

Your support will go a long way in helping make this a successful school year!

Brenda Meza  
Principal

## THE SUCCESS OF THE PUENTE

### The PUENTE Mission

PUENTE Charter School is part of our larger nonprofit organization, PUENTE Learning Center (PLC). An established nonprofit presence in the East Los Angeles community for over 33 years, PUENTE is recognized for its commitment to its mission: **P**eople **U**nited to **E**nrich the **N**eighborhood **T**hrough **E**ducation. Beginning in Boyle Heights as a tutoring program for elementary school students who needed remedial support to succeed at grade level, PUENTE's rapid expansion occurred when parents requested English as a Second Language classes to better empower themselves as their child's first teacher. This dialogue with the community continued and has resulted in the offering of comprehensive educational support services for children, youth, and adults, all offered in our wholly-owned and intentionally designed 40,000 square foot facility. The state-of-the-art design incorporates the research-based evidence of the components of effective, dignified learning spaces for a highly engaged student experience and desired academic outcomes, and is intended to respectfully welcome and inspire our vibrant, culturally rich community in a manner in which educational pursuit deserves.

PUENTE holds the distinction of establishing the first charter school in Boyle Heights. A Charter School is a public school that is given operational autonomy in exchange for being held highly accountable to the eight state priorities of the Local Control Funding Formula (LCFF) and documented in the school's charter petition, which is approved by the local school district - the Los Angeles Unified School District. PUENTE was first authorized in 2002 and has successfully renewed its charter three times, the latest including a revision to expand to fifth grade.

In 2018, the Los Angeles Unified School District approved PUENTE Charter School for expansion to serve grades TK-5. The school is utilizing a phased slow-growth rollout, expanding by one new grade level each year. During the academic year 2018-19, PUENTE Charter School welcomed its inaugural first-grade class in newly-constructed classrooms on the ground floor.

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### PUENTE Charter School

PUENTE Charter is proud to offer the community of learners an intentionally designed dedicated Children's Wing that incorporates literacy workstations and technology enhancements for an experiential and participatory learning program. As educators we understand that students learn in different ways, so we offer rich and differentiated learning opportunities. Using all five senses provides an appropriate scaffolding approach as students build high-level academic content knowledge, skills and language. PUENTE's use implementation of differentiated groupings and use of classroom strategies supports the multiple opportunities for students to express that understanding—through the visual arts (hands-on project-based learning, mural and collage-making, realia) and the performing arts (music, creative dance and drama). Students also participate in the designing, engineering and presentation of projects that connect to our theme-based learning. Through these peer-based projects, students are able to apply their content and skill knowledge in purposeful and meaningful ways. Parent feedback concerning the respectful and dignified school design and curriculum resources confirms this value-add component of PUENTE. Parent satisfaction with the facility environment yields a consistent 98% "extremely satisfied" response rate during the term of the charter.

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

PUENTE Charter School students and families receive a high-quality education that integrates the arts, math, and science (including engineering) into all disciplines. Carl Sagan stated, "All children are born natural scientists." The

primary role of our PUENTE instructional and administrative team members is to leverage this curiosity into a continued love for learning. When planning curriculum, our teachers use the Next Generation Science Standards (NGSS) and California State Common Core Standards (CCSS) as the learning goals, yet are responsive to students' questions, ideas, and interests. We believe that planning and instruction should be integrated and interdisciplinary, as these approaches lend themselves to more meaningful, in-depth, and engaged learning. Our classroom environments are designed to foster 21st-century skills—critical thinking, communication, creativity, and collaboration, and to help students feel safe so that they can be inquisitive learners.

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

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

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

Classes are offered at the PUENTE campus at 501 S. Boyle Avenue in Boyle Heights, the state-of-the-art facility, built to stringent seismic code and safety specifications, features modern classrooms; fully networked computer labs/stations; children's lavatories; and access to a multi-purpose room and indoor food court. The facilities also feature a recently installed outdoor playground.

### **School Directory Information**

PUENTE Charter School Address	501 S. Boyle Ave. Los Angeles, CA 90033
PUENTE Charter School Phone Number	323.780.2961
LAUSD Board District location	2
LAUSD Local District location	East
PUENTE Charter School grade configuration	K – 5th Grade
2021-2022 grade levels	TK, Kinder, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> & 4 <sup>th</sup> Grades
2021-2022 instructional calendar	Traditional – 180 Instructional days

### **Administration Personnel Contact List**

There are key staff members to provide support with your family questions and concerns throughout the school year.

Name	Email	Work Phone
Graciela Ramos <b>Registrar</b>	<a href="mailto:Graciela@puente.org">Graciela@puente.org</a>	323.780.2961
Gabriela Hernandez <b>Operations Coordinator</b>	<a href="mailto:Gabriela@puente.org">Gabriela@puente.org</a>	323.780.0178
Diana Juarez <b>Dean of Engagement</b>	<a href="mailto:Diana@puente.org">Diana@puente.org</a>	323.780.0027
Brenda Meza <b>Principal</b>	<a href="mailto:Brenda@puente.org">Brenda@puente.org</a>	323.780.0084
Jerome Greening <b>PUENTE CEO</b>	<a href="mailto:Jerome@puente.org">Jerome@puente.org</a>	323.780.0076

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## 2021-2022 ACADEMIC YEAR

The school calendar contains the first and last days of school, holidays, pupil-free days, and early dismissals throughout the year. We will maintain the same academic calendar as it relates to the first and last days of schools, holidays, and pupil-free days to the best of our ability. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible. PUENTE Charter School's 2021-22 academic school year will begin Monday, August 16, 2021 and will end on Friday June 10, 2022.

### Bell Schedule

The bell schedule for PUENTE Charter School is as follows:

Monday–Thursday 7:45 a.m.–2:45 p.m.

Friday (early dismissal) 7:45 a.m.–12:30 p.m.

### Holidays and/or Pupil Free Days

September 3 Admission's Day

September 6 Labor Day

September 7 Pupil Free Day

November 11 Veterans Day

November 12 Pupil Free Day / PUENTE All Staff PD

November 22–24 Pupil Free Days

November 25–26 Thanksgiving Holiday

December 20–January 7 Winter Break

January 17 Martin Luther King Jr.

February 21 Presidents Day

March 25 Pupil Free Day / PUENTE All Staff PD

March 28 Cesar Chavez Day Observed

April 11–15 Spring Recess

May 30 Memorial Day Holiday

## **POLICIES AND PROCEDURES**

### **Admissions**

PUENTE Charter School is, and has always been, and will continue to be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., test scores, discipline records, aptitude assessment, etc.). Enrollment to our school is open to any resident of the State of California. At all times, PUENTE is diligently committed to serving all students who wish to attend, regardless of race/ethnicity, socio-economic status, academic achievement, special education needs, or homeless.

Our outreach efforts include social media, bilingual Spanish and English flyers and postings in our community, active involvement of current families – our “each one, reach one” campaign, outreach to collaborative and partner organizations, community-based non-profits and businesses, and our annual Family Festival.

### **Application Form**

Applications for admission to PUENTE are accepted during a specified enrollment period in the month of February or March. Families who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the waitlist order determined during the lottery drawing.

### **Charter School Complaint Notice**

Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment, encourage disenrollment for any reason (other than suspension or expulsion).

In order to submit a complaint, complete the Charter School Complaint Form, submit to the charter school authorizer electronically to [jose.cole-gutierrez@lausd.net](mailto:jose.cole-gutierrez@lausd.net) or by mail to Los Angeles Unified School District's Charter Schools Division 333 South Beaudry Avenue Los Angeles, CA 90017.

### **Lottery Preferences**

Students currently enrolled are exempt from the lottery. In the event of a public random drawing, admission preferences shall be given in the following order pursuant to Ed. Code §47605(d)(2)(B). Students will be enrolled by grade level applying the following priorities that ensure families are kept together at the same school.

1. Siblings of currently enrolled students (e.g., sibling preference)
2. Offspring of current instructional staff) to recruit and retain high quality staff (e.g., teacher and staff preference), not to exceed 10%.
3. As required by state law, preference will be given to pupils that reside within the LAUSD attendance area.

Preferences are only granted to applicants that apply within the open enrollment window. If an application is received after the application deadline, no preferences will be considered.

### **Lottery Procedures**

If the number of applications received during the open enrollment period exceeds PUENTE's capacity at any grade level we serve, attendance will be determined by a public, random drawing. Lottery procedures will be fairly executed and will be overseen by PUENTE's principal to ensure that they are accurately followed.

The lottery will take place at PUENTE Charter School on a date publicized to applicants, at a time convenient for families to attend – evening hours. We use contact information to call, email, and mail information to applicants. Families need not attend the lottery to claim their child's enrollment space. Once the open enrollment period ends, the lottery will take place 14



days later. Parents/caregivers will be notified by a PUENTE Charter School staff member by telephone of their child's admission or waitlist status immediately following the lottery.

All parents/caregivers of students admitted through the lottery will be asked to complete the Enrollment Forms within two weeks of their immediate notification by PUENTE Charter School staff by phone to ensure their child's enrollment. PUENTE staff is always available to assist families in completing this paperwork, if needed.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a waiting list according to their draw in the lottery. Parents/caregivers of the students who are on our waitlist, if one were required, will be notified of their child's status in a mailed written communication by the Principal. Waitlist families will be notified, in order, by phone of an available seat and will be requested to complete an Enrollment Form within 48 hours (2 days) of the phone notification.

In the event that a waitlist is not needed, where the student space is available, the student space will be made available immediately on a first-come, first-served basis to our next interested family at the appropriate grade level.

## **Enrollment**

After a student is admitted, PUENTE welcomes any parent/caregiver to complete and submit an Application for Admissions a part of the enrollment process consisting of:

- Completed Enrollment Packet
- Proof of minimum age requirements (Birth certificate)
- Immunization Record
- Parent/Guardian Identification Card
- Proof of residency
- If applicable:
  - Release of student records
  - Transcripts or recent grade reports
  - Individual Educational Plan (IEP) or Section 504 Plan
  - Department of Children and Family Services (DCFS) 1399 Form or minute order
  - Court orders regarding legal/physical custody or restricted contact with school or child.

PUENTE Charter School will provide affidavits as an alternative documentation for any missing but required documents.

## **Oral Health Assessment**

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31<sup>st</sup> of the pupil's first school year.

## **Immunizations**

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. PUENTE Charter school shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. Beginning January 1, 2016, parents of students in any school will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7<sup>th</sup> grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations

records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:

- All new students, in transitional kindergarten through grade 12, to the Los Angeles Unified School District must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations.
- All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.

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## **Attendance**

We view every day as an essential learning opportunity as all school activities are important for every child's educational and social development. Regular attendance is a critical component for success in school and a federal requirement. We need your support in bringing your child to school every day.

Missing school regularly is not only detrimental to a child's learning but can impede the development of positive learning habits. Often, students miss school days due to doctor's appointments, vacations, or during times when they are not really sick. Please only schedule appointments and vacations around the academic school calendar. Notify our school registrar if your child suffers from a chronic health condition and how this may impact your child's attendance.

Daily classroom activities are customarily the most vital and significant aspect of the instructional program. Therefore, excessive absences and tardies may result in gaps in learning and result in the lowering of the grade assigned. While attendance in class may be used as a factor in determining a student's overall performance and attendance, attendance may not be used as part of a rigid or automatic formula for issuing a failing grade (e.g., schools may not designate a set number of tardies or absences that result in the automatic lowering of a grade or loss of class credit) Education Code 48205.

Additionally, punctuality is equally as important. When children arrive after the morning has started, it detracts from the learning environment, often causing a classroom disruption. Furthermore, it can impact the student who is late by missing important class instructions or morning meetings which is a time for students to build community and make connections. PLEASE ARRIVE ON TIME.

## **Support Outstanding School Attendance**

Support outstanding attendance at home by:

- Developing morning and evening routines with your child.
- Ensuring that your child gets enough sleep each day and a nutritious breakfast.
- Create a backup plan for getting to and from school.
- Teaching the benefits of good attendance and consequences of poor attendance.
- Helping your child to develop a positive school attitude by encouraging your child to participate in school activities.

## **Tardiness Procedures and Punctuality**

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

## **Attendance Policy**

The California Education Code 48200 states that “each person between the ages of 6 to 18 years not exempted is subject to compulsory full-time education. The maximum number of excused absences allowed in a school year is 10 days. Students who are absent without a valid excuse on three occasions or more are truant and will be reported to the attendance supervisor or the superintendent of the school district.”

In accordance with California Education Code (E.C. 48260-48263.6), a student who misses 30 or more minutes of the school day without a valid excuse (including absences) is considered truant. A “truancy event” occurs each time a student misses 30 or more minutes of the school day without a valid excuse. After three truancy events, a student is considered habitually truant. Once a student becomes habitually truant or shows early warning signs of habitual truancy, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

Inactive Status: After ten (10) school days of consecutive unexcused absences with no response to phone calls, certified letters, home visits, or the SART process, a scholar will be placed on inactive status, withdrawn from school, and records will reflect that the scholar voluntarily withdrew from school. Scholars who are inactive are no longer part of the school’s enrollment count. Any scholar who becomes inactive can return to the school after following the school’s waiting list procedures, if applicable.

## **Absence Procedures**

1. The school will maintain a day-by-day record of each student’s attendance. Awards will be provided each month for students with perfect attendance.
2. Parents/Guardians must notify the school by 8:15AM each morning when their student will be absent. Please call the Charter School office at 323-780-2961. PUENTE’s voice mail system is activated when the office is closed or unsupervised.
  - You will receive a phone call from the Charter School Office at 9:00 am to confirm the absence if no call is received.
3. The reason for the absence should be documented, in writing, by the parent or guardian within 24 hours of the student’s return to school. Please ensure the note includes the student’s name, date(s) of absence and reason for absence.
  - If a note has not been received, the parent will be asked to fill out a form.
  - Notes submitted after 48 hours of a student’s return to school will not be accepted.
  - We ask that students who were absent from school due to medical, dental, optometry, or chiropractic appointments submit a verified note signed by their physician.

## **Excused Absences**

When the student returns to school, the parent must provide the school’s main office with a note to explain the specific reason for the absence. Please note that an absence is not automatically excused because a parent provides written documentation as to why the student was absent from school.

Excused absences will be granted for the following reasons (Education Code 48205):

1. Illness of the student (not a parent, sibling, or extended family member)
2. Quarantine under a city official's direction of a county and/or city health officer. Exclusion because the student is either the carrier of a contagious disease or not immunized for contagious disease
  - Please provide a doctor's note of absences and return to school clearance.
3. For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
  - Please try and schedule after class or on our early dismissal days.
4. Death of an immediate family member. Funeral services and/or bereavement of a member of the pupil's immediate family
  - 1 day in California
  - 3 days outside of California.
5. An appearance in court.
6. Immigration Appointment. Attend a student's naturalization ceremony to become a United States citizen.
7. Observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats.

The school may respectfully disagree regarding the legitimacy of an absence when weighed against the benefits of attendance, however, the final decision rests with the Student Attendance Review Team (SART) that will refer to the rubric listed above. The SART team may consider extenuating and extraordinary circumstances.

### **Medical Absences and Accommodations**

Certification of an absence by a doctor when students have been absent for an extended period of time (3+ consecutive absences) is required. If your child requires crutches, casts, or splint, you must send in a doctor's note that states the limitations of your child's physical activities. This may include but is not limited to participate during physical activities and/or requires any accommodations.

### **Unexcused Absences**

When the school does not receive appropriate documentation within 72 hours of the absence, the absence will be labeled as an unexcused absence. Examples of unacceptable excuses for absences and/or tardies include:

1. Unverified absence (e.g., absence note that lists reason as "personal")
2. Absence due to taking an early/extended vacation
3. A tardy of 30+ minutes

### **Interventions for Addressing Truancy**

School Attendance Review Team (SARTs) are established at local school sites to identify and intervene on behalf of students who exhibit problems with attendance pursuant to California Compulsory Attendance Laws (EC 48200). The goal is to address the barriers preventing regular school attendance at an early stage before the situation escalates and identify possible solutions to improve and support the students' attendance. SART is composed of the Principal, child's teacher, school dean (administrator or designee), parent, and in some cases, the student. For each determination of truancy for a student, notification of the truancy shall be sent to the parent or guardian by mail or another reasonable means. PUENTE will make every effort to notify parents of poor attendance and/or punctuality patterns.

Intervention Tier	Truancy Count	Interventions
<b>At-Risk</b> Students approaching chronic absenteeism (CA)	1-2	<ul style="list-style-type: none"> <li>Personalized phone calls made by the teacher and/or registrar</li> <li>At-Risk - Attendance Letter sent home by the registrar</li> </ul>
<b>Tier 1</b> Students at CA	3	<ul style="list-style-type: none"> <li>Tier 1 - Attendance Letter sent home by the registrar</li> <li>Referral to Dean of Engagement for parent conference</li> <li>At this time the school will hold a meeting with the parent/guardian to review and outline our school attendance policy. We would like to understand the barriers to your child's attendance so we can work together to make sure your child is in class and learning.</li> </ul>
<b>Tier 2</b> Students still CA after Tier 1 interventions	6	<ul style="list-style-type: none"> <li>Tier 2 - Attendance Letter sent home by the registrar</li> <li>Referral to Principal for parent conference with School Attendance Review Team (SART)</li> <li>At this time the school will hold a SART meeting during which the committee will formalize a signed contract with the student and the parent/guardian to address the absenteeism and/or punctuality problem and work with the family to provide support so that the student arrives to class on time. The contract is an agreement to improve punctuality.</li> <li>In the event the parent/guardian does not attend the SART meeting, there will be an attempt to reschedule the meeting with the parent. If the rescheduled meeting is not attended, the parent will receive a Non-Attendance Letter and will be used as documentation of failure to attend a rescheduled SART meeting.</li> <li>Home Visits if unable to schedule a parent conference or no response from the parent</li> </ul>
<b>Tier 3</b> Students still CA after Tier 2 interventions	9	<ul style="list-style-type: none"> <li>Tier 3 - Attendance Letter sent home by the registrar</li> <li>Referral to DCFS / Police Wellness Check</li> </ul>

## Dress Code

The goal of PUENTE Charter School is to prepare our students for high school, college and the professional world beyond elementary school. Our uniform policy is designed to ensure that students are clean, neat, and age-appropriately dressed from head to toe. PUENTE Charter School students are expected to abide by a dress code. The uniformed attire consists of the following:

Tops: white PUENTE Charter School Logo shirt or white blouse/shirt  
Bottoms: navy blue jumper, skirt, pants or shorts.

## **Change of Clothes**

Please make sure your child brings a change of clothes on the first day of school and maintains a change of clothes on-site throughout the school year. The change of clothes does not have to be the school uniform. We would like to ensure that we always have an extra set of clothes on hand in case of an accident or spill.

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## **Education Equity: Citizenship, Immigration Status, or Religious Beliefs**

Children have a right to a free public education regardless of immigration or citizenship status or religious beliefs.

PUENTE Charter School personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, PUENTE Charter School personnel shall solicit that documentation or information separately from the school enrollment process. PUENTE Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Parents have the option to provide a school with emergency contact information, including secondary contacts, to identify a trusted adult who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete Caregiver's Authorization Affidavits or other documents which may enable a trusted adult with authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. See section regarding Uniform Complaint Procedures for more information. The California Attorney General's website provides "know your rights" resources for immigrant students and family members at <https://oag.ca.gov/immigrant/rights>.

