

# **NOTICE OF PUBLIC MEETING**

## **PUENTE Charter School**

The Board of Directors of PUENTE Charter School will be conducting a public meeting on:

**Wednesday, September 17, 2025  
12:00 p.m.**

Join Zoom Meeting  
puente-org.zoom.us  
Meeting ID: 825 7427 7709

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 Charter School, 501 S. Boyle Ave., Los Angeles, CA 90033 main doors and parent board
- All teleconference locations: 1410 Milan Ave, South Pasadena, CA 91030; 3711 Long Beach Blvd Suite 814 Long Beach, CA 90807; 800 Corporate Pointe, Culver City, CA 90032; 3601 Altamont St, Los Angeles, CA 90065; 350 S. Grand Ave, Los Angeles CA 90071; 2689 Merced Street Los Angeles, CA 90065; 601 S. Figueroa St, Los Angeles CA 90017; 1000 S. Hope St Los Angeles, CA 90012.



## PUENTE Learning Center

### PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, September 17, 2025

12 pm

501 S. Boyle Avenue, Los Angeles, CA 90033

#### Join Zoom Meeting

<https://puente-org.zoom.us/j/82574277709>

Meeting ID: 825 7427 7709

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	Role(s)
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Lara Lightbody
2. Minutes – June 11, 2025	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			
<b>i. Data Dashboard</b> Enrollment & Student Subgroup data for the beginning if the 2025-26 academic year and updates from the 2024-2025 school year	Informational	PowerPoint Data Dashboard	Managing Director; Brenda Meza Director of Early Education, Dominic Armendariz CEO; Jerome Greening
<b>ii. 2025-2026 School Priorities for the Local Control Funding Formula &amp; LCAP Goals &amp; Activities</b> The PUENTE LCAP priority goals In alignment with the Eight California State priorities to guide the accountability of the school’s operations, including the Instructional Continuity Plan	Informational		
<b>iii. 2025-2026 Compliance Monitoring Form</b> Ensuring critical organizational and management systems are in place (admin review of these systems)	Informational	Compliance Monitoring Form (Admin Review)	
<b>iv. The Community Engagement Initiative</b> Advancing authentic partnerships amongst students, families, schools and communities that nurture relationships, build trust, ensure cultural, racial and linguistic equity, and lead to transformative student outcomes	Informational	The PUENTE Community Engagement Initiative Agreement	

5. Finance Report			
i. <b>Charter Unaudited Financial Statements as of June 30, 2025</b> ii. <b>Charter FY25 Unaudited Report for LAUSD as of June 30, 2025</b> iii. <b>FY25 Audit Update</b>	Approval  Approval	Financial Statements  LAUSD Unaudited Report for FY25	Finance Committee Member, Lara Lightbody; VP of Finance/Administration, Angelica Castro; CEO, Jerome Greening
6. Adjournment			Board Chair, Lara Lightbody
Certification of Posting I, Isabel Ocampo, hereby certify that this agenda was posted on 9/12/2025 at 4 pm at: - PUENTE Learning Center website: <a href="http://www.puente.org">www.puente.org</a> - PUENTE Learning Center facility, 501 S. Boyle Ave. Los Angeles, CA 90033 - All teleconference locations: 1410 Milan Ave, South Pasadena, CA 91030; 3711 Long Beach Blvd Suite 814 Long Beach, CA 90807; 800 Corporate Pointe, Culver City, CA 90032; 3601 Altamont Street, Los Angeles, CA 90065; 350 S. Grand Ave, Los Angeles CA 90071; 2689 Merced Street Los Angeles, CA 90065; 601 S. Figueroa Street, Los Angeles CA 90017; 1000 S. Hope Street Los Angeles, CA 90012.			



## **BOARD MEETING MINUTES**

**June 11, 2025**

**12:00 pm**

**Join Zoom Meeting**

<https://puenteorg.zoom.us/j/81619796620>

The PUENTE Charter School board meeting was conducted via Zoom using the following Meeting ID: 816 1979 6620 on Wednesday, June 11, 2025 at 12:00pm

**Board Members in Attendance via Zoom:** Tyler Press, Lara Lightbody, Scott Williams, Gil Ortega, Raul Guerrero, Dana Ontiveros, Anda Nicolae, Agustin Urgiles.

**Board Members not in Attendance:** Jocelyn Rosenwald

**PUENTE Staff in Attendance via Zoom:** Jerome Greening, Angelica Castro, Matt Wells, Michele Wolfe, Brenda Meza, Dominic Armendariz, Isabel Ocampo, Hector Espinoza

### **Call to Order**

Board Chair Tyler Press called the meeting to order at 12:03pm. A quorum was established.

### **Roll Call**

Board Chair Tyler Press conducted a roll call for Board Members.

Present were: Tyler Press, Lara Lightbody, Scott Williams, Gil Ortega, Raul Guerrero, Dana Ontiveros, Anda Nicolae, Agustin Urgiles.

Absent: Jocelyn Rosenwald

### **Approval of Board Meeting Minutes from February 19, 2025**

Motion: A motion was duly made by Lara Lightbody to approve the February 19, 2025 board meeting minutes and seconded by Scott Williams. The board moved to accept the board meeting minutes from February 19, 2025. Press, "yes"; Lightbody "yes", Williams "yes", Ortega "yes", Guerrero "yes", Ontiveros "yes", Nicolae "yes", Urgiles "yes".

**Public Comment**

Board Chair Tyler invited anyone present who wished to make public comments to do so. There were none.

**Operations & Programs Report**

**Principal, Brenda Meza presented the Operations & Programs update to the board.**

Principal Meza, shared the great news that PUENTE Charter