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## **Education of Foster Children/Youth**

Children supervised by the Department of Children and Family Services or Department of Probation (in certain circumstances) and placed in licensed foster homes, short term residential therapeutic programs (STRP) (formerly referred to as group homes), with relative caretakers, or residing with biological parent(s) have special enrollment provisions. Education Code Section 48853.5 mandates that students in foster care must be immediately enrolled in school regardless of the availability of school records, immunization records, school uniforms, or the existence of fines from a previous school. Educators, school personnel, social workers, probation officers, caregivers, and other interested parties shall all work together to serve the educational needs of students living in foster care. Education Code Section 48853.5 allows students in foster care to attend their school of origin and, if applicable, matriculate to the secondary school in the same attendance area even when the child is placed with a family who resides in a different attendance area. The school district serving the student in foster care shall allow the youth to continue their education in the school of origin for the duration of the jurisdiction of the court. If the jurisdiction of the court is terminated prior to the end of an academic year, the student in foster care shall be allowed to continue their education in the school of origin for the duration of the academic school year.

The PUENTE Charter School homeless liaison Diana Juarez can be reached at 323.780.0027 or via email at [Diana@puete.org](mailto:Diana@puete.org).

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## **Education of Homelessness Children/Youth**

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all school-aged children experiencing homelessness to access the same free and appropriate public education that is provided to students who have permanent housing. A student experiencing homelessness is defined as an individual who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter;



- Live in substandard housing, car, garage, or other place not designed as a regular sleeping accommodation for human beings;
- Live in another family's house or apartment due to a loss of housing or as a result of economic hardship (doubled-up);
- Live in a hotel or motel;
- Live temporarily in a trailer/R.V./motorhome or campsite;
- Live temporarily with an adult who is not their parent/guardian.

Students experiencing homelessness are identified through the Student Housing Questionnaire (SHQ), which is a required form in every enrollment packet and distributed annually to all families. Parents/guardians and unaccompanied youth can self-identify their current living situation on the Student Housing Questionnaire. Each school is required to have a Designated School Site Homeless Liaison who will follow up with the student/family. PUENTE Charter School homeless liaison, Diana Juarez, can be reached at 323.780.0027 or via email at [Diana@puete.org](mailto:Diana@puete.org). Self-identification may occur throughout the school year at our school site or directly with our homeless liaison.

Students who are permanently housed and students experiencing homelessness are expected to attend school regularly. However, students who are experiencing homelessness have federal rights and enrollment protections to promote school stability. Students experiencing homelessness and unaccompanied youth have the right to attend:

- The school at which the youth was last enrolled (school of origin);
- The school of residence;
- Any other school the student attended in the last 15 months to which they have a connection (school of origin);
- The school of origin's established feeder pattern. For example, the student can transition from their elementary school to the feeder middle school and from their middle school to the feeder high school with their peers, even if they no longer live within the attendance boundaries of those schools).

At the request of the parent/guardian or unaccompanied youth, PUENTE Charter School shall ensure that transportation is provided, as appropriate and feasible, to and from the school of origin.

The McKinney-Vento Homeless Assistance Act and Los Angeles Unified policy requires immediate enrollment. Schools cannot delay or prevent the enrollment of a student who is experiencing homelessness due to the lack of immunization or school records, such as an Individualized Educational Plan (IEP), 504 Plan or transcripts. To expedite enrollment, it is the responsibility of the enrolling school to request all necessary documents from the previous school(s), as well as refer parents and unaccompanied youth to all programs and services. Referrals may include but are not limited to community-based organizations, special education services, tutoring, preschool programs, before and after school enrichment programs, and any other services needed.

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### **Education of Students with Disabilities Under Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against individuals with disabilities in programs and activities that receive financial assistance from the U.S. Department of Education. Discrimination, harassment, intimidation, and/or bullying in any form toward individuals on the basis of their actual or perceived disability is unacceptable and will not be tolerated. PUENTE Charter School will promptly investigate any complaints of disability-based discrimination, harassment, intimidation, and/or bullying, and take reasonable actions to stop future incidents.

PUENTE Charter School has specific responsibilities related to the provision of a Free Appropriate Public Education (FAPE) to school age individuals with disabilities under Section 504. PUENTE Charter School is required to provide a program designed to provide equal access to the educational program and activities for students with disabilities as adequately as that provided for students without disabilities. For students who are not eligible for special education services, but meet the

federal definition of persons with disabilities under Section 504, a Section 504 Plan may be developed which indicates the accommodations, supplementary aids, and/or services that will be provided to assist the student in accessing the general education program. Under Section 504, PUENTE Charter School must provide nonacademic and extracurricular services and activities in a manner that ensures that individuals with disabilities have an equal opportunity to participate. Parents/guardians must be notified in writing of any District decisions regarding the evaluation, identification, and/or educational placement of their student and their right to participate in and/or appeal these decisions under Section 504.

For further information about Section 504 and/or assistance in filing an appeal, complaint (see Uniform Complaint Procedures).

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### **Education of Students with Disabilities and Special Education**

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special education services. These services are based on assessments and are determined by an Individualized Education Program (IEP) team, which includes the student's parent(s)/guardian(s) as equal participants. Special education services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents/guardians. To the maximum extent appropriate, students with disabilities are to be educated with their nondisabled peers in the general education environment at the school they would attend if nondisabled. The general education classroom with all appropriate supplementary aids and services where the student has the greatest opportunity to be integrated with their nondisabled peers is the first educational setting for an IEP team to consider. An IEP team should only remove a student from the general education classroom and environment when the nature or severity of a student's disability is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

Parents/guardians of school-age children who suspect their child may have a disability and may need special education services should contact the administrator of their neighborhood public school. Parents/guardians of non-enrolled preschool-age children who suspect their child may have a disability and may be eligible for special education services should contact their child's teacher. The teacher

Further information concerning special education programs and services is provided in the LAUSD's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards), which is available at every District school and on the Division of Special Education website at <https://achieve.lausd.net/sped>. Assistance related to special education matters is available.

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### **Family Education Rights and Privacy Act (FERPA)**

#### **Overview**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents/guardians the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a scholar turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents/guardians to the scholar.

Generally, schools must have written permission from the parent/guardian or eligible scholar in order to release any information from a scholar's education record. PUENTE Charter School will maintain various scholar records, including, but not limited to, transcripts, enrollment records, disciplinary records, and immunization records. Schools may disclose, without consent, "directory" information such as a scholar's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible scholars about directory

information and allow parents/guardians and eligible scholars a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents/guardians and eligible scholars annually of their rights under FERPA.

PUENTE Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

### **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and scholars who are 18 years of age or older ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

1. The right to inspect and review the scholar's education records within 45 days after the day PUENTE Charter School receives a request for access. Please note that the California Education Code permits access within 5 days of the request.

Parents/guardians or eligible scholars who wish to inspect their child's or their education records should submit to the school principal or administrative designee a written request that identifies the records they wish to inspect. The school principal or administrative designee will make arrangements for access and notify the parent/guardian or eligible scholar of the time and place where the records may be inspected.

2. The right to request the amendment of the scholar's education records that the parent/guardian or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Parents/guardians or eligible scholars who wish to ask PUENTE Charter School to amend their child's or their education record should write the school principal or administrative designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent/guardian or eligible scholar, the school will notify the parent/guardian or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible scholar when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent/guardian or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent/guardian, scholar, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a scholar seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the scholar's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by PUENTE Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

5. FERPA permits the disclosure of PII from scholars' education records, without consent of the parent/guardian or eligible scholar, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent/guardian or eligible scholar, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents/guardians and eligible scholars have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a scholar without obtaining prior written consent of the parents/guardians or the eligible scholar –
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
  - To officials of another school, school system, or institution of postsecondary education where the scholar seeks or intends to enroll, or where the scholar is already enrolled if the disclosure is for purposes related to the scholar's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
  - To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible scholar's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
  - In connection with financial aid for which the scholar has applied or which the scholar has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
  - To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the scholar whose records were released, subject to § 99.38. (§ 99.31(a)(5))
  - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer scholar aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
  - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
  - To parents of an eligible scholar if the scholar is a dependent for IRS tax purposes. (§ 99.31(a)(8))
  - To comply with a judicial order or lawfully issued subpoena, if applicable requirements are met. (§ 99.31(a)(9))
  - To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
  - Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
  - To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a scholar's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the scholar in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
  - To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized

under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

If an PUENTE Charter School decides to release directory information, PUENTE Charter School shall provide an annual notice to parents/guardians, and “eligible scholars” in attendance, of the school’s directory information policy that includes:

- The categories of information that the school has classified as public directory information that may be disclosed without parental/guardian consent.
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the school receives consent as required under law).
- The potential recipients of the directory information.
- A description of the parent’s/ guardian’s abilities to refuse release of the scholar’s directory information, and how to refuse release.

The deadline within which the parent/guardian or eligible scholar must notify the school in writing that he or she does not want the information designated as directory information.

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## **Food Services**

### **School Meals Offered**

The school offers healthy meals every school day because children need healthy meals to learn. Free or reduced-price lunches are available at school for students whose parents or legal guardians qualify. Pupils participating in the program will not be identified, and the information on the application will be kept confidential.

PUENTE’s school meal provider, School Nutrition Plus (SNP), is committed to providing quality food service and nutrition education. They have chefs and registered dietitians who recognize the health of our youth has a significant impact on school performance. SNP is a scratch-cooking operation and frequently uses local, seasonal produce on their menus and they are fully compliant with the Healthy, Hunger-Free Kids Act.

### **Meal Application**

Students can qualify for free or reduced-price meals based upon your household size and income, which is based on Federal Income Eligibility Guidelines by submitting a meal application. Meal applications are required to be completed each school year. We highly encourage families to fill out an application to apply for benefits. The meal applications are held as strictly confidential information and used only by the school.

Applications for free and reduced price meals are distributed to parents/guardians before the start of each school year. They are also available at the school site.

### **Grab ‘n Go School Meals (Tentative)**

One weeks worth of school lunches and breakfast meals (frozen) can be picked up at the school site via curbside Pick-Up on Tuesdays & Thursdays 7:00 - 7:30 am

- Please do not get out of your car when picking up meals. We will bring the meals to your car.
- Please wear a mask
- If walking, please practice social distancing protocols

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### **Student Lunches from Home**

Students bringing lunches from home must have a complete meal. If you choose to send lunch with your child, we encourage the consumption of healthy foods. Students are not allowed to eat chips, candy, or unhealthy snack foods such as Twinkies or other snack cakes. We highly discourage parents from sending Lunchables to school for their child's lunch as they are not a healthy and balanced meal. Suggestions for a healthy lunch include a sandwich, fruit or vegetables, and whole wheat crackers. Water is suggested for students to bring as a drink for lunch. If students bring juice they are suggested to be 100% natural juice without added sugar.

### **Food Allergy Sensitive School**

Due to the potentially life-threatening nature of food allergies, schools may put in place strict rules regarding foods and beverages not allowed on campus. Our school is a PEANUT-SENSITIVE and no peanuts or peanut products are allowed on school at any time. This includes peanuts, peanut butter, or any other product that contains peanuts or peanut oils. Students bringing items containing peanut products on campus will have the food confiscated to protect the health of students with severe peanut allergies. If students on campus have other life-threatening food allergies, other foods may be restricted at any time the school becomes aware. Documentation from the student's doctor is required for the school to put any restrictions in place.

### **Sharing Food**

We do not permit students to share food in order to protect students with food allergies and intolerances. Please keep this information in mind for classroom celebrations.

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### **Media Release and Consent Agreement**

Photographs and videotape taken during the course of the school year may be used for promotional school/educational purposes. If you do not want to opt out of having personal information released, you may indicate so in writing. You will have an option to opt out, included in your enrollment packet each school year.

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### **Non-Discrimination Statement**

PUENTE is committed to providing a working and learning environment that is free from unlawful discrimination and harassment. PUENTE Charter School prohibits discrimination and harassment based on an individual's age, ancestry, color, disability (mental or physical), marital status, national origin, race, religion (including religious accommodation), sex (actual or perceived, including pregnancy, childbirth, or related medical condition), sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by PUENTE Charter School. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including but not limited to, verbal remarks and name-calling, graphic and written statements, or any conduct that is threatening or humiliating. This nondiscrimination policy covers admission or access to, or treatment or employment in, all of the Charter School's programs and activities.

The lack of English language skills will not be a barrier to admission to or participation in PUENTE's programs or activities.

PUENTE does not discriminate against any student on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) in any of its policies, practices, or procedures.

PUENTE's "Discrimination/Harassment Policy" complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Individuals with Disabilities Education Act of 1990, and other applicable federal and state laws.

PUENTE is nonsectarian in all aspects of its programs and operations, including admissions and employment. PUENTE does not charge a tuition fee. PUENTE does not discriminate against any person on the basis of race, ethnicity, national origin, gender, religion, or disability as set forth in Education Code Section 47605(d)(1) or other applicable state, local or federal law.

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## **Personal Property**

### **Lost or Stolen Items**

Students are responsible for any personal items they bring to school and must watch their belongings carefully. PUENTE is not responsible for any loss or damage to personal items that are not allowed on campus. Because many clothing items look similar, we ask that you label clothing, lunchboxes, backpacks and other personal property. A label on items will help owners to identify their belongings. Unclaimed items that have been found will be kept in the Lost and Found Bin located by the Parent Board. Items in the Lost and Found Bin will be discarded periodically.

### **Personal Items**

We ask that student toys and novelties be kept at home because they interfere with learning. Bringing such items to class can be disruptive and items can be lost or broken. Students may be invited to bring specific items to class if they pertain to the theme of the week. If brought to campus, children will need to keep them in their cubby or they will be confiscated and held until picked up by a parent or guardian. These items include but are not limited to toys, audio or electronic devices/games, cell, fake nails, gum.

### **Cell Phones**

Cell phones may be used before and after school ONLY. They must remain turned off and out of sight during school hours (including the after-school program). If students use cell phones during school or the after-school program, they will be confiscated and will be held for a parent to pick up.

### **Searching Student's Personal Property**

PUENTE recognizes its responsibility to maintain order on the school campus. Administrators are authorized to conduct searches of students and their personal items, as well as the property of the school, in accordance with this policy. Administrators may also search student's personal items (e.g., purses, backpacks, lunch boxes, etc.) when they are being carried by the student and when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or school rules.

The search should be conducted as follows:



- Outside the view of others, including students
- In the presence of two school administrators or two school employees

Immediately following the search of a student, documentation shall be made by the school administrator who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

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### **Sexual Harassment**

PUENTE Charter School is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

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### **Student Cumulative File**

A cumulative file will be established for each student enrolled in the PUENTE Charter School. A cumulative record, whether recorded by handwriting, print or other means, must be maintained on the history of a pupil's development and educational progress, including information from a transferring school. Documentation within a student record can be considered sensitive records and may be stored in either electronic or printed format within the central file. All cumulative records will be kept in a safe location.

A student cumulative request access log shall be maintained in each student's record, which lists all persons, agencies, or organizations requesting or receiving information from the records.

Student "directory information", as defined by Education Code section 49061(c), that is released as a stand-alone record shall not be defined as "sensitive records" (CA Education Code 49073). Any document that is part of a student record marked "Confidential", "Sensitive" or otherwise similarly labeled shall be treated as a "sensitive record."

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### **Title IX**

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify.

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### **Tobacco-free Campus**

The use of tobacco and nicotine products is prohibited on school or district grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Tobacco products includes, but is not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids.

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## **Visitor Policy**

While PUENTE Charter School encourages parents/guardians and interested members of the community to visit PUENTE Charter School and view the educational program, PUENTE Charter School also endeavors to create a safe environment for students and staff. A critical part of creating a safe campus environment is for the administration, as well as those individuals or classrooms receiving visitors, to have advanced knowledge of all visitors.

School administration must know at all times who is on campus and reserves the right to refuse entry to any visitor. To ensure the safety of students and staff as well as to minimize interruption of the instructional program, PUENTE Charter School has established the following procedures.

### **Procedures**

- All parents, visitors, and volunteers should report to the Charter School Office or Main Office of the school immediately upon entrance. This will allow the school staff to account for all persons in the building, consistent with the above stated “purposes”.
- All parents, visitors and volunteers must sign-in and sign-out on a Visitors Log where visitors will sign in the day, time, estimated duration and purpose of their visit.
- All parents, visitors and volunteers will receive a visitor’s badge to wear during their stay at the school.
- Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without checking in with the office staff.
- Visitors, who wish to speak with a teacher or staff member may arrange a visit at the Charter School Office.
- Any person refusing to sign in and/or leave the school property voluntarily shall be immediately referred to the police department

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## **ACADEMIC PROGRAM**

Guiding principles for the school-wide instructional goals at PUENTE Charter School:

**Leadership** - PUENTE will make reflective leadership, collegial collaboration, and a democratic environment the foundational elements for the implementation of the school-wide instructional goals.

**Mastery** - PUENTE will adhere to the Common Core Standards as the guideline for student educational mastery.

**Character Building** - PUENTE follows an approach to education that incorporates values, ethics, emotional maturity, and a sense of civics emphasizing character as well as intellectual development.

**Goal-Oriented** - PUENTE Charter School uses assessments to gauge benchmarks for learning goals and promote research-based, data-driven experiential learning.

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## **Curricula Overview**

The desired outcome of the culturally responsive teaching at PUENTE Charter School is a powerful double-focused one. At the forefront of our instructional design is (1) rich cultural components in the curriculum content and (2) a Balanced Literacy and CGI Math approach in support of Common Core State Standard mastery. Cultural heritage understanding, the development of social consciousness, intellectual capacity, and personal and political efficacy to combat prejudices and

other forms of oppression and exploitation are integrated in our teaching to best support our students as the future global leaders.

For PUENTE, Funds of Knowledge represents a culture of excellence and progress in addition to our mission guided by the values of equity serving the needs of all our students. One of the leading advocates of the approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying literacy instruction and directing field studies for more than a decade. His findings have made him a strong advocate for leveraging home and community resources to best support student learning. Conducting what he terms an "ethnographic analysis" revealed that many families have abundant knowledge that the schools did not know about--and therefore did not use in order to teach academic skills.

In practice, using Funds of Knowledge will allow PUENTE teaching staff to leverage student experiences and interests to develop culturally responsive content to be applied towards subject mastery and language mastery. Consistent with the tenets of socio-cultural theory, students will then use their own bank of knowledge including information, skills, and strategies, and develop more formal, scientific, conceptual knowledge analogous to schooling delineated by the Common Core State Standards for grades TK-5.

A Balanced Literacy approach to mastery of the common core standards is also part of our instructional design. This approach includes reading workshop, writing workshop, guided reading, shared reading, and word study. Science and Social Studies standards are addressed through Balanced Literacy. Cognitively Guided Instruction (CGI) is used to teach math for grades TK-5. Both approaches allow the students to take ownership of their work, become critical thinkers and learn 21st century skills.

PUENTE's goal is to provide its students with the necessary tools needed for deeper learning experiences and preparation needed for the following core concepts.

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### **English Learners**

PUENTE Charter School will follow all federal, state, and judicial mandates for English Learners. The school is dedicated to providing ELL students with an exceptional education and transitioning them into English Proficiency through the use of the school's services and teaching methods.

PUENTE recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, enrichment programs, and focus on the Funds of Knowledge based curriculum.

All students who are identified as English Learners will take the English Language Proficiency Assessments for CA (ELPAC) annually, until they reclassify.

### **English Learner Reclassification**

English learners shall be reclassified to fluent English proficient when they are able to comprehend, speak, read and write English well enough to make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The proficiency shall be assessed as outlined in PUENTE's reclassification policy. Families will be updated annually on their student's progress toward reclassification when their ELPAC scores are sent home. For more information, please ask our ELPAC coordinator, Diana Juarez.

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### **Progress Reports**

Student progress reports are prepared three times each school year and sent home to the parent/guardian. Parent conferences are scheduled in the Fall and Winter to discuss student progress.

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## **Special Education Services**

PUENTE Charter School recognizes the importance of providing educational opportunities to all students regardless of physical or special needs. To that end, PUENTE Charter School will provide special education services to the identified students and ensure that appropriate programs are implemented based on the student's Individualized Education Program in compliance with state and federal laws. Special education services are provided at no cost.

Ongoing, formal efforts will be made to identify students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents or guardians may refer their child for assessment for special education services. Teachers and other school personnel may also refer a child for an assessment. Within 15 days of the receipt of a referral for assessment, not counting school vacations, the parent or guardian will receive a written response from PUENTE Charter School.

Detailed information on special education assessment and Individualized Education Program will be shared with the parent/guardian prior to conducting the assessment. Special Education services are provided through contractual arrangement between the PUENTE Charter School and Comprehensive Therapy Associates & Total Education Solutions.

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## **Student Assessment**

The PUENTE Charter School instructional design aligns with the new California Common Core State Standards (CCSS) in English language arts and mathematics, the English Language Development (ELD) standards, the Next Generation Science Standards (NGSS) and the History-Social Science Content Standards for Public Schools. The core subjects at PUENTE Charter School are English language arts, mathematics, science and history-social science. Current state board of Education approved textbooks and materials, aligned with the California Common Core Standards, as well as other additional resources, to establish the scope and sequence for each of the following core curricular areas. California Assessment of Student Performance and Progress (CAASPP)

The NorthWest Evaluation Association (NWEA) MAP assessment is given to children in grades TK – 2 and is intended to provide information that can be used to monitor student progress on an annual basis and prepare students in grades 3-5 to take the CAASPP assessment. Throughout the school year, all students will take assessment tests, including the NWEA Map Assessment, administered by the class teachers in the fall, winter and spring. Results of the Assessment will establish a starting benchmark and on-going progress monitoring from which we will track and measure academic growth.

The CAASPP assessment system given when children are in grades 3-5, encompasses the following assessments:

- Beginning in grade three, CAASPP testing, individual student score reports will be sent home to parents. Student score reports will include an overall score and a description of the student's achievement level for ELA and mathematics.
- Smarter Balanced Summative Assessments for mathematics and English
- Language Arts (ELA) given to PUENTE students in grades three through five.
- California Standards Tests (CST) for Science given in the fifth grade

In addition, the ELPAC - English Language Proficiency Assessments for California is administered to children whose home language is other than English.

## **Student Retention**

PUENTE Charter School is committed to educational practices that are effective in enhancing the educational attainment of all students. Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and socially.

### **Retention Criteria**

1. Chronically absent
2. Scoring below grade level on NWEA MAP assessments
3. Reading below grade level based on standards based assessments (e.g. unit test, running records)

Before grade retention is considered, a student must have:

1. Demonstrated a dual discrepancy with both their performance level and slope of progress when compared with their peers.
2. Been served in RtI Tier 2 and /or Tier 3
3. Have at least 3 SSPT meetings prior to recommendation for retention.

Retention of students with disabilities will be determined on a case-by-case basis and will be addressed through the IEP process.

### **Process for Implementing Retention Recommendation**

1. Preliminary discussion regarding the possibility of retention should be held in the winter between the parent and teacher.
2. A possible retention MUST be stated on the report card comments.
3. Make a joint decision- parent, teacher, principal and other professional staff no later than May 31.
4. Complete retention request forms no later than May 31.

Per California Education Code, Section 48070.5 (e), parental notification is required at each reporting period. When a pupil is identified as being at risk of retention; a pupil's parent or guardian shall be provided with the opportunity to consult with the teacher(s) responsible for the decision to retain the pupil.

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## **Think Together- After School Program**

Think Together After School Program serves public school students nationwide. Programs are offered at every grade level and include homework assistance, organized games, and enrichment activities. A separate application is required for enrollment for this program. This program operates Monday–Thursday from 2:45pm–6pm and on Friday from 12:30pm–6pm. For questions or more information please contact Cynthia Duarate, Think Together Site Coordinator for PUENTE Charter School via email [puentelc@thinktogether.org](mailto:puentelc@thinktogether.org) or phone 310-499-6791.

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## **Technology**

PUENTE Charter School makes every effort to equip parents/guardians with the necessary technological tools and information needed for learning. There are several responsibilities assumed by the parent/guardian. Please help your child to develop a set of rules/expectations by monitoring the proper use and care for the laptop at home. We understand that

accidents do happen, but by following the guidelines set forth, we can reduce or eliminate several mishaps by being proactive with our actions.

- Laptops, and all technology equipment associated with the device are on loan to students and remain the property of PUENTE Charter School.
- All users of the school technological equipment must comply at all times with PUENTE Charter School policies.
- All use of the technology equipment must support education.
- Students are expected to keep the equipment in good condition: Keep the laptop away from extreme heat, cold, food, drinks, pets, and very small children. Students should not leave the laptop in a vehicle, put stickers or markings on the laptop.
- Please store the laptop on a desk or table. Do not place items on top of a laptop when it is not in use and do not store it on the floor.
- Do not change the desktop backgrounds, screensavers, modify files, data or passwords.
- Do not download music, games, images, videos, or install or remove software, change system settings without the permission of a teacher.
- Do not attempt to access sites blocked by the school's filtering system.
- Families are expected to report any damage to their device as soon as possible. This means no later than the next school day.
- Do not disassemble or attempt any repairs or modifications.
- Equipment may not be loaned to any other person for any reason. Families are held financially responsible for any loss of components.
- Please charge the laptop fully at the end of each day.
- Notify the School Administration and IT Manager upon occurrence of any loss to, damage to, or malfunctioning of any part of the mobile device for any reason.
- If equipment is stolen, the school must be notified.
- Please return the mobile device in the same condition in which it was issued.

## **Technical Support**

Technical support is available for PUENTE Charter School's technology equipment. If you are in need of technology assistance please contact our IT Manager, Hector Espinoza via email at [Hector@puente.org](mailto:Hector@puente.org) to set up a live troubleshooting appointment.

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## **STUDENT CONDUCT**

Respect is fundamental to the PUENTE Charter School educational culture and therefore will be emphasized and expected of all students.

### **Discipline**

It is a primary goal of PUENTE Charter School to provide a safe learning environment for all of our students. To accomplish this, PUENTE follows a proactive approach to student discipline that focuses on positive student behavior. PUENTE makes available to families information necessary to file student concerns and complaints. This documentation supports school procedures that prohibit students from harassing, intimidating, and bullying others. When students make choices that disrupt the learning environment or pose a danger to themselves or others, PUENTE utilizes a progressive disciplinary plan that is cumulative in nature. Behaviors such as fighting, severe disruptions in the classroom, threats, and possession of illegal substances or weapons may result in suspension or expulsion. The cumulative discipline plan provides appropriate consequences for continued inappropriate behavior. If behaviors are repeated or become more severe, the consequences, i.e., length of suspension or possibility of expulsion, become more severe.

Cumulative Discipline Agreement Plan			
Transgression	Description	Examples of Transgression	Action Taken by Teachers/Staff
<u>Tier 1</u> Mild Behavioral Violation	A mild behavioral violation negatively impacts the classroom flow.	<ul style="list-style-type: none"> <li>• Inappropriate language</li> <li>• Making noises</li> <li>• Not following classroom rules</li> <li>• Off task</li> <li>• Disrespectful comments</li> </ul>	<ul style="list-style-type: none"> <li>• Redirect</li> <li>• Seat changes</li> <li>• "Teachable moment"</li> <li>• Private conversation with student</li> <li>• Communication with parent</li> </ul>
<u>Tier 2</u> Moderate Behavioral Violation	<p>A mild behavioral violation considerably impacts the classroom flow.</p> <p>Teacher will complete Behavioral Documentation Form</p>	<ul style="list-style-type: none"> <li>• Abusive language/comments</li> <li>• Threats</li> <li>• Bullying</li> <li>• Physical attack</li> <li>• Leaves class without permission</li> <li>• Theft</li> <li>• Destruction of school property</li> <li>• Defiance (continued mild behavioral violations continue after initial actions taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative justice consequences (following through with repairing relationships)</li> <li>• Parent conference</li> <li>• Behavior contract</li> <li>• Apology(ies) to party/ies harmed</li> <li>• Loss of student privileges</li> <li>• Special assignment related to violation</li> </ul>
<u>Tier 3</u> Severe Behavioral Violation	A severe behavioral violation involves serious violations that break the school Code of Conduct and/or California law.	<ul style="list-style-type: none"> <li>• Persistent bullying</li> <li>• Fighting, physical aggression</li> <li>• Physical attack to student/staff</li> <li>• Vandalism</li> <li>• Graffiti</li> <li>• Possession of weapons or look-alike weapons</li> <li>• Possession of a prohibited item</li> <li>• Sexual harassment</li> <li>• Sexual assault</li> <li>• Hate speech</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative justice consequences</li> <li>• Parent conference</li> <li>• Behavior contract</li> <li>• Special assignment related to violation</li> <li>• Counseling referral (if applicable)</li> <li>• Suspension and/or expulsion (depending on violation)</li> <li>• Citation/arrest (depending on violation)</li> <li>• Other responses as determined by the CEO and Principal.</li> </ul>

## **Harassment and Bullying**

PUENTE is committed to providing a learning environment that is free from harassment or bullying of any kind.

Harassment occurs when an individual is subjected to treatment or a school environment that is intimidating because of the individual's race, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. Harassment of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

Bullying is severe or pervasive physical, verbal, social, electronic act(s), or conduct that can be reasonably predicted to have the effect of one or more of the following:

- Reasonable fear of harm to person or property;
- Substantially detrimental effect on physical or mental health;
- Substantial interference with academic performance;
- Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.



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## **Inappropriate Behavior**

Inappropriate behaviors include: pushing or running; rude or unkind comments; distracting other students; disrespectful conduct with other students or supervising adults; playing with or throwing food; throwing toys or other objects in the classroom or play yard.

In the halls, Multipurpose Room and classroom areas, the following behaviors are expected:

- Walk quietly.
- Keep your hands to yourself.
- Respect school property and the property of others.

Respond appropriately to directions from all school personnel.

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## **Positive Behavioral Interventions and Supports (PBIS/Restorative Justice)**

The discipline policy PUENTE Charter School will adhere to a Positive Behavioral Intervention and Support (PBIS) philosophy and Restorative Justice principles with modeling and reinforcement of positive behavior and lifestyle choices. A PUENTE guiding principle is to focus intentionally on a healthy and positive school climate. We use alternatives to suspensions to support students when behavioral missteps occur, which include teacher conversation, parent/family involvement and redirection.

Restorative Justice principles are based on principles that focus on building and maintaining positive relationships to create a strong school community and also includes processes to repair harm and restore relationships. Importantly, embedded in our instructional design are the on-going opportunities for students to work cooperatively with each other, be respected and demonstrate respect for others, learn conflict resolution strategies, and take responsibility for his/her daily behavior.

During the term of its charter, PUENTE has maintained a zero percent expulsion/suspension rate. Our strong emphasis on the home-to-school connection with parent involvement and our instructional design contributes greatly to this outcome.

The PUENTE instructional team members are trained during professional development meetings to use effective (PBIS/Restorative Justice) classroom management strategies to maximize instruction and minimize student misbehavior, and how to understand, distinguish, and address different types of behaviors. Our school-wide and classroom management systems are built on the philosophy that effective management means that more time is spent on proactive strategies rather than reactive strategies.

We use an effective range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.). Positive reinforcements in building our positive school culture include first to choose a play activity and reflective consequences include not being able to participate in an activity. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- A verbal warning
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract with parent involvement
- Referral to the Principal or other designated school staff member
- Notice to parent/caregiver by telephone or letter

## **Suspension**

Suspension is intended to remove the student from his/her classmates and school environment giving the student time to reflect on his/her disruptive behavior. The length of the suspension is determined by the principal, not to exceed two days.

Suspensions shall be initiated according to these steps:

- Whenever a student is suspended, the parent/guardian shall be notified immediately of the suspension and asked to attend a conference.
- A conference conducted by the Principal and/or a school dean with the student and his or her parents and the teacher or staff member who referred the student. This conference will be held as soon as possible.
- The parent/guardian shall be notified in writing of the offense committed by the student as well as when the student may return to school.

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## **HEALTH AND SAFETY**

### **Child Abuse Reporting**

**Reporting Requirements** Child abuse is any deliberate behavior that is inflicted onto a child from an adult. Examples of child abuse may include, but is not limited to, physical abuse, sexual abuse, including commercial sexual exploitation of a minor, neglect, willful cruelty, and mental suffering.

The California Child Abuse and Neglect Reporting Law requires that any teacher or other staff member who has a reasonable suspicion that a student has been physically, emotionally or sexually abused or neglected must make an immediate report to the proper authorities. Any PUENTE staff member who has a reasonable suspicion that child abuse has occurred or is occurring is required by law to file a suspected child abuse report with an appropriate child protective services agency. Either the local police, Sheriff 's Department, or the Department of Children and Family Services will be contacted immediately. Suspected child abuse reports are confidential as to the identity of the employee making such a report.

- California law permits representatives of child protective agencies (Police, Sheriffs, and Children's Services) to interview victims of child abuse during school hours on school premises.
- Legislation enacted in 1987 now authorizes that a child who is to be interviewed at school may select an adult who is a member of the school staff to be present at the interview. However, the staff member may not discuss the facts or circumstances of the case with the child or anyone else. The sole purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
- When a request is made for the presence of a staff member at a child abuse interview, the Principal or designee shall inform the staff member so selected of the purpose of his/her presence in the interview and of the confidentiality requirements. The Principal shall also inform the staff member that he/she has the legal right to decline to be present at the interview.
- When the child is to be removed from school and taken into custody by the Child Protective Service representative, the Principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address, and phone number of the pupil's parents or guardian. Parent notification is the responsibility of the Child Protective Services representative.

## **Emergency Card**

Scholars may only leave campus with the adults named and listed on their emergency card unless the parent/legal guardian has provided written authorization on a case by case basis. Additionally, the office will only release students to individuals who are 18 years or older. Adults will be asked to show proper identification in order to sign scholars out.

Parents/guardians are responsible for keeping all scholar emergency contact information current and informing the PUENTE Charter School office in writing of any changes as soon as possible (e.g., address changes, phone number changes). It is important for families to keep the emergency contact information current so all communications are received without delay or interruption.

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## **Emergency Preparedness**

The safety and welfare of our students and staff are our highest priorities. At PUENTE Charter School we work diligently to make sure that students and staff are prepared for emergencies. We have developed safety protocols and emergency plans in order to prepare for natural disasters and emergency situations (e.g., fire, earthquake, lockdown). We stock emergency supplies to sustain students and staff.

PUENTE Charter school has a comprehensive emergency preparedness plan which describes the safety procedures specific to our school. Training on the emergency plan is provided to all school staff members annually and an evacuation map is posted in every classroom.

Emergency drills (e.g., earthquake drills, fire drills, lockdown drills) are conducted throughout the school year so that all staff and scholars are prepared should an emergency occur. During regular school hours, scholars are required to follow their teacher's or administrator's instructions during all emergency drills and situations.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make public schools the safest place for students during an emergency.

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## **Emergency Response**

In the event that there is an emergency, parents should remember that public schools are among the safest places in the community. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classrooms to a safe assembly area. During a lockdown, students will be moved indoors, to use the buildings as protection. During an emergency, parents who want to pick up their children may be asked to go to the Request Gate located on the school's perimeter and show identification. This is a specific location that schools will use to release students. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card. Parents must make sure that the student's Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes. During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents will not be able to pick up their children until the school campus is declared to be safe by law enforcement or the incident commander on site. Parents need to understand that the students are being sheltered in a secure classroom for their safety and will be released only when it is safe.

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## **Entrance Health Screening**

State law requires that the parent or legal guardian of each pupil provide the school within 90 days after entrance to first grade documentary proof that the pupil has received a health screening examination by a doctor within the prior 18 months.

Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available for eligible students through the Child Health Disabilities Prevention Program.

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### **Epinephrine Auto-Injectors**

PUENTE Charter School shall obtain a prescription for epinephrine auto-injectors (“EpiPen”) from an authorizing physician that includes at least one regular EpiPen for each PUENTE Charter School school.

Each school year, the PUENTE Charter School school shall provide office staff and staff who volunteer to be EpiPen administrators with training opportunities on EpiPen administration. If a scholar is, or reasonably believed to be, suffering from an anaphylactic reaction, only trained staff shall administer the EpiPen to the scholar. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the scholar until paramedics arrive. The school shall also contact the scholar’s parent/guardian as soon as practicable upon learning of the scholar’s anaphylactic reaction.

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### **Gun-Free Safe Schools**

The Federal Gun-Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be suspended and recommended for expulsion. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. The term of expulsion shall be one year. Possession includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

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### **Illness or Injury at School or School Activity**

All injuries occurring at school or during a school activity must be reported to the nearest staff member in charge or to the school main office. A school staff member will assist scholars in need of help for sudden illness occurring at school or at a school activity. The school shall call the appropriate agencies (e.g., ambulances, police, fire) in cases of serious injury.

Scholars who are unable to remain at school or at a school activity because of illness will be sent home. Parents/guardians listed on the scholar emergency card will be contacted to make transportation arrangements. No scholars shall be allowed to leave the campus without parent/guardian consent. Scholars may only leave the campus with people listed on their emergency cards; proper identification (e.g., driver’s license) must be presented to the school main office. It is the responsibility of the parent/guardian to inform the school of any changes to the contacts on the scholar emergency cards.

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### **Lice Policy**

Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Head lice can be a nuisance but they have not been shown to spread disease. Head lice, although not an illness or a disease, is very common among children and is spread very easily through head-to-head contact during play, sports, and when children share things like combs and brushes are shared. PUENTE Charter School follows the Centers of Disease Control (CDC) Guidelines for School concerning head lice: “Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Confirmation to

the school from the parent/caregiver that 'treatment has begun' is the communication needed."

If the instructor suspects a student has head lice:

- The student will refrain from wearing headphones
- Playtime will be closely monitored so as not to involve head-to-head contact for the child
- The teacher will update the parent concerning the child's constant scratching during the school day
- Recommend treatment with FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store.
- Notice will be provided to parents in the affected classroom.

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### **Medication at School**

During the scholar enrollment process, parents/guardians must indicate if their children have any chronic health problems, medical conditions, medications or allergies on the Registration/Enrollment Form.

The school shall not furnish any medications. School personnel are prohibited by law from giving any medication (e.g., prescriptions, over-the-counter pain relievers, cold medicine) to a scholar unless the scholar's physician has given written instructions and the scholar's parent/guardian has provided written consent.

In order for a designated school personnel to assist/supervise a scholar self-administering medication, including insulin to diabetic scholars, the PUENTE Charter School school shall obtain both a written statement from the physician detailing the name of medication, the date, the dosage information and directions for administering the medication and a written statement from the parent/guardian indicating the capability of the scholar to self-administer the medication.

All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the school main office in original containers, labeled with the name of the scholar, the name of the medication, the date, the dosage information and directions for storing and administering the medication. Over-the-counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location and medication administration will be documented in a medication log maintained for each scholar. This form will be incorporated into each scholar's permanent file upon transfer or graduation.

Scholars may only carry and self-administer certain medications (e.g., inhaled asthma medications, EpiPens) with the proper documentation. This documentation includes:

1. A written statement from an authorized health care provider detailing the name of the medication, the date, the dosage information and directions for administration, and confirming that the scholar is able to self-administer the medication; and
2. A written statement from the parent/guardian of the scholar consenting to the self-administration, providing release for the school to consult with the health care provider of the scholar regarding any questions that may arise with regard to the medication, and releasing the school and school personnel from liability in the case of adverse reaction.

All other medications shall be stored in the school main office. Certain Asthma Action Plans may be sufficient for scholars to carry and self-administer asthma medication. A scholar may be subject to disciplinary action if the medication is used in a manner other than as prescribed. School staff shall not prescribe or give advice regarding medication.

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## **Physical Examination**

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

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## **Social-Emotional Services (SEL)**

Addressing the mental health and social-emotional development of all students, staff and community is a vital component, especially during Distance-Learning. PUENTE addresses these sensitive issues by following best practices in the areas of:

- School-based mental health services
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student recognitions, awards and traditions
- *Partnering with the community to build capacity*
- 3 Tiers of Supports Plan

<b>Tier 1</b> Whole Group	<b>Tier 2</b> Small Group	<b>Tier 3</b> 1-1
<ul style="list-style-type: none"><li>● Calm Classroom</li><li>● Family Circles</li><li>● Resources</li></ul>	<ul style="list-style-type: none"><li>● Teacher support</li><li>● Teacher &amp; Dean support</li><li>● Teacher, Dean &amp; parent support</li></ul>	<ul style="list-style-type: none"><li>● Counseling</li><li>● Parenting classes</li></ul>
<ul style="list-style-type: none"><li>● Teachers to maintain on-going behavior logs on Behavior Flip</li></ul>	<ul style="list-style-type: none"><li>● Staff to keep documentation of interactions with families</li><li>● Follow-up/Progress Meeting</li></ul>	

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## **Student ID**

Students will be issued an official PUENTE Student Identification badge when they safely return to school. Students will be asked to wear their ID at all times while in the building or on PUENTE grounds.

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## **Suicide Prevention and Intervention**

PUENTE Charter School recognizes that youth suicide is a serious problem across the state of California. These policies and procedures outline PUENTE Charter School's approach to youth suicide prevention and intervention. This policy shall be available to all staff and reviewed and updated each school year.

### **Prevention**

Suicide prevention is most effective when staff, students, parents, and community members have adequate information about prevention. The following resources will be available to our learning community.

PUENTE Charter School Mental Health Team		
Daniela Garcia	Comprehensive Therapy Associates	818.631.1342
Diana Juarez	Dean of Engagement	323.246.8861
Brenda Meza	Principal	323.780.0084

### List of Resources:

- Los Angeles Unified School District Mental Health Department (213)241-3841
- National Suicide Prevention Hotline 1-800-273-TALK
- Child & Youth Your Life Your Choice Helpline [www.yourlifeyourvoice.org](http://www.yourlifeyourvoice.org) 1-800-448-3000 / Textline Text VOICE to 20121
- American Association of Suicidality [www.suicidology.org](http://www.suicidology.org)
- Toolkit for Mental Health Promotion and Suicide Prevention K-12  
<https://www.sccgov.org/sites/bhd/Services/SP/Documents/2017/heard-toolkit-07-01-17.pdf>

### STAFF Resources

- Review of policies and procedures during a professional development session to include training about the scope of youth suicide.
- Living Works Online Youth Summit Training
- Information about the signs of stress and depression and where to send students for support.
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about how to intervene when a student presents signs of suicidal thoughts
- Resources included in Parent Handbook

### Student Resources

- Mental Health classes that teach children coping skills and mindfulness practices will be taught by LAPD Hollenbeck PAL
- Calm Classroom Mindfulness practices practiced daily
- “Family Circles” practiced to encourage students to discuss problems or feelings in a safe environment
- Behavior Flip App behavior management system used to track student behaviors.

### Parent Resources

- Comp Therapy, an annual workshop including the Information about the signs of stress and depression and a parent's role in helping, risk factors for suicide, Information about signs of suicidal thinking.
- Resources for families about communication strategies and mental health
- Resources available for our school community via PUENTE Learning Center

### Protective Factors



Protective factors are the positive conditions, personal and social resources that promote resiliency and reduce the probability for youth suicide as well as other high-risk behaviors.

These include:

- Presence of social support
- Family support system
- Problem solving skills and history of coping skills
- Good impulse control
- Having a safe place to discuss feelings
- Coping skills
- Presence of hopefulness
- Pets
- Being involved in activities

### **Warning Signs & Risk Factors**

Warning signs should be taken seriously. If a staff member notices warning signs, he/she should alert a member of the mental health team as soon as possible. These include:

- References to suicide
- Giving away meaningful possessions
- Withdrawal from friends
- Not wanting to participate or attend class
- Declining academic performances/failure to complete work
- Frequent talk about death or frequently sad or feeling hopeless
- Mood swings
- Impulsive or aggressive mood
- Victim of abuse
- Dramatic changes in personality/appearance
- Bullying or being bullied

### **Family Risk Factors:**

- Child sexual abuse
- Use of extreme physical punishment
- Lower family socioeconomic status
- Changes of parents/family (e.g., divorce, remarriage, recent death of loved one)
- Poor parent-child attachment
- Parent alcohol problems/drug use
- Low parental monitoring
- Family history of suicide or suicide attempt

### **Intervention**

The following procedures will be observed when it comes to a staff member's attention that a student is experiencing a crisis and may include suicidal thinking or behavior:

- Staff members must take threat of self-harm behavior seriously. The staff member will then share this information verbally with a member of the mental health team immediately.

- If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a mental health team member immediately, who will schedule a meeting with the student. If a mental health team member is not available, a member of student support staff trained in risk assessment will meet with the student immediately.
- The student support/mental health team member will further discuss the situation with the student to obtain information about the crisis and assess their needs. If additional support is needed, the mental health/student support team should reach out to the Los Angeles Unified School District Mental Health Department for consult (213) 241-3841 for support.
- The parent or guardian must be notified of the risk assessment and informed of the severity. An appointment with a mental health professional will be made ASAP.
- Share concerns and provide recommendations for safety with the parent or guardian
- Provide Mental Health Resource List and information about outside referrals.

## **Postvention**

### **Procedures for Assisting the Suicidal Student:**

- Keep the student safe and under close supervision. Never leave the student alone. Designate one or more staff members to stay with and support the individual in crisis while help is being sought. Call 911 if student needs emergency medical help.
- Notify the school administrator or designee who will immediately communicate with the designated crisis intervention team members and/or law enforcement.
- Notify the guardians what has occurred and arrange to meet them wherever appropriate (as student might need emergency transportation to hospital).
- Consult with Department of Mental Health (800-854-7771) as necessary to assess the student's mental state and to obtain a recommendation for needed treatment.
- In the event that the situation requires transportation to a hospital emergency department for medical treatment, contact administrator to assess the situation, call 911, and expedite the transition to the hospital.
- Explain that a designated school professional will follow-up with parents and student regarding arrangements for medical and/or mental health services.
- Make arrangements, as necessary, for class work assignments to be completed at home if the student is unable to attend school.
- Hold a mandatory debriefing for staff, administrators, and crisis response team members who directly dealt with the student in crisis.
- Document actions taken as outlined in school incident reporting protocol. (Dissemination of information about at-risk students is governed by provisions of the United States Family Education Rights and Privacy Act of 1974, Public Law 93-380, as amended by Public Law 93-586, the Education for All Handicapped Children Act, Public law 94-142, and 20 A MRSA. §§ 6001 — 6001-B).
- Upon re-entry, it must begin with a re-entry meeting. Confidentiality is extremely important in protecting the student and enabling school personnel to render assistance. The re-entry meeting will be attended by the student's guardian(s), appropriate support team members, the building administrator, and the student, if developmentally appropriate.

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## **Vision and Hearing Screenings**

Screening of the student's vision and hearing will be done at the school site in accordance with State mandates. If parents/guardians do not wish to have their child examined at school (including vision and hearing screenings), they must file an annual written statement to that effect with the school's administrators. Parents/guardians will be notified of any

findings as a result of the mandated screening tests that require further attention.

**Vision:** Upon first enrollment of a child at a California elementary school, and at least every third year thereafter until the child has completed the eighth grade, the child's vision shall be appraised by the school nurse or other authorized person.

**Hearing:** Hearing screening is mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)). Hearing screening in California public schools must be conducted by a credentialed school audiometrist.

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## **PARENT AND FAMILY INVOLVEMENT**

PUENTE Charter School we strive to create a warm and welcoming school environment for parents. We view our work as a partnership among school leaders, teachers, students, parents, and the community. Because of this, we encourage parents to get involved in our schools. While we encourage parents to volunteer, it is not a requirement of enrollment. You will receive information throughout the year about volunteer opportunities. To participate in the offerings of parent education and to provide parental input to the local training programs for parents, please contact our Dean of Engagement Diana Juarez more information on how you may contribute.

### **Communication**

PUENTE Charter School staff is committed to providing an exemplary educational experience for all children and their families. We encourage honest, open and respectful communication between parents/caregivers, teachers and administrators. Because all staff have specific, assigned duties during the school day, we ask that parents/guardians call the Charter School Office 323-780-2961 to schedule appointments to speak with any of the PUENTE Charter School staff. PUENTE believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days whenever possible.

### **Infinite Campus Parent Portal**

Infinite Campus is a district-wide student information system designed to manage attendance, grades, schedules, assessments and other information about the students in PUENTE Charter School. Additionally the Infinite Campus Parent Portal provides you access to update parent contact and emergency card information.

You will have access to the Campus Portal which is a confidential and secure website that allows parents/guardians to login and view their child's progress in school. There is also an app available for both iOS and Android devices. The goal of the Campus Portal is to create a better partnership between parents and teachers.

Calls and texts are regularly placed home using this system to inform parents of school events, reminders of schedule changes, holidays, or other important announcements (e.g., student absences or truancy).

### **Parent/Family Newsletter**

A newsletter will be posted on the PUENTE website and hard copies (upon request) can be sent home with your child at the start of each week. The newsletter contains important information for parents/caregivers as well as a summary of the week's academic activities. This is provided to encourage conversation at home between parents/caregivers and their

children with regard to what was learned in school each day. The newsletter often contains educational resources that parents/caregivers may obtain to reinforce at home the lessons being taught in the classrooms.

### Parents Contacting Teachers, Paraprofessionals and Campus Aides

All teachers and staff members have email accounts where they can be easily contacted. You may also contact teachers by leaving a message with the main office or using the contact list included to leave a message. Staff will return your call or email as soon as possible.

### Teacher, Paraprofessional and Campus Aide Directory

TK / Kinder Grade Level Team			
Name	Role	Classroom	Email
Janelle Guzman	Teacher		Janelle@puente.org
Janette Canas	Teacher		Janette@puente.org
Dafne Barboza	Paraprofessional		Dafne@puente.org
Estefania Hernandez	Paraprofessional		Estefania@puente.org
1st Grade Level Team			
Name	Role	Classroom	Email
Maira Nava	Teacher		Maira@puente.org
Maria Gomez	Teacher		Maria@puente.org
	Paraprofessional		
	Paraprofessional		
2nd Grade Level Team			
Name	Role	Classroom	Email
Ana Hernandez	Teacher		Ana@puente.org
Remy Solorzano	Teacher		Remy@puente.org
Horacio Chavez	Paraprofessional		Horacio@puente.org
3rd Grade Level Team			
Name	Role	Classroom	Email
Lucia Gamez-Lopez	Teacher		TBD
Sheng Vang / Brandon Salguero	Teacher		Sheng@puente.org/ Brandon@puente.org
Annette Trujillo	Paraprofessional		Annette@puente.org
4th Grade Level Team			
Name	Role	Classroom	Email
Bobby Yu	Teacher		Bobby@puente.org

TBD	Teacher		
TBD	Paraprofessional		
<b>Support Staff</b>			
<b>Name</b>	<b>Role</b>	<b>Email</b>	
Evelyn Torres	Campus Aide	Evelyn@puente.org	
Maria Elena Pinedo	Campus Aide	Mariaelena@puente.org	
TBD	SPED Paraprofessional		

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## **Parent Involvement & Committees**

PUENTE Charter School recognizes the unique and critical role that parents play in the long-term academic success of their children. Parents play an integral role in the development of student success. PUENTE Charter School places great value in the participation of parents in the activities at the school. As partners, we share in the responsibility to ensure your child's success. All families are invited and encouraged to participate in each group.

### **Adult Education**

Enrollment in PUENTE's adult education classes is open to all parents/caregivers. Classes include English as a Second Language, Computer Applications, Computer Repair, GED Preparation, Adult High School Diploma, and Reading Academy. Morning, afternoon and evening classes are offered. All are offered tuition-free.

### **Coffee with the Principal & Dean**

Meetings are held where deep discussions and active participation in regards to school updates including the development of our Local Control Accountability Plan. Join the Principal and Dean for quarterly gatherings to share, discuss and participate in our school updates including the development of our Local Control Accountability Plan.

### **Charter School Advisory Committee**

Reviews admissions procedures; parental involvement; curriculum and instruction; student assessment; and any other operations of the charter schools. The Advisory Committee also reviews the LCAP in order to recommend approval by the full board, and provides educational and management expertise and guidance as needed by PUENTE throughout the year.

### **English Learner Advisory Committee (ELAC)**

Responsible for advising the principal and staff on programs and services for English learners. This committee will also help with the development of the school's needs assessment and ways to make parents aware of the importance of regular school attendance.

### **Family Nights**

We strongly encourage all parents/caregivers and Charter School students to attend Family Night Meetings. Strengthening the home/school connection and relationship through engaging interactives and recognition of students who have attained perfect attendance will be the focus of the meetings.

### **Home Visits**

Home visits involve teachers going to a student's home to get to know his/her family. It is a voluntary process for parents. Although "Home visits" are generally conducted in students' homes, the visit can take place anywhere that is convenient for everyone involved. Teachers maintain the flexibility to meet in community settings when visiting the home isn't possible. The purpose of an intentional "Funds of Knowledge" home visit is to create a positive atmosphere and deepen the relationship between the school and the family. Learning bits of information that teachers can "bank" into the student's funds of knowledge is the intent of this visit.

Home visits are an effective strategy of engaging students and families to strengthen relationships and support academic progress. In addition to building a stronger sense of belonging and respect between homes and schools, home visits have been shown to contribute to academic achievement and improved classroom management.

### **Parent/Teacher Conferences.**

Parents/Guardians will be expected to meet periodically throughout the school year with teachers to review their child's progress report. Special conferences may be scheduled as needed in addition to the regular Parent/Teacher conferences throughout the year with your child's teacher.

### **School Wellness Committee (SWC)**

Establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of the level wellness policy.

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### **Parent Participation in School Meetings and Conferences**

If the parent's employer has 25 or more employees, the parent must be allowed to attend school meetings and events for your children, up to a maximum of 40 hours each year without discrimination or fear of job loss. Purposes to attend child-related activities include: enrollment in grades 1-12, to address child care or school emergency, behavior or discipline problem that requires immediate parent attention, sudden school closure, or natural disaster. (Parent" means a parent, guardian, stepparent, foster parent, or grandparent of, or a person who stands in.) If an employer discharges, threatens to discharge, demotes, suspends or otherwise discriminates against the parent, the employee may be entitled to reinstatement and reimbursement for lost income or benefits. See Labor Code 230.8 for more details.

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### **Parent Volunteer Policy**

Parents/guardians who wish to volunteer on campus or serve as drivers or chaperones on school field trips must abide by all applicable laws, agree to abide by the policies of PUENTE and must fulfill all of the requirements necessary to become a volunteer before performing volunteer work.

## Requirements and Guidelines

- Volunteers must complete the application and pass a live scan background check
  - All volunteers must provide TB clearance within the last 4 years
  - All volunteers must attend orientation prior to first day
  - All volunteers must follow the dress code guidelines
  - All volunteers must sign in and out at the front desk and wear ID at all times
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## **Rights of Parents and Guardians to Information**

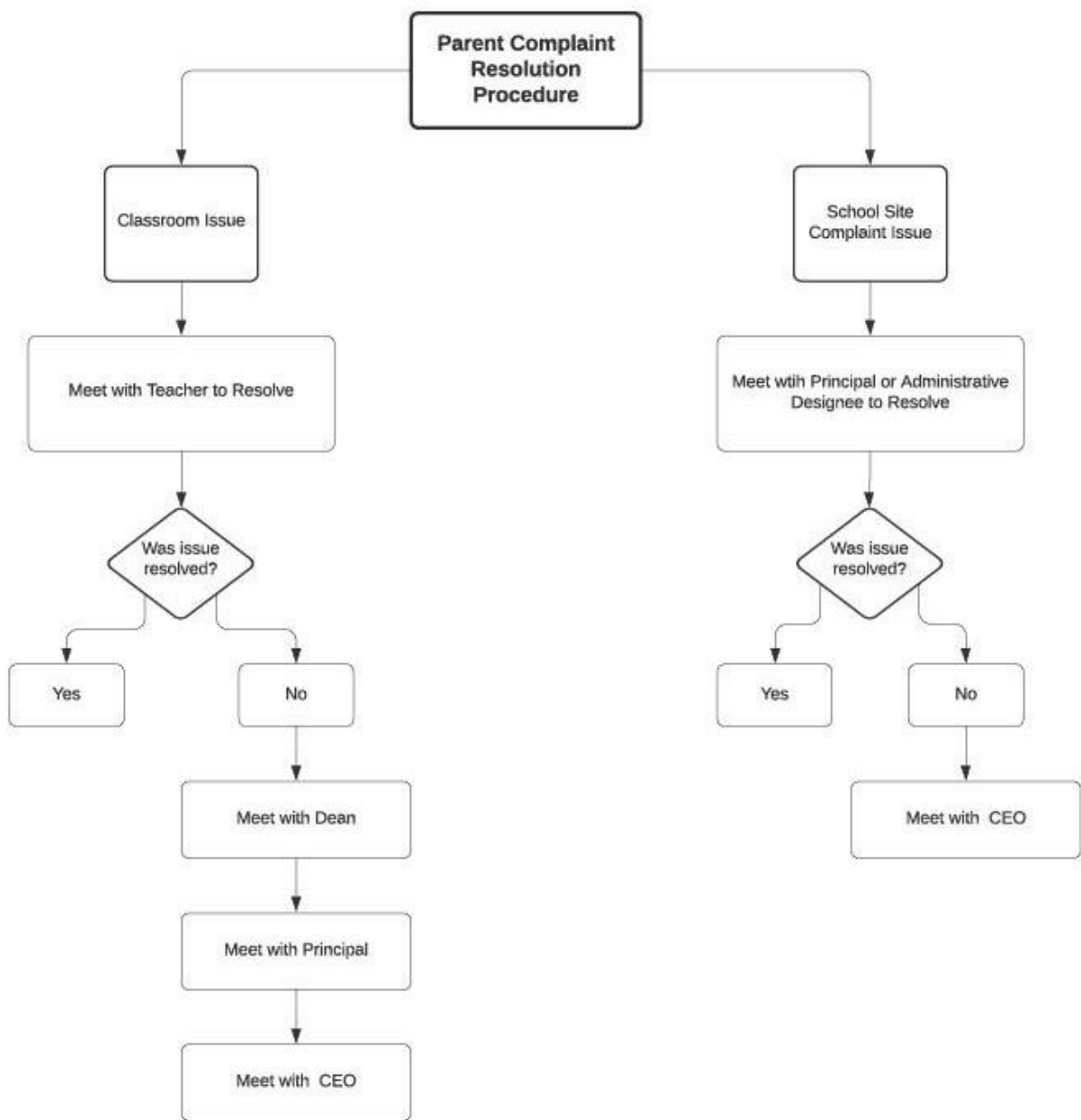
The parents and guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

1. Within a reasonable period of time after making the request, to observe their child's classroom(s).
  2. Within a reasonable time of their request, to meet with their child's teacher(s) and the principal.
  3. To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.
  4. To be notified on a timely basis if their child is absent from school without permission.
  5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of their child's school on standardized statewide tests.
  6. To request a particular school for their child, and to receive a response from the school district.
  7. To have a school environment for their child that is safe and supportive of learning.
  8. To examine the curriculum materials of their child's class(es).
  9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
  10. To have access to the school records of their child.
  11. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
  12. To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
  13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
  14. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team.
  15. To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
  16. To be notified, as early in the school year as practicable, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child.
-



## Parent Complaint Resolution Procedure

The following procedure outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, comment, concern or complaint about PUENTE Charter Schools policy, team member or particular situation. PUENTE Charter School encourages families and team members to resolve problems collaboratively and respectfully. Teamwork, respect, and prompt resolution of conflicts are very important to PUENTE Charter School.



Resolution of questions, concerns, and complaints should always start with the individual team member or specific PUENTE Charter School in concern. If the question, concern, or complaint is unresolved, it is essential that the school leader is included in the resolution process.

Step 1: Contact the specific teacher, team member, or school administrator involved, Request to discuss over the phone or have a face-to-face conference at a time that is mutually agreeable. Remember that such meetings should not interfere with the teacher's instructional time nor disrupt the daily activities or schedule at the school.

Step 2: If the concern or complaint is not resolved in Step 1, the individual raising the concern or the complaint may contact the Dean of Engagement. Be prepared to give specific details about the concern or complaint and steps that have already been taken to resolve the problem. The Dean will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Dean shall consider all the facts and find an appropriate resolution of the concern or complaint.

**Steps 1 and 2 will occur in less than thirty (30) days.**

Step 3: If the individual raising the concern or complaint is dissatisfied with the Dean's decision, he/she may contact the Principal. The Principal will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Principal shall consider all the facts and find an appropriate resolution of the concern or complaint.

Step 4: If the concern or complaint is not resolved and/or the individual raising the concern or complaint is dissatisfied with the Principal's decision, he/she may contact PUENTE Learning Center's Chief Executive Office. The Chief Executive Officer will collaborate with the individual raising the concern or complaint to resolve the identified issue. The Chief Executive Officer shall consider all the facts and find an appropriate resolution of the concern or complaint.

**Steps 3 and 4 will occur in less than thirty (30) days.**

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### **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 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:

- 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.
- 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.
- 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.

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

Name or title: Jerome Greening

Unit or office: CEO, PUENTE Charter School

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

Phone: 323.780.0076 E-mail address: [jerome@puente.org](mailto: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.

- 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 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. 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.

# PUENTE CHARTER SCHOOL FORMS

## Charter School Complaint Form



501 S. BOYLE AVENUE LOS ANGELES, CA 90033 | P: 323.780.2961 F: 323.780.0359

### CHARTER SCHOOL COMPLAINT FORM

Name of Student and Parent/Guardian: \_\_\_\_\_

Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Date of Problem: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Charter School (include address): PUENTE Charter School 501 S. Boyle Avenue Los Angeles, Ca 90033

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

**Basis of complaint** (check all that apply):

- ☐ Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- ☐ Records were requested to be submitted to the charter school before enrollment.
- ☐ Pupil was encouraged to disenroll from the charter school or transfer to another school.
- ☐ Please provide further details:

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically to [jose.cole-gutierrez@lausd.net](mailto:jose.cole-gutierrez@lausd.net) or in hard copy, to the following location: Los Angeles Unified School District's Charter Schools Division 333 South Beaudry Avenue Los Angeles, CA 90017.

For more information: <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>

## Student Housing Questionnaire



501 S. BOYLE AVENUE LOS ANGELES, CA 90033 | P: 323.780.2961 F: 323.780.0359

### Student Housing Questionnaire

The McKinney-Vento Homeless Assistance Act, part of Every Student Succeeds Act (ESSA), entitles all school-aged children experiencing homelessness to access to the same free, appropriate public education that is provided to non-homeless youth. Schools are required to remove barriers to enrollment, attendance, and academic success of students experiencing homelessness. To determine eligibility please complete this form. For additional information, please contact our Homeless Liaison, Diana Juarez, 323.780.0027 or via email at [Diana@puente.org](mailto:Diana@puente.org).

Student First & Last Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Is the student currently living in one of the Nighttime Residence options listed below?

- ☐ No - If you answered "NO" to this question, please SKIP the questions below and sign below in the affidavit section.
- ☐ Yes - If you answered "YES", complete the remainder of the form.

#### Nighttime Residence - Please check one of the following living situations that apply to the student:

- ☐ Garage (unconverted)
- ☐ Temporarily in another family's house or apartment
- ☐ Temporarily with an adult that is not the parent or guardian
- ☐ Temporary shelter or assisted housing (ex. Homeless, Domestic Violence, etc.)\*
- ☐ Hotel or motel – hotel or motel name\*
- ☐ A campground, park, car, or trailer\*
- ☐ Transitional Housing Program\*
- ☐ Trailer/motor home on private property\*
- ☐ Other places NOT designated for or ordinarily used as regular sleeping accommodation for human beings.\*

\*For living situations marked with an \* please list program name/details: \_\_\_\_\_

Is the student in need of services?

- ☐ No
- ☐ Yes - If yes, please check the referral(s) being requested.
  - ☐ Backpack/School Supplies
  - ☐ Hygiene Kits
  - ☐ Clothing Assistance: Shoes, Clothing, Uniforms
  - ☐ Tutoring
  - ☐ Housing Referrals

**AFFIDAVIT** - By signing this form, I declare under penalty of the laws in the State of California that the foregoing is true and correct. In addition, I understand that PUENTE Charter School reserves the right to verify the above-listed residence information.

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Best Contact Phone Number: \_\_\_\_\_

**SHQ MUST be kept in a CONFIDENTIAL file, which is separate from the permanent student record.  
This form must NOT be placed in the cumulative file.**



## Parent Compact



501 S. BOYLE AVENUE LOS ANGELES, CA 90033 | P: 323.780.2961 F: 323.780.0359

### **Puente Charter School-Parent Compact**

#### **PUENTE Charter School Commitment:**

- We promote the idea that education is the key to success
- We will treat everyone with respect
- We will value students and their capabilities
- We will maintain high standards and expectations of our students
- We will set up a well-organized instructional environment focused on meeting the needs of all students
- We will teach what students need to know to meet the Common Core State Standards
- We will communicate early and frequently with parents
- We will work closely with students, parents and the community

#### **Parent(s) Commitment:**

##### **Education:**

- I support the idea that education is key to my child's success
- I will make sure to help my child complete assignments and track of my child's academic progress
- I will make a good faith effort to participate with PUENTE Charter School by attending the following involvement opportunities: Family Meetings, Parent Involvement Activities and Parent-Teacher Conferences.

##### **Attendance:**

- I understand that my child's academic success depends upon daily and consistent attendance. Therefore, I pledge to bring my child to school every school day unless he/she is sick.
- I will ensure that my child arrives at school on time each morning and picked up on time each afternoon.
- I will adhere to the school calendar and will plan family vacations during times when classes are not in session.

##### **Culture & Safety:**

- I will always be there for my child and encourage him/her/they to be successful by making school a priority in our family's life
- I will abide by PUENTE's expectation that we treat employees, students, and fellow parents with respect at all times.
- I will abide by PUENTE's policies for parking, safety, and security and respond cooperatively and respectfully when asked to comply.

I agree to fulfill above responsibilities to the best of my ability. I understand that we all play an essential role in the educational development of children and hereby pledge to fully participate in the activities of the PUENTE Charter School in order to help ensure a successful academic experience.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian #1: \_\_\_\_\_  
Printed Name Signature Date

Parent/Guardian #2: \_\_\_\_\_  
Printed Name Signature Date

## Uniform Complaint Procedures (UCP)



501 S. Boyle Ave.  
Los Angeles, CA 90033

### Uniform Complaint Procedures Form

Last Name \_\_\_\_\_

First Name \_\_\_\_\_

Check the appropriate box:

☐ Student ☐ Parent/Guardian ☐ Employee

☐ Public Agency ☐ Other Organization

Student Name (if applicable) \_\_\_\_\_ Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Zip Code \_\_\_\_\_ Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Date of Alleged Violation \_\_\_\_\_ Location of Alleged Violation \_\_\_\_\_

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

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

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

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

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

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

PUENTE Charter School UCP Complaint form (revised 7-1-19)





**Parent/Guardian Acknowledgement and Agreement**

I acknowledge that I have received the PUENTE Charter School's Parent-Student Handbook. We understand that it sets forth the terms and conditions of scholar enrollment, as well as the dues, responsibilities, and obligations of parents and students. We further understand that the Parent-Scholar Handbook may be changed during the school year as necessary and that when we are notified of any changes, it is our responsibility to follow the revised policies. I understand that if any information is still unclear, I can contact the office staff regarding any questions.

Please return this acknowledgement form no later than September 17, 2021.

**Student Printed Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Parent/Guardian Printed Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Comp Therapy

### ASSESSMENT, CONSULTATION, SERVICES, STAFFING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1<sup>st</sup>, 2021 by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") 111 N. Jackson St. Suite 202 Glendale, CA 91206 and PUENTE Charter ("Client") located at 501 S Boyle Ave, Los Angeles, CA 90033 ("service location").

#### RECITALS

Comp Therapy (Comprehensive Therapy Associates, Inc.) is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education which engages in providing education and consulting services to education and social services agencies. Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its charter schools ("Service Location"). Client wishes to engage Comp Therapy to provide certain services with respect to education and/or other social services and Comp Therapy wishes to provide such services, pursuant to the terms and conditions set forth below:

#### AGREEMENT

In consideration of the promises and covenants contained herein, the parties agree as follows:

##### 1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1<sup>st</sup>, 2021 (the "Commencement Date"), and shall continue until 11:59 p.m. on June 30<sup>th</sup>, 2022 (the "Term").

##### 2. RESPONSIBILITIES OF COMP THERAPY

###### A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances and regulations relating to its business in general and the provision of special education services.
- b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide Services to students under the Individuals with Disabilities Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will identify the credentials and/or licenses held by each Comp Therapy Personnel.

Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy personnel who provide Services directly to students under this Agreement. An officer of Comp Therapy shall certify to Client that Comp Therapy Personnel providing instruction or therapy services hereunder are trained to and accept full responsibility to act as mandated child abuse reporters pursuant to California State Law.

- c. Comp Therapy shall conduct all required background and qualification checks, including but not limited to Live Scan fingerprinting of personnel through the Department of Justice ("DOJ") database as required by the applicable law and, upon receipt of DOJ clearance, certify to Client that no Comp Therapy Personnel working with students of Client have been convicted of a violent or serious felony (as defined by applicable law) or are the subject of a criminal action pending upon charges of commission of a violent or serious felony (as defined by applicable law).
- d. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

#### B. INSURANCE

- a. Insurance Obligations of Comp Therapy. Comp Therapy shall procure and maintain the following insurance while this Agreement is in effect:
  - i. General and Professional Liability. General and professional liability insurance covering all activities of Comp Therapy Personnel at Client's facilities in performance of Comp Therapy obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit Comp Therapy agrees to provide Client with a Certificate of Insurance naming Client as an additional insured on such general and professional liability insurance policies. Policies will be furnished to Client for review upon request.
  - ii. Worker's Compensation. Worker's disability compensation insurance covering each Comp Therapy employee providing Services to Client hereunder; insurance shall comply with all applicable legal requirements.

### 3. RESPONSIBILITIES OF CLIENT

#### A. COMPLIANCE WITH LAWS

- a. Comply with all applicable federal, state, and local laws, ordinances and regulations relating to this Agreement and to Comp Therapy Personnel, as well as all rules relating to Special Education related requirements.

#### B. INSURANCE

- b. Insurance Obligations of Client. Client shall procure and maintain the following insurance while this Agreement is in effect:
  - i. General and Professional Liability. General and professional liability insurance covering all activities of Client and Client Personnel at Client's facilities in performance of Client's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Two Million Dollars (\$2,000,000) annual aggregate per incident and Three Million (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit. Client agrees to provide Comp Therapy with a Certificate of Insurance naming Comp Therapy as an additional insured on such general liability and professional insurance policies.
  - ii. Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing services to students in the Program; insurance shall comply with all applicable legal requirements.

#### C. ADDITIONAL RESPONSIBILITIES OF CLIENT

- a. Client shall provide Comp Therapy Personnel with a safe and secure work site, any and all appropriate information, equipment, furnishings and space for Comp Therapy Personnel to conduct their work as requested at no additional cost to Comp Therapy.
- a. Provide Comp Therapy personnel with all necessary student information, including documents in Client's possession, so that Comp Therapy is able to properly carry out services and duties listed under this Agreement. Such information and documents may include but are not limited to individual needs of students in the Program, evaluations, reports, observations, and details regarding the student's health history.
- b. Notify Comp Therapy at least 10 business days in advance of any new Services requested by the Client that were not originally listed on Exhibit A. Unless otherwise agreed to in advance, Comp Therapy shall have up to 5 business days after such notice to notify the Client whether it has the ability to carry out the new



requests, whether the new requested services are outside of its agreed Services to be provided as detailed on Exhibit A, or if the requested service(s) would change any existing fee structure.

#### **4. COMPENSATION AND METHOD OF PAYMENT**

##### **Payment Terms, Bill Rates, and Fees**

- A. Client will pay Comp Therapy for Comp Therapy's services at the rate(s) stated on Exhibit A, and will also pay any additional costs or fees set forth in this Agreement.
  - a. Comp Therapy will provide invoices by the 15<sup>th</sup> of each month for services provided the preceding month. Comp Therapy will provide Client with copies of service logs from Comp Therapy personnel who provided services at designated Service Location.
  - b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of the date of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month whichever is higher. Late payment may also result in immediate suspension of Comp Therapy's services under this agreement at Comp Therapy's sole discretion. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Client shall be responsible for any and all related expenses including but not limited to any reasonable attorney and court fees, in relation to collection activates by Comp Therapy for any related unpaid undisputed balances.
  - c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion. Comp Therapy and Client shall use their best reasonable good faith efforts to resolve such dispute within the thirty (30) calendars day period following such notice, and Client will provide to Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below. The failure of Client to notify Comp Therapy as to any disputed invoice or portion thereof in writing within thirty days pursuant to this subsection shall be a stipulation by Client that the charges therein are accurate and shall be a waiver of any objection to those charges in any future disputes or proceedings.

#### **5. NO HIRING AGREEMENT**

- A. Client recognizes that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client recognizes that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such Client agrees to a 365 day "No Hire" period for any of Comp Therapy's employees. As such, if the Client uses the services of a Comp Therapy Personnel as its direct employee, independent contractor or sub-contractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$5,000. Comp Therapy has sole discretion to modify, waive or reduce the placement fee.

## **6. CONFIDENTIAL INFORMATION**

- A. Comp Therapy and Client agree to keep confidential and to not disclose to third parties any information provided by Comp Therapy pursuant to or learned by Client during the course of this Agreement unless Client has received the prior written consent of Comp Therapy to make such disclosure. This provision shall survive expiration and termination of this Agreement. Comp Therapy and Client warrant that all of its operations are compliant with all federal and state laws, rules and regulations pertaining to privacy and/or security of personal data. Client agrees that it will not share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all data fields and all records to be provided, and receiving written authorization from Comp Therapy giving permission for the Client to provide the data to a third party.

## **7. INDEMNIFICATION AND LIMITATION OF LIABILITY**

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.

## 8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Comp Therapy reserves the right to immediately terminate this Agreement in the event:
  - a. Client breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;
  - b. If required by law or regulation; or
  - c. If Client becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against Client, or Client makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws
- C. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

## 9. INDEPENDENT CONTRACTORS

- A. The parties hereto acknowledge and agree that the relationship created between Comp Therapy and Client as a result of this Agreement is strictly that of independent contractors. Nothing contained herein shall be deemed to be any partnership, joint venture, principal-agent, fiduciary-beneficiary, or other relationship. Comp Therapy shall be responsible for all compensation, salaries, taxes, withholdings, contributions, benefits (if any), and worker's disability compensation insurance with respect to all Comp Therapy Personnel employed or contracted by such party and shall indemnify, defend, and hold harmless the other party and its officer, directors, agents, contractors, representatives and employees, from and against any and all liability, loss, damages, claims, causes of action, and expenses associated therewith (including without limitation attorney's fees) caused or asserted to have been caused, directly or indirectly, by or as a result of same. The provisions of this Section shall survive the expiration or termination for any reason of this Agreement. Comp Therapy shall complete and submit a Form W-9 to Client prior to rendering services.

## 10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.

- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the party against whom the waiver, amendment, or modification is to be enforced.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.
- C. This Agreement, including attached exhibit(s), constitutes the entire Agreement between the parties regarding its subject matter, and supersedes all prior agreements and understandings between the parties, whether oral or written, relating to its subject matter.
- D. The provisions of this Agreement shall benefit and bind the parties and their respective heirs, representatives, successors, and assigns.
- E. A party's delay or failure to enforce any of the stated provisions of this Agreement on one or more occasions will not be a waiver of that or any other occasion(s) or of the party's right thereafter to enforce each and every provision of this Agreement.
- F. A party shall have no right or power to and shall not purport to transfer or assign this Agreement without prior written consent from the other party.
- G. Governing Law: This Agreement shall be governed by the laws of the State of California. It may be executed in several counterparts and constitutes the entire agreement for the service described. If any provision in this contract is held by any court to be invalid, void, or unenforceable, the remaining provisions shall continue in full force. Any legal action arising from, involving or relating to this Agreement shall be brought in a court of competent jurisdiction located in Los Angeles, California. Both parties agree and hereby release their rights to a trial by jury.
- H. Attorney's Fees: If any legal action or any arbitration or other proceedings are brought for the interpretation or enforcement of this Agreement, or any rights of the parties with regard to this Agreement, and/or any related agreement, or because of an alleged dispute, breach, or default, the successful or prevailing party shall be entitled to recover its reasonable attorney's fees and expenses, and any costs associated with any enforcement proceeding.
- I. Notices: Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have gone into effect (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered

mail, return requested. Each such notice shall be sent to respective parties at the address indicated below.

#### **11. CONFLICTS OF INTEREST**

- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement shall be null and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

#### **12. NONDISCRIMINATION**

- A. Comp Therapy hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Comp Therapy on the grounds of that individual's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

#### **13. RECORDS**

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of five (5) full years or longer as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles.

#### **14. PRESS RELEASES**

- A. Comp Therapy shall not refer to the existence of this Agreement, nor use the name of or make reference to Client for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client's Chief Development & Communications Officer. Comp Therapy acknowledges that remedies at law may be inadequate to provide Client with full compensation in the event of Comp Therapy's breach of this provision, and that Client shall be entitled to seek injunctive relief in the event of any such breach.

## 15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation.
- B. Comp Therapy agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of Comp Therapy's security obligations, or any other event requiring notification under applicable law, Comp Therapy agrees to:
  - a. Immediately notify Client of such event with 24 hours of discovery; and
  - b. Cooperate with Client to inform all such individuals in accordance with applicable laws; and
  - c. Indemnify, hold harmless, and defend Client, and its Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons, from and against any claims, damages, fees, or other harm related to such a data breach.
- C. Within thirty (30) days after termination of this Agreement, Comp Therapy will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to Client as well as purge any copies of the personally identifiable information. Comp Therapy agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision.

Any party may change its address for purposes of this Section by giving the other party written notice as provide in this Section.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

**Puente Charter**

Printed Name: Jerome Greening

Title: Chief Executive Officer

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Comp Therapy**

Printed Name: Daniela Garcia, MS, Special Education

Title: Regional Director

Signature: *Daniela Garcia*

Date: 5/14/2021



## Exhibit A

### ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	In-Person Hourly Rate
Program Initiation/Set-Up Fee	\$ 450 annual one-time
Program Administrator/Consultation	\$ 150
Adapted Physical Education (APE)	\$ 135
Assistive Technology (AT)	\$ 135
Augmentative Alternative Communication (AAC)	\$ 135
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	\$ 45
Behavior Intervention Development (BID)	\$ 110
Functional Behavior Assessment (FBA) Completed by Board Certified Behavioral Analyst (BCBA)	\$ 110
Case Manager / Academic Assessment	\$ 105
Counseling / Mental Health Services	
ERICS Counselor	\$ 110
Marriage and Family Therapist (MFT)	\$ 110
Pupil Personnel Counselor (PPS)	\$ 90
Deaf and Hard of Hearing (DHH)	\$ 135
Health Services	
Certified Nursing Assistant (CNA)	\$ 35
Licensed Vocational Nurse (LVN)	\$ 45
School Nurse/Registered Nurse (RN)	\$ 95
Health Assessment	\$ 300 flat rate
Vision, Hearing, and Scoliosis Screening	\$ 6 per student
Occupational Therapist (OT)	\$ 110
Certified Occupational Therapist Assistant (COTA)	\$ 80
Psycho-Educational Assessment	\$ 110
Psycho-Educational Assessment – Bilingual	\$ 135
Psycho-Educational Independent Education Evaluation - IEE	\$ 150
Specialized Academic Instructor (SAI)	\$ 65
Specialized Academic Instructor Aide (SAIA)	\$ 40
Speech-Language Pathologist (SLP)	\$ 110
Speech-Language Pathologist Assistant (SLPA)	\$ 80
Interpreter Services	
Translation Services – Written Reports/IEPs	\$ 95

**In compliance with California law and code, Comp Therapy and Client must ensure that all its non-exempt employees are provided with the required number of breaks as prescribed by law when services are provided at Client work site.**

## ASSESSMENTS

**Student Unavailable:** For all scheduled assessments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which may hinder the assessor's ability to assess the student. Failure to notify the assessor or Comp Therapy of student absence or a change in schedule will result in a 2-hour service charge.

**Off Site Hours:** Off-site hours will be billed in 15-minute increments. Assessment Reports, IEP Development, Compliance Review, and/or Consultations may be provided/completed off-site.

**Rush Rate:** Client must submit request for assessment allowing at least 45 days for completion of assessment. If Client requests an assessment to be completed within 30 days or less of deadline Client will be charged RUSH RATE of \$135 per hour.

## RELATED SERVICES

**Minimum Service Charge:** There is a 3-hour on-site minimum for all service providers, except BII services have a 4-hour on-site minimum.

**Schedule Change:** For all scheduled assignments, Client must provide at least one business day notice of student absence OR change in the school/student schedule which the employee will not be able to provide services. Failure to notify the provider or Comp Therapy of student absence or a change in schedule will result in a 3-hour service charge.

**BII Student Service:** Client will be charged 4-hour service charge if student is absent or schedule change that was not notified to BII provider and BII was in route or at school site. Failure to notify the provider or Comp Therapy of student absence or change in schedule will result in 4-hour service charge. Comp Therapy employees may also work on other duties related within their scope of practice during the time a student is absent from their schedule assignment.

**Cancellation of Meetings:** If the event that a meeting is canceled or postponed, Client must inform provider at least one day in advance. Failure to notify the provider of changed or canceled meeting will result in a 1-hour service charge. If meeting is canceled while provider is on site, Client will be billed a 1-hour service charge.

**Off Site Hours:** Off-site hours will be billed in 15-minute increments which may include: IEP Development, Compliance Review, Documentation/Prep, and Consultations.

**Request for Providers:** Clients can reserve service providers or assessors in advance; however, Comp Therapy does not guarantee a specific service provider or assessor may be available. When assigning providers, Comp Therapy always evaluates the needs of each Client.

**IMPORTANT:** All provider inquiries and change in providers must first be communicated with Comp Therapy Director and not directly with the provider.



## Billing Descriptions for Related Service Providers

Description	Action Item	Average Billing	Maximum Billing
<b>Direct Services</b>	Provide direct services to students	Start to End Time	Start to End Time
<b>Documentation</b>	Session Notes	5 mins per student	10 mins per student
<b>Prep Time/ Treatment Planning</b>	Prep Time (per school)	30 mins per day	1 hour per day
<b>IEP Development</b>	Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Updating present levels of performance - Creating new goals - Updating services - Updating IEP information before/after IEP meeting to reflect IEP team decisions	1 hour	2 hours
<b>IEP Meeting</b>	IEP Meeting	Start to End Time	Start to End Time
<b>Caseload Service</b>	Review PLP/goals, add one new student to current caseload, update schedule	15	30
	Set-up new caseload of more than one student. Review PLP/goals, create schedule/ groups	Start to End Time	Start to End Time
	Service Delivery Report (weekly, monthly)	15	30
	Progress reports (due during Report Card period; 3-4 times per year)	5 mins per student	10 mins per student
<b>Collaboration</b>	Teacher/Parent Consultation	Start to End Time	Start to End Time
	Collaboration with school site lead / sped team (email, phone, text, in-person, teleconference)	Start to End Time	Start to End Time

## CONTRACT AMENDMENT

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

5 Pages

Renewal (Extension Number)	Agreement Number (Base year)
<b>4</b>	<b>201601</b>
Amendment	
<b>4</b>	

1. This Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

**PUENTE Learning Center**

FOOD SERVICE MANAGEMENT COMPANY'S NAME

**School Nutrition Plus, Inc.**

2. This amendment is effective **July 1, 2021** and amends our original contract. The amendment remains in effect until termination of current contract.
3. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

**NOTE:** The following terms have been amended to reflect current federal regulation.

The following prices are in place for the new term, July 1, 2021-June 30, 2022 per the CPI increase of 3.0% for foods consumed away from home.

Breakfast: \$2.08

Lunch: \$3.41

Snack: \$.94

## II. General Terms and Conditions

### iv. Contract Cost Adjustment (Note: Modifies previous clause)

The contract price (which can include General and Administrative Expense and Management Fees) may be increased on an annual basis by the Yearly Percentage Change in the Consumer Price Index for All Urban Consumers, as published by the U.S. Department of Labor, Bureau of Labor Statistics, Food Eaten Away from Home in Los Angeles, such increases shall be effective on a prospective basis on each anniversary date of this Contract and will be allowed only if approved in advance by the SFA. CPI Fee increases for the upcoming Contract renewal year must be submitted to the SFA.

The renegotiation of price terms under this Contract is permitted only upon the occurrence of unpredictable, unexpected conditions beyond the control of both parties. If those conditions create a significant and material change in the financial assumptions upon which the price terms of this contract were based, then those price terms so affected may be renegotiated by both parties. Renegotiation of price terms under such conditions must be mutual and both parties must agree on any changes in price terms. Any adjustments so negotiated and agreed upon must accurately reflect the change in conditions. The occurrence of contingencies that are foreseeable and predictable, but not certain, should be calculated into the defined price terms, to the extent possible, with the goal of minimizing the need for renegotiation of price terms during the term of the Contract. Substantive changes of the Contract will require the SFA to rebid the Contract.

### x. Subcontract/Assignment (Note: Modifies previous clause)

No provision of this Contract shall be assigned or subcontracted without prior written approval of the SFA. If subcontracts are let, the FSMC should have taken steps to contract with small and minority businesses, women's business enterprises, and labor surplus area firms when possible.

#### **Q. Sanctions (Note: New section)**

If the FSMC fails to perform the contract terms,

- FSMC will be required to provide in writing to the SFA how they will ensure future contract compliance,
- Continued nonperformance will result in termination of this contract
- FSMC may be prohibited from bidding on future contracts with the SFA
- List other sanctions that the SFA and/or their legal deem appropriate

#### **W. Breach of Contract (Note: New section)**

For the breach of the Contract and associated benefits:

If the FSMC causes the breach, the FSMC assumes liability for any and all damages, including excess cost to the SFA in procuring similar services, and is liable for administrative, contractual, and legal remedies, as applicable.

#### **X. Penalties (Note: New section)**

Costs resulting from the SFA's violations, alleged violations of, or failure to comply with, Federal, State, tribal, local, or foreign laws and regulations are unallowable, except when incurred as a result of compliance with specific provisions of the federal award, or with prior written approval of the federal awarding agency (2 *CFR*, Section 200.441).

### **IV. Food Service Program**

#### **B. School Food Authority Responsibilities**

16. **(Note: New clause)** The SFA may not contract with the FSMC to provide only nonprogram food (e.g., a la carte and adult meals) unless the FSMC offers free, reduced price, and paid reimbursable lunches to all eligible children (7 *CFR*, Section 210.16[a]).

### **XIV. Buy American Requirements (Note: New section)**

#### **A. Food Service Management Company Responsibilities**

1. The Food Service Management Company (FSMC) must submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume (USDA Policy Memo [SP 38-2017](#)).
2. The FSMC must notify the SFA in writing at least 10 days **prior** to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes for the SFA to consider and provide an explanation for the following:

- a) Why the domestic product is not produced or manufactured in sufficient and reasonably available quantities of a satisfactory quality; and/or
- b) Why competitive bids reveal the cost of domestic product are significantly higher, greater than 2%, than the nondomestic product.

## **B. School Food Authority Responsibilities**

- 1. The SFA shall maintain documentation outlining the justification for supporting their use of an exception to the Buy American requirement **prior** to accepting nondomestic agricultural commodities or products. This documentation will be kept on file for the term of the contract plus any extensions and three additional school years thereafter. This will be made available during an onsite administrative review and an offsite procurement review.
- 2. The SFA shall monitor the contract to ensure that the correct domestic food components contracted for are delivered as required by 2 *CFR*, Section 200.318(b) unless the FSMC has received prior approval from the SFA for nondomestic agricultural commodity or product.
- 3. The SFA must ensure FSMC compliance with the Buy American Provision in accordance with their procurement procedures. These procedures, at a minimum, must include the requirement to include Buy American Provision language in solicitations and contracts as well as the process for requiring FSMCs to certify the domestic percentage of the agricultural food component of products.

## **V. U.S. Department of Agriculture Foods**

### **A. Food Service Management Company Responsibilities**

- 5. (**Note:** Modifies previous clause) The FSMC must use all donated beef, pork, and all processed end products, in the recipient agency's food service, and must use all other donated foods, or commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the donated foods, in the recipient agency's food service (unless the contract specifically stipulates that the donated food, and not such commercial substitutes, be used) (7 *CFR*, Section 250.51[d]).

### **B. School Food Authority Responsibilities**

- 4. (**Note:** New clause) The SFA will not extend or renew any Contract if the FSMC did not fulfill all Contract provisions relating to donated foods (7 *CFR*, Section 250.53[a][12]).

## Scope of Work (Additional Language)

(Note: Small, Minority, Women Business and Buy American language was not previously included in the Scope of Work)

### I. Contracting With Small, and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The FSMC shall comply with 2 *CFR*, Section 200.321 (as applicable).

### J. Buy American

The SFA participates in meal programs that require the use of nonprofit school food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U. S. substantially (51% or more by weight or volume) using agricultural commodities that are produced in the U. S. as provided in 7 *CFR* 210.21(d) and 220.16(d). The FSMC must:

1. **Submit certification statements for all processed agricultural products.** The Food Service Management Company (FSMC) must provide written documentation to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed 100 percent domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume.

OR:

2. **Request SFA approval prior to delivering a nondomestic agricultural commodity or product.** If the FSMC cannot comply with #1 above, the FSMC must notify the SFA in writing 10 days prior to delivering a nondomestic agricultural commodity or product. This written notification must include the following:
  - a) Whether the request to deliver a nondomestic food is because the product is not produced or manufactured domestically in sufficient and reasonably available quantities of a satisfactory quality, or competitive bids reveal the costs of a domestic product are significantly higher than the nondomestic product.
  - b) The pricing of both domestic and nondomestic products and/or availability data to justify the use of one of the two allowable exceptions.
  - c) A list of alternative domestic substitutes for the SFA to consider for delivery instead of the nondomestic agricultural product.

### C. Menus

(Note: Modifies first paragraph of this section) Adhere to the 21-day cycle menu for the first 21 days of meal service; thereafter, the FSMC may only make changes with the SFA's approval (7 *CFR*, sections 210.10, 210.16[b][1] and 220.8, if applicable).

**FOOD SERVICE MANAGEMENT COMPANY**CONTRACTOR'S NAME *(If other than an individual, state whether a corporation, partnership, etc.)*

School Nutrition Plus, Inc.

BY *(Authorized Signature)*DATE SIGNED *(Do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

Emily Burson; President

ADDRESS

6424 Clara Street, Bell Garden, CA 90201

**SCHOOL FOOD AUTHORITY**

SCHOOL FOOD AUTHORITY NAME

PUENTE Learning Center

BY *(Authorized Signature)*DATE SIGNED *(Do not type)*

PRINTED NAME AND TITLE OF PERSON SIGNING

Jerome Greening; Interim CEO

ADDRESS

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







## **EPA – EDUCATION PROTECTION ACCOUNT**

### **About the Education Protection Account:**

With the November 2012 passage of Proposition 30, which temporarily increases the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers, the state officially established the Education Protection Account (EPA). Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

From an accounting perspective, EPA revenue and expenditures must be coded separately (under a new resource code, 1400, created specifically for EPA funds) and from an operational perspective, governing boards must determine the use of EPA funds at an open public meeting. This determination must occur annually.

In FY 2021-22, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUEENTE Charter School, this equates to \$433,863. The spending plan for PUEENTE Charter School allocates these funds to support teacher salaries and benefits.

# **GRANT PROGRAM SERVICES AGREEMENT BETWEEN PUENTE LEARNING CENTER AND THINK TOGETHER, INC.**

## **I. PARTIES AND EFFECTIVE DATE**

This Agreement ("Agreement") is made on \_\_\_\_\_, 2021 (the "Effective Date"), between Puente Learning Center (the "District"), and Think Together, Inc., a California non-profit corporation ("CONTRACTOR"), for the purpose of providing After School Educational and Safety ("ASES") Grant Program Services.

## **II. LOCATIONS AND TERM**

The District is contracting with CONTRACTOR for provision of comprehensive Expanded Learning Programming, as defined herein, at Puente Learning Center (the "School Site") for the ASES programs. The term of this contract is July 1, 2021 to June 30, 2024 (the "Term"), coterminous with and subject to the District's receipt of ASES grant award, and is subject to all provisions of the primary ASES Grant cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education ("CDE"). If this Agreement differs from the primary CDE ASES Grant, then this Agreement governs the understanding between the District and CONTRACTOR.

## **III. SCOPE OF SERVICES**

### **A. Fiscal Agent**

The District shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.

### **B. Program Operations**

Consistent with ASES Grant provisions, the District contracts with CONTRACTOR and CONTRACTOR will operate ASES programs at the School Site. CONTRACTOR will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the "Expanded Learning Programming"). In addition, CONTRACTOR will work collaboratively with the District on governance, operational management, and evaluation. CONTRACTOR agrees to provide a high quality program consistent with the guidelines established by the CDE, the District, and CONTRACTOR for this grant.

CONTRACTOR will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the District.

CONTRACTOR will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at each of the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Seek regular input from principals regarding performance evaluations, including recommendations for retaining and terminating a site coordinator and/or other site staff.
4. Provide workers' compensation insurance for CONTRACTOR employees and agents as required by law.
5. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by CONTRACTOR or its employees under this Agreement.
6. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. If at any time during the term of this Agreement CONTRACTOR is either notified by the U.S. Department of Justice or otherwise becomes aware that any employee of CONTRACTOR performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, CONTRACTOR agrees to immediately notify the District and remove said employee from performing services on this Agreement.
7. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by CONTRACTOR as its intellectual property.
8. Participate in all cross training for site coordinators and site staff.
9. Complete site emergency plans and related staff training.
10. Maintain ongoing communication between CONTRACTOR staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
11. Coordinate ASES activities with school staff to assure program supports current academic goals of teachers and administrators.
12. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
13. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent night (can be in conjunction with school PTO).
14. Recruit and train volunteers to lower the students/adult ratios in the program.

15. Work with the District to implement a comprehensive annual program evaluation plan. As required, attend and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by CONTRACTOR in accordance with CDE guidelines and submitted to the District a minimum of ten (10) calendar days prior to CDE due dates.
16. Regularly attend and participate in scheduled governance and operations meetings.
17. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
18. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
19. Retain source documents related to attendance tracking for not less than five years.

### **C. Distance Learning**

In the event that schools are forced to close due to natural disaster or to help prevent the spread of disease, alternative activities may be performed remotely, including but not limited to:

- Assist the District's nutritional services staff to distribute federally approved meals at designated school sites.
- Assist in the distribution of educational packets, school supplies, and/or collection of District property.
- Provide various professional learning opportunities for ASES staff, including planning and preparing for future programming scenarios.
- Develop enrichment resources to engage students beyond Emergency Distance Learning.
- Other expectations and associated job tasks listed in job descriptions that are reasonable and necessary during the period of school closure.
- Provide evidence and documentation to demonstrate delivery of the alternative services listed above, as requested.
- Track all employees' time and expenditures, ensuring that expenditures are allowable under ASES guidelines, and make such documentation available for audit and review.

### **D. Sustainability**

CONTRACTOR shall use reasonable best efforts to support financial sustainability through:

1. Seeking and utilizing funds from public and private fundraising to support the program.

2. Working collaboratively with the District to seek and secure additional funding from area businesses, service organizations, churches, foundations, and other relevant sources to enhance programming and develop long-term sustainability of the program.
3. Increasing community visibility of the project by working with local press, business groups and coordinating and/or assisting with community-based fundraising events.

#### **IV. COMPENSATION**

CONTRACTOR will be paid 95% of the grant award from CDE ("CONTRACTOR's Fee"), according to Schedule A, attached hereto. Timing and amounts of payments will be made according to Schedule A, attached hereto. If the funds received from the CDE change, a pro rata adjustment to the maximum amount available for payment to CONTRACTOR will be made. CONTRACTOR's Fee will only be paid out of funds received by the District from the State. Notwithstanding the provisions above, any amount not timely paid by the District and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to CONTRACTOR.

#### **V. EVALUATION AND REPORTING**

CONTRACTOR agrees to supply the District with any and all reporting information explicitly required via written notification to the District by the CDE or U.S. Department of Education no less than 10 calendar days in advance of any deadlines. The District agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner and in advance of deadlines, and provide proof of submission to CONTRACTOR.

The District will provide CONTRACTOR with any pertinent grant-related communications within five working days of receipt from the CDE.

CONTRACTOR will:

- Provide monthly attendance and snack reports to the District by the 20<sup>th</sup> of the month for the previous month of program.
- Provide quarterly reports on operations to the District by October 20, January 20, April 20, and July 20 of each fiscal year.
- Provide an annual report on operations to the District for July 1 through June 30 of each fiscal year by July 20.

#### **VI. FACILITY USAGE AND SNACK PROVISION**

The District will provide CONTRACTOR with access to and use of the District's facilities as necessary to meet the terms of this Agreement. To the extent possible, the District shall provide one classroom for every twenty students enrolled in the program and shall

identify dedicated office space for each school's site coordinator. Additionally, District agrees to provide the required daily snack as required under the ASES grant. District facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASES match requirement.

## **VII. INDEPENDENT CONTRACTOR**

CONTRACTOR is and shall at all times be deemed to be an independent contractor, and shall be responsible for determining the sequence, method, details and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as creating a relationship of employer and employee, or principal and agent, between the District and CONTRACTOR or any of CONTRACTOR's agents or employees. CONTRACTOR assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. CONTRACTOR, its agents and employees, shall not be entitled to any rights and/or privileges of the District's employees and shall not be considered in any manner to be the District's employees.

## **VIII. MUTUAL INDEMNIFICATION**

CONTRACTOR shall indemnify, pay for the defense of, and hold harmless the District and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of CONTRACTOR's negligent or willful acts and/or omissions in rendering any services hereunder. CONTRACTOR shall assume full responsibility for payments of federal, state and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning CONTRACTOR or any employee of CONTRACTOR and shall further indemnify, pay for the defense of, and hold harmless the District of and from any such payment or liability arising out of or in any manner connected with CONTRACTOR's performance under this Agreement.

The District shall indemnify, pay for the defense of, and hold harmless CONTRACTOR and its officers, agents and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the District's negligent or willful acts and/or omissions in relation to this Agreement.

## **IX. INSURANCE**

During the entire term of this Agreement, CONTRACTOR shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, CONTRACTOR under this Agreement. All insurance policies shall state the name of the insurance carrier and name the District as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. CONTRACTOR will name District and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the District prior to the commencement of services under this agreement. CONTRACTOR agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the District's Assistant Superintendent, Business Services, thirty (30) days prior written notice. Should any such policy of insurance be canceled or changed, CONTRACTOR agrees to immediately provide the District true and correct copies of all new or revised certificates of insurance.

## **X. ASSIGNABILITY**

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by CONTRACTOR without the prior written consent of the District.

## **XI. DATA SHARING**

The District agrees to comply with all reasonable requests by CONTRACTOR and to provide access to all documents and electronic student data reasonably necessary for the performance of CONTRACTOR's duties under this Agreement. CONTRACTOR will abide by all data privacy standards enforced by the District.

## **XII. TERMINATION**

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the District makes a good faith, reasonable determination that CONTRACTOR is in default of its obligations under this Agreement, the District must provide CONTRACTOR with a written request to cure the default. If the District reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then



the District shall have the right to immediately terminate this Agreement upon written notification to CONTRACTOR.

At any time during the performance of this Agreement, either the District or CONTRACTOR, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, CONTRACTOR shall be paid its fees earned in accordance with Schedule A through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Schedule A, based on the days in that payment period that occurred prior to termination. All cash deposits made by the District to CONTRACTOR, if any, shall be refundable to the District in full upon termination of this Agreement unless specified to the contrary.

### **XIII. CONFLICT OF INTEREST**

The District acknowledges that CONTRACTOR has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The District further acknowledges that CONTRACTOR has a legitimate expectation that its employees will continue their employment and career development with CONTRACTOR during and after the Term of this Agreement, which gives CONTRACTOR a significant business advantage. The District further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of CONTRACTOR who are assigned to render Services under this Agreement. The District acknowledges that these legitimate interests of CONTRACTOR would be impaired if the District were to solicit and recruit CONTRACTOR's personnel to leave their employment with CONTRACTOR during or after the term of this Agreement. To protect these interests, the District agrees as follows:

#### **A. No Solicitation of Employees**

Each party hereto (for this purpose, a "Soliciting Party") agrees that, for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such

party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

#### **XIV. ENTIRE AGREEMENT**

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by CONTRACTOR and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the District may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

#### **XV. SEVERABILITY**

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

#### **XVI. CALIFORNIA LAW**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

#### **XVII. AUTHORIZATION**

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

#### **XVIII. NOTICES**

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: THINK Together, Inc.  
2101 E. Fourth Street, Suite 200B  
Santa Ana, CA 92705

To: Puente Learning Center  
501 S. Boyle Avenue  
Los Angeles, CA 90033

To facilitate crisis management, District will provide to CONTRACTOR the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.

*[Signature page follows]*

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

**Puente Learning Center (the  
"District")**

By: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
City State Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

**Think Together, Inc.  
("CONTRACTOR")**

By: \_\_\_\_\_  
Signature

Randy Barth  
Printed Name

Founder & CEO  
Title

2101 E. Fourth St. Suite 200B  
Address

Santa Ana, CA 92705  
City State Zip

714-543-3807  
Telephone Number

\_\_\_\_\_  
Date

Schedule A  
Puente Learning Center Annual Payment Schedule

**Contract Amount**

CONTRACTOR's Annual Fee: **\$126,510.93**

**Invoice Schedule**

Ten monthly payments due on the first day of month, August through May of each fiscal year, of \$12,651.09 each

**Expense Allocation Plan**

***Direct Service Expenses***

*Personnel*

<b>Position</b>	<b>Hourly Bill Rate</b>
Site Coordinator	\$35.00
Program Leader	\$21.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision

*Operating*

<b>Category</b>	<b>Cost</b>
Technology Services	\$1,000.00 per site, per year
Elementary School Consumable Supplies	\$300.00 per site, per month, plus \$400.00 start-up allocation per site, per year

***Administrative Expenses***

<b>Category</b>	<b>Cost</b>
CONTRACTOR Administrative Expense	10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.

### ***Attendance Targets***

<b>Total ASES Funding</b>	<b>Required Present Records</b> (total funding ÷ \$8.88 daily rate)	<b>Average Daily Attendance</b> (present records ÷ 180 days)
\$133,169.40	14,997	83.31

### ***Projected Budget***

1 Site Coordinator @ \$35/hour x 38 hours/week x 52 weeks =	\$69,160
4 Program Leaders* @ \$21.00/hour x 18.75 hours/week x 37 weeks =	\$58,275
Technology Services @ \$1,000 per school x 1 school =	\$1,000
1 Elementary School Consumables @ (\$300/month x 10 mo.) + \$400 =	<u>\$3,400</u>
<i>Total Direct Services</i>	<i>\$131,835</i>
Administrative Expense @ 10%	<u>\$13,183</u>
<i>Total Expenses</i>	<i>\$145,018</i>

Amount charged to District =	<b>\$126,510.93</b>
Cash Match Contributed by CONTRACTOR =	\$18,507
Percentage of Grant Amount Allocated to Direct Services =	<i>99.00%</i>

\*Program Leaders estimated at 1 per 20 students ADA.



**PUENTE Charter School**  
**Unaudited Financial Statements**  
***As of and for the period Ended March 31, 2021 with***  
***comparative financial information for June 30, 2020***



# Welcome to PUENTE Charter School

March 31, 2021 – Interim Financial Statements

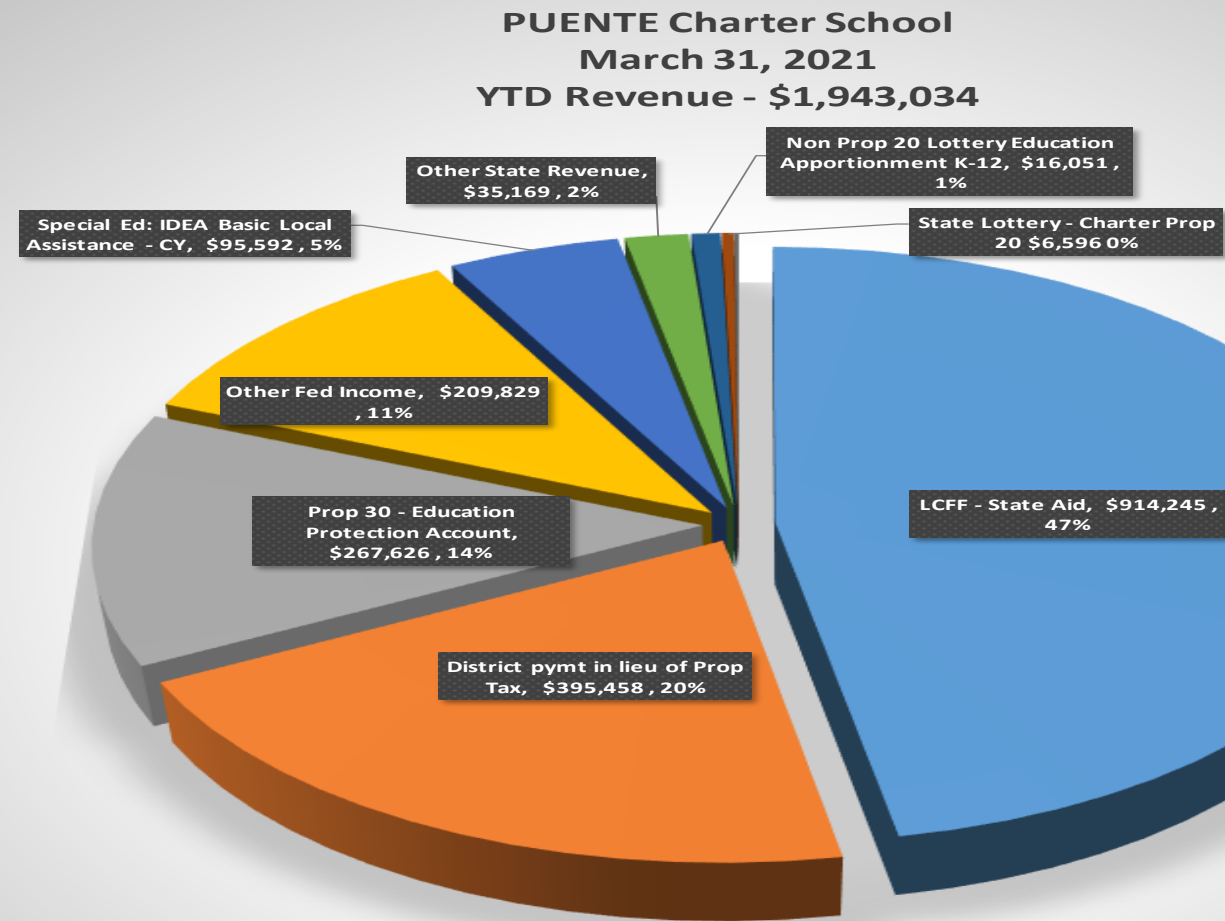


# YTD Revenue

Sources of Revenue	Amount	%
LCFF - State Aid	\$ 914,245	47.05%
District pymt in lieu of Prop Tax	\$ 395,458	20.35%
Prop 30 - Education Protection Account	\$ 267,626	13.77%
Other Fed Income	\$ 209,829	10.80%
Special Ed: IDEA Basic Local Assistance - CY	\$ 95,592	4.92%
Other State Revenue	\$ 35,169	1.81%
Non Prop 20 Lottery Education Apportionment K-12	\$ 16,051	0.83%
State Lottery - Charter Prop 20	\$ 6,596	0.34%
Block Grant K-3	\$ 2,468	0.13%
<b>Total operating revenue</b>	<b>\$ 1,943,034</b>	<b>100%</b>
<b>ADA</b>	<b>185</b>	
<b>Revenue Per Student</b>	<b>\$ 10,486</b>	



# YTD Revenue

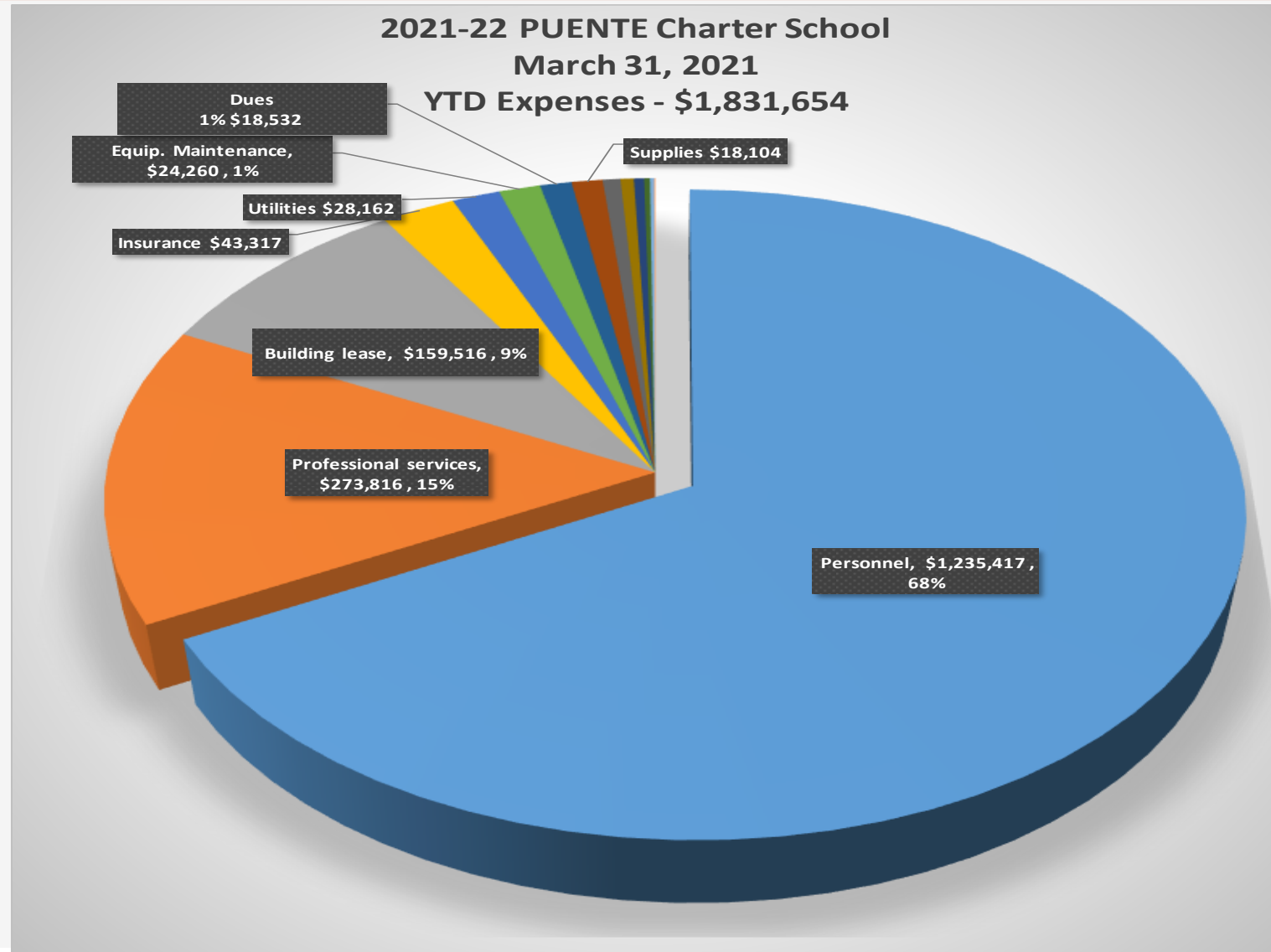


# YTD Expenses

Expense Type	Amount	%
Personnel	\$ 1,235,417	67.45%
Professional services	\$ 273,816	14.95%
Building lease	\$ 159,516	8.71%
Insurance	\$ 43,317	2.36%
Utilities	\$ 28,162	1.54%
Equip. Maintenance	\$ 24,260	1.32%
Dues	\$ 18,532	1.01%
Supplies	\$ 18,104	0.99%
Telephone	\$ 10,374	0.57%
Textbooks	\$ 7,748	0.42%
Training	\$ 5,939	0.32%
Property taxes	\$ 3,458	0.19%
Depreciation	\$ 2,309	0.13%
Student Activities	\$ 702	0.04%
<b>Total Expenses</b>	<b>1,831,654</b>	<b>100%</b>
<b>ADA</b>	<b>185</b>	
<b>Cost Per Student</b>	<b>\$ 9,885</b>	



# Proposed Expenses



# Matrix Analysis



## PUENTE Charter School Statement of Financial Position As of March 31, 2021

	Actual 3/31/2021	Unaudited 6/30/2020	Change \$
<b>ASSETS</b>			
Cash and cash equivalent	431,646	741,774	(310,127)
Receivables (net)	1,054,962	714,589	340,373
<b>Total Current Assets</b>	<b>1,486,607</b>	<b>1,456,363</b>	<b>30,245</b>
Land, building and equipment (net)	461,912	355,070	106,841
<b>TOTAL ASSETS</b>	<b>\$ 1,948,519</b>	<b>\$ 1,811,433</b>	<b>\$ 137,086</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Total Current Liabilities</b>	<b>236,634</b>	<b>210,928</b>	<b>25,704</b>
<b>Net assets</b>			
Net Surplus/Deficit	\$ 111,380	\$ -	\$ 111,380
With donor restriction	500,090	500,090	-
Without donor restriction	1,100,415	1,100,415	-
<b>Total net assets</b>	<b>1,711,885</b>	<b>1,600,505</b>	<b>111,380</b>
<b>Total liabilities and net assets</b>	<b>\$ 1,948,519</b>	<b>\$ 1,811,433</b>	<b>\$ 137,086</b>

### Matrix Analysis:

	Ratio
Working Capital	\$ 1,249,973
Cash Ratio:	1.82
Quick Ratio:	6.28
Burn Rate	\$ 203,517
Months of Cash on Hand	2.1
Debt-to-equity ratio	0.138

# Statement of Cash Flows



**PUENTE Charter School**  
**Statement of Cash Flow**  
For the Month Ended March 31, 2021

	<b>Month Ended 3/31/2021</b>	<b>Audited 6/30/2020</b>
<b>Cash flows from operating activities:</b>		
Change in total net assets	\$ 111,380	\$ 14,439
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	11,318	6,536
Changes in operating assets and liabilities:		
Accounts receivable	(354,912)	(108,699)
Contributions receivable	14,540	(2,247)
Due to other programs to the Center	25,704	83,431
<b>Net cash (used in) provided by operating activities</b>	<b>(191,970)</b>	<b>(6,540)</b>
<b>Cash flows from investing activities:</b>		
Purchase of property and equipment	(118,160)	(148,698)
<b>Net cash used in investing activities</b>	<b>(118,159)</b>	<b>(148,698)</b>
<b>NET (DECREASE) IN CASH</b>	<b>(310,129)</b>	<b>(155,238)</b>
<b>CASH - BEGINNING</b>	<b>741,774</b>	<b>897,012</b>
<b>CASH - ENDING</b>	<b>\$ 431,646</b>	<b>\$ 741,774</b>

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<b>BASIC FINANCIAL STATEMENTS (Charter School)</b>	
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**PUENTE Charter School**  
**Statement of Activities**  
July 1 through March 31, 2021  
*with Comparative YTD Budget*

	ADA	185.3		185.3		192
		<b>Actual</b>		<b>YTD Budget</b>	<b>Budget</b>	<b>FY 2020-21</b>
		<b>3/31/2021</b>		<b>3/31/2021</b>	<b>Variance</b>	<b>Annual Budget</b>
<b>Operating revenue</b>						
LCFF - State Aid	\$	914,245	47.1%	\$ 935,453	\$ (21,208)	\$ 1,253,907
Prop 30 - Education Protection Account		267,626	13.8%	200,268	67,358	267,027
Other Fed Income		209,829	10.8%	78,369	131,460	111,404
Special Ed Current Yr		95,592	4.9%	91,566	4,026	122,090
State Lottery - Charter Prop 20		6,596	0.3%	3,951	2,645	5,262
Non-Prop Lottery Education Appointment		16,051	0.8%	20,619	(4,568)	27,495
Block Grant K-3		2,468	0.1%	-	2,468	-
Other State Revenue		35,169	1.8%	113,940	(78,771)	151,964
District pymt in lieu of Prop Tax		395,458	20.4%	333,144	62,314	444,190
<b>Total operating revenue</b>	<b>\$</b>	<b>1,943,034</b>		<b>\$ 1,777,310</b>	<b>\$ 165,724</b>	<b>\$ 2,383,339</b>
<b>Operating expenses and losses</b>						
Salaries		1,020,375		972,885	47,490	1,285,278
Employee benefits		130,315		117,318	12,997	156,428
Taxes		73,702		78,447	(4,745)	103,666
Workers Compensation		11,024		10,296	728	13,726
<b>Total personnel cost</b>	<b>\$</b>	<b>1,235,417</b>	67.4%	<b>\$ 1,178,946</b>	<b>\$ 56,471</b>	<b>\$ 1,559,098</b>
Building Lease		159,516	8.7%	159,516	-	212,684
Special Ed Fair Share		83,179	4.5%	77,623	5,556	108,056
Special Ed Contract		69,430	3.8%	27,541	41,889	45,256
Food service contract		35,570	1.9%	98,953	(63,384)	147,295
Professional services		52,623	2.9%	20,127	32,496	26,836
Utilities		28,162	1.5%	35,317	(7,155)	46,530
Textbooks		7,748	0.4%	18,725	(10,977)	18,725
Insurance		43,317	2.4%	34,844	8,473	41,554
Security		2,204	0.1%	22,404	(20,200)	31,814
Accounting		28,433	1.6%	19,309	9,124	19,309
Depreciation		2,309	0.1%	40,750	(38,441)	8,491
Education supplies		3,688	0.2%	4,026	(338)	6,668
Telephone		10,374	0.6%	6,943	3,431	9,088
Maintenance supplies		3,690	0.2%	7,199	(3,509)	9,346
Dues & Subscriptions		12,324	0.7%	7,880	4,444	9,115
Advertising		2,377	0.1%	2,735	(358)	3,749
Printing & reproduction		4,917	0.3%	4,661	256	6,429
Office supplies		6,699	0.4%	7,474	(775)	9,925
Furniture & equipment		14,576	0.8%	6,372	8,204	40,750
Payroll Fees		4,602	0.3%	4,182	420	5,561
Bank Fees		-	0.0%	819	(819)	1,005
Equipment/Bldg & Repairs		3,440	0.2%	2,384	1,056	2,384
Property Taxes		3,458	0.2%	1,492	1,966	1,853
Postage & delivery		1,874	0.1%	1,066	808	1,350
Furniture & equipment rental		928	0.1%	-	928	-
Staff Development		5,111	0.3%	1,324	3,787	3,028
License & permits		606	0.0%	-	606	-
Travel		-	0.0%	650	(650)	650
Equipment lease		1,626	0.1%	1,674	(48)	2,227
Computer supplies		926	0.1%	-	926	-
Meetings & Workshops		828	0.0%	970	(142)	1,426
Gifts		317	0.0%	-	317	750
LACOE - Administrative Fees		1,000	0.1%	500	500	500
Students Activities		385	0.0%	750	(365)	1,000
<b>Total Operating Expenses</b>	<b>\$</b>	<b>596,237</b>		<b>\$ 618,210</b>	<b>\$ (21,973)</b>	<b>\$ 823,354</b>
<b>Total Expenses</b>	<b>\$</b>	<b>1,831,654</b>		<b>\$ 1,797,156</b>	<b>\$ 34,498</b>	<b>\$ 2,382,452</b>
<b>Operating revenue in excess of operating expenses</b>	<b>\$</b>	<b>111,380</b>		<b>\$ (19,846)</b>	<b>\$ 131,226</b>	<b>\$ 887</b>
<b>(Other items considered to be nonoperating)</b>						
Interest income		-		-	-	-
<b>Change in net assets</b>	<b>\$</b>	<b>111,380</b>		<b>\$ (19,846)</b>	<b>\$ 131,226</b>	<b>\$ 887</b>
Non-cash items - Depreciation		2,309		40,750	(38,441)	8,491
	<b>\$</b>	<b>113,690</b>		<b>\$ 20,904</b>	<b>\$ 92,786</b>	<b>\$ 9,378</b>
<b>Cost per Student</b>	<b>\$</b>	<b>9,885</b>		<b>\$ 9,699</b>		<b>\$ 12,409</b>



**PUENTE Charter School**  
**Statement of Financial Position**  
**As of March 31, 2021**

<b>ASSETS</b>	<b>Actual 3/31/2021</b>	<b>Unaudited 6/30/2020</b>	<b>Change \$</b>
<b>Current assets</b>			
Cash (Charter School Savings)	\$ 401,931	\$ 712,061	\$ (310,129)
Cash (Capital Campaign)	29,715	29,714	1
<b>Cash and cash equivalent</b>	<b>431,646</b>	<b>741,774</b>	<b>(310,127)</b>
Accounts receivable, net	577,761	222,849	354,912
Contributions receivable, net	477,200	491,740	(14,540)
<b>Receivables (net)</b>	<b>1,054,962</b>	<b>714,589</b>	<b>340,373</b>
<b>Total Current Assets</b>	<b>1,486,607</b>	<b>1,456,363</b>	<b>30,245</b>
Land, building and equipment			
Furniture, Fixtures & Equipment	197,957	79,797	118,160
Work in Process	310,807	310,807	-
Less: Depreciation	(46,852)	(35,534)	(11,318)
	<b>461,912</b>	<b>355,070</b>	<b>106,841</b>
<b>TOTAL ASSETS</b>	<b>\$ 1,948,519</b>	<b>\$ 1,811,433</b>	<b>\$ 137,086</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current liabilities</b>			
Due to other programs to the Center	236,634	210,928	25,704
<b>Total Current Liabilities</b>	<b>236,634</b>	<b>210,928</b>	<b>25,704</b>
<b>Net assets</b>			
Net Surplus/Deficit	\$ 111,380	\$ -	\$ 111,380
With donor restriction	500,090	500,090	-
Without donor restriction	1,100,415	1,100,415	-
<b>Total net assets</b>	<b>1,711,885</b>	<b>1,600,505</b>	<b>111,380</b>
<b>Total liabilities and net assets</b>	<b>\$ 1,948,519</b>	<b>\$ 1,811,433</b>	<b>\$ 137,086</b>
<b>Matrix Analysis:</b>			
Working Capital	<b>\$ 1,249,973</b>		
Cash Ratio:	<b>1.82</b>		
Quick Ratio:	<b>6.28</b>		
Burn Rate	<b>\$ 203,517</b>		
Months of Cash on Hand	<b>2.1</b>		
Debt-to-equity ratio	<b>0.138</b>		

**PUENTE Charter School**  
**Statement of Cash Flow**  
For the Month Ended March 31, 2021

	<b>Month Ended 3/31/2021</b>	<b>Audited 6/30/2020</b>
<b>Cash flows from operating activities:</b>		
Change in total net assets	\$ 111,380	\$ 14,439
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	11,318	6,536
Changes in operating assets and liabilities:		
Accounts receivable	(354,912)	(108,699)
Contributions receivable	14,540	(2,247)
Due to other programs to the Center	25,704	83,431
<b>Net cash (used in) provided by operating activities</b>	<b>(191,970)</b>	<b>(6,540)</b>
<b>Cash flows from investing activities:</b>		
Purchase of property and equipment	(118,160)	(148,698)
<b>Net cash used in investing activities</b>	<b>(118,159)</b>	<b>(148,698)</b>
<b>NET (DECREASE) IN CASH</b>	<b>(310,129)</b>	<b>(155,238)</b>
<b>CASH - BEGINNING</b>	<b>741,774</b>	<b>897,012</b>
<b>CASH - ENDING</b>	<b>\$ 431,646</b>	<b>\$ 741,774</b>

**PUENTE Charter School**  
**Capital Expenditures**  
**Work in Progress & Completion Percentage**

<b>Vendor</b>	<b>FY 2018-19</b>	<b>FY 2019-20</b>	<b>FY 2020-21</b>	<b>Total</b>	<b>% of Completion</b>
Berliner Architects	109,403	27,002	-	136,406	98%
Brandow & Johnston	5,310	-	-	5,310	100%
BTC	756	-	-	756	100%
City of Los Angeles	25,437	34,530	-	59,967	100%
Craig Lawson & Co, LLC	32,508	33,842	-	66,350	100%
Department of Transportation	1,175	7,480	-	8,655	100%
GeoSystems Inc.	3,500	3,225	-	6,725	100%
Gibson Transportation	4,000	12,639	-	16,639	100%
Ter Molen Watkins	-	10,000	-	10,000	100%
<b>Grand Total</b>	<b>182,089</b>	<b>128,718</b>	<b>-</b>	<b>310,807</b>	

# MEMORANDUM

**To:** Finance Committee

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

**Date:** June 03, 2021

**Re:** Summary of Financial Results as of March 31, 2021

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The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of March 31, 2021. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended March 31, 2021 with comparative YTD Budget.
2. Statement of Financial Position as of March 31, 2021.
3. Statement of Cash Flow as of March 31, 2021.

## 1. Statement of Activities Analysis:

As of March 31, 2021, the Charter School earned \$1,943,034 in revenue and incurred expenses of \$1,831,654. Resulting in a change in net assets or surplus of \$111,380. As of March 31, 2021, total operating revenue exceeded YTD budgeted amount by \$165,724. This is mainly due to unbudgeted Other Federal Income funds received from the State of California for COVID-19 Loss Mitigation Learning Funds. Following is a list of Charter School revenue allocation:

- Personnel cost: With a total of \$1,235,417 or approximately 67% of total expenses, personnel cost reflect 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 total costs were \$83,179 or 4.5% and \$69,430 or 3.8%, respectively.
- When examining our expenditures, we found that PUENTE, at best, will have some small savings on our total operating budget relative to planned expenditures on certain areas of services.
  - Possible areas of savings:
    - Food Service Contract
    - Utilities
    - Textbooks
    - Furniture & Equipment
    - Security

At the same time, costs in the areas of technology and virtual learning are expected to increase.

## 2. Statement of Financial Position

The Statement of Financial Position helps us evaluate the strength of PUENTE. This is done through three broad categories of investment-quality measurement: Working Capital, or short-term liquidity, asset performance, and capitalization structure.

### Working Capital

- The Working Capital: Working capital is calculated as current assets minus current liabilities and represents the amount of cash PUENTE can safely spend. Current assets of \$1,486,607 minus current liabilities \$236,634 equals \$1,249,973.

### Asset performance.

- Cash Ratio: Compares the amount of cash and cash equivalent of \$431,646 against current liabilities of \$236,634 resulting in 1.82. Please note that the liability are payments due to PUENTE Learning Center and not outside vendors. This means that for every \$1 of liability, the Charter School has \$1.82 of liquid cash.
- Quick Ratio: Measures the ability to pay PUENTE's short-term liabilities by having assets that are readily convertible into cash. Cash of \$431,646, accounts receivable of \$577,761 and contributions receivable of \$477,200 totaling \$1,486,607 divided by current liabilities of \$236,634 resulting in 6.28. 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 \$6.28 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 \$1,831,654. As such, the average monthly expense or burn rate is \$227,067. Our total cash and cash equivalent is \$431,646 when divided by the burn rate of \$227,067 we get 2.1 months of cash on hand.

### Capitalization structure assess long-term solvency and stability:

- Debt-to-equity Ratio: Calculated by dividing current liabilities of \$236,634 by total equity \$1,711,885 for a total of .138, this ratio indicates that most of PUENTE's assets and resources are provided by funding from the school district and not creditors or vendors. PUENTE uses 13.8 cents of debt financing for every \$1 of equity financing.

### **3. Statement of Cash Flow**

The Charter School's cash decreased by \$310,129. The decrease was mainly due to the following:

- a. As a non-cash item, change in depreciation of \$11,318 is subtracted to the net surplus to reconcile the cash from operations.
- b. Accounts receivable increased by \$354,912. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$354,912 is subtracted from the net surplus.
- c. Contributions receivable decreased by \$14,540. Decreasing receivables means more cash through the increase in collections. Therefore, the \$14,540 is added to the net surplus.
- d. Due to Other Programs to the Center Increased by \$25,704. Increasing liabilities means that obligations are paid at a later time. As such, the Charter School has more cash on hand as the \$25,704 is added to the net surplus.
- e. Property & Equipment increased by \$118,160. This was mainly due to the payments related to the purchase of laptops and hotspots for our students without reliable internet access and/or technology to participate in digital learning. The increase resulted in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- f. The total decrease in cash of \$310,129 is subtracted from the beginning cash of \$741,774 resulting in ending cash balance of \$431,646

**PUENTE Charter School  
Proposed Budget  
FYE 2021-22**

<b>Average Daily Attendance (ADA)</b>	<b>225</b>	<b>192</b>
<b>Revenue Per Student</b>	<b>\$ 13,937</b>	<b>\$ 12,413</b>

	<b>FYE 2021-22 PROPOSED BUDGET</b>	<b>FYE 2020-21 APPROVED BUDGET</b>	<b>\$ VAR</b>	<b>% Var</b>
Prop 30 - Education Protection Account	433,863	267,027	166,836	62%
LCFF - State Aid	1,557,826	1,253,907	303,919	24%
Other Fed Income	86,947	111,404	(24,456)	-22%
Special Ed: IDEA Basic Local Assistance - CY	142,052	122,090	19,962	16%
State Lottery - Charter Prop 20	11,040	5,262	5,778	110%
Non Prop 20 Lottery Education Apportionment K-12	33,795	27,495	6,300	23%
Other State Revenue	229,109	151,964	77,145	51%
District pymt in lieu of Prop Tax	641,098	444,190	196,908	44%
<b>TOTAL REVENUE</b>	<b>3,135,730</b>	<b>2,383,340</b>	<b>752,391</b>	<b>32%</b>
<b>EXPENSES</b>				
Salaries	951,905	626,764	325,141	52%
Salaries - Certificated Charter Position	771,268	658,513	112,755	17%
Benefits	208,154	156,429	51,725	33%
Payroll Taxes	137,641	103,666	33,975	33%
Workers Comp Insurance	37,741	13,726	24,015	175%
<b>Salaries, Wages &amp; Benefits</b>	<b>2,106,709</b>	<b>1,559,098</b>	<b>547,612</b>	<b>35%</b>
Building Lease	225,000	212,684	12,316	6%
Special Ed Fair Chair	140,993	108,056	32,937	30%
Food Service Contract	84,600	147,295	(62,695)	-43%
Professional Services	79,877	26,836	53,041	198%
Special Ed Contract	109,100	45,256	63,844	141%
Utilities	54,453	46,530	7,923	17%
Insurance	43,821	41,554	2,267	5%
Equip & Furniture	45,750	40,750	5,000	12%
Security	35,650	31,814	3,836	12%
Accounting	34,186	19,309	14,877	77%
Maintenance Supplies	25,500	9,346	16,154	173%
Textbooks	18,725	18,725	-	0%
Dues & Subscriptions	15,975	9,115	6,860	75%
Supplies	14,088	9,925	4,163	42%
Telephone	10,531	9,088	1,443	16%
Equipment & Bldg Repair	10,457	2,384	8,073	339%
Education Supplies	9,623	6,668	2,955	44%
Printing and Reproduction	9,766	6,429	3,337	52%
Depreciation	8,491	8,491	-	0%
Payroll Fees	8,686	5,561	3,124	56%
Staff Development	7,028	3,028	4,000	132%
Advertising & Publicity	4,319	3,749	570	15%
Meetings & Workshops	4,920	1,426	3,494	245%
Equipment Lease	2,227	2,227	-	0%
Property taxes	2,416	1,853	564	30%
Postage and Delivery	2,160	1,350	810	60%
Bank Fees	-	1,005	(1,005)	-100%
Student Activities	1,000	1,000	-	0%
Gifts	750	750	-	0%
Travel	650	650	-	0%
LACOE - Administrative Fees	500	500	-	0%
<b>Operating Expenses</b>	<b>1,011,242</b>	<b>823,354</b>	<b>187,888</b>	<b>23%</b>
<b>TOTAL EXPENSES</b>	<b>3,117,951</b>	<b>2,382,451</b>	<b>735,500</b>	<b>31%</b>
<b>Total Revenue Less Expenses</b>	<b>17,779</b>	<b>888</b>	<b>16,891</b>	
<b>Plus/(Less): Non-Cash Items</b>				
Depreciation	8,491	8,491	-	
<b>Cash Surplus/Deficit (-)</b>	<b>26,270</b>	<b>9,379</b>	<b>16,891</b>	



# Welcome to PUENTE Charter School

FY 2021-22 Proposed Budget

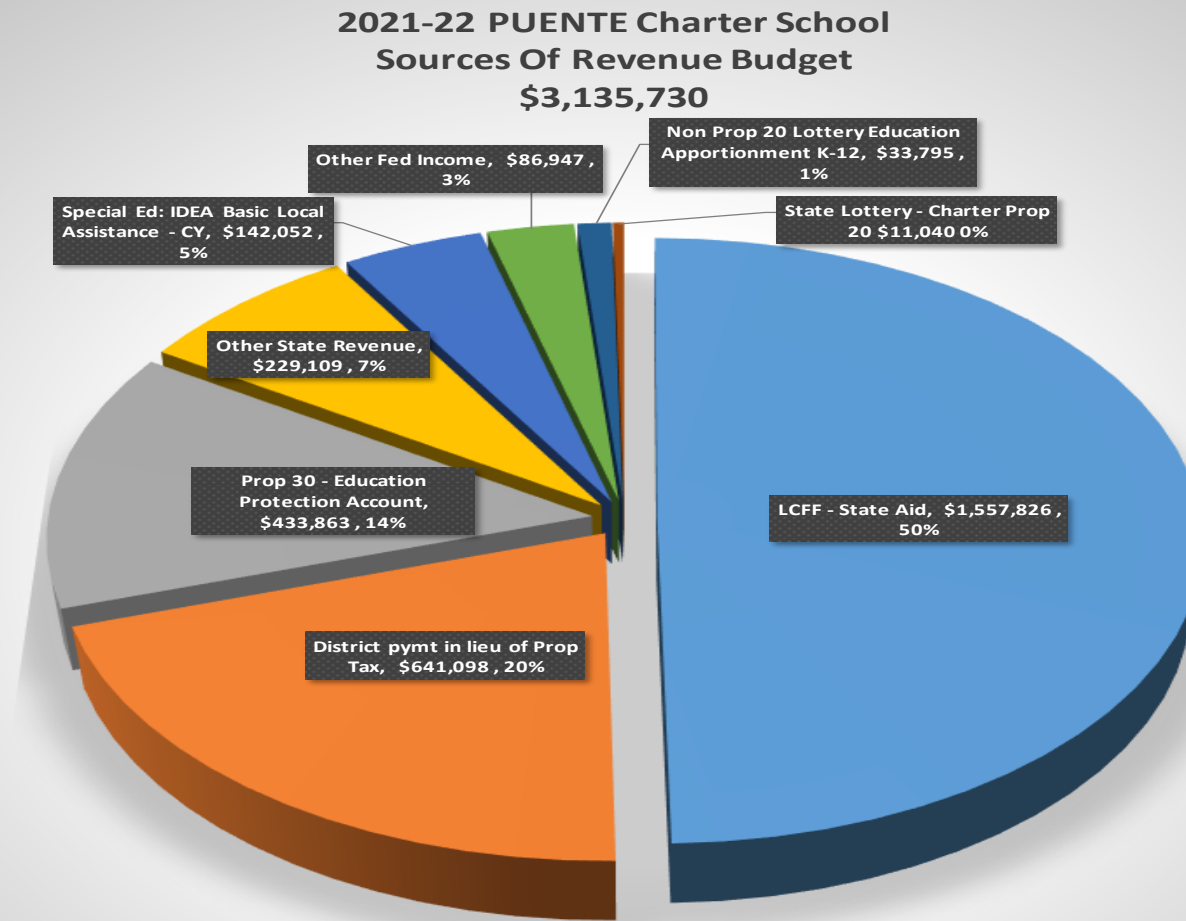


# Proposed Revenue

Sources of Revenue	Amount	%
LCFF - State Aid	\$ 1,557,826	49.68%
District pymt in lieu of Prop Tax	\$ 641,098	20.44%
Prop 30 - Education Protection Account	\$ 433,863	13.84%
Other State Revenue	\$ 229,109	7.31%
Special Ed: IDEA Basic Local Assistance - CY	\$ 142,052	4.53%
Other Fed Income	\$ 86,947	2.77%
Non Prop 20 Lottery Education Apportionment K-12	\$ 33,795	1.08%
State Lottery - Charter Prop 20	\$ 11,040	0.35%
<b>Total operating revenue</b>	<b>\$ 3,135,730</b>	<b>100%</b>
<b>ADA</b>	<b>225</b>	
<b>Revenue Per Student</b>	<b>\$ 13,937</b>	



# Sources of Revenue



# Proposed Expenses

Expense Type	Amount	%
Personnel	\$ 2,106,709	67.57%
Professional services	\$ 488,725	15.67%
Building lease	\$ 225,000	7.22%
Utilities	\$ 54,453	1.75%
Textbooks	\$ 18,725	0.60%
Insurance	\$ 43,821	1.41%
Supplies	\$ 35,637	1.14%
Depreciation	\$ 8,491	0.27%
Dues	\$ 25,161	0.81%
Equip. Maintenance	\$ 83,934	2.69%
Telephone	\$ 10,531	0.34%
Training	\$ 11,948	0.38%
Property taxes	\$ 2,416	0.08%
Student Activities	\$ 2,400	0.08%
<b>Total Expenses</b>	<b>3,117,951</b>	<b>100%</b>
<b>ADA</b>	<b>225</b>	
<b>Cost Per Student</b>	<b>\$ 13,857.56</b>	



# Proposed Expenses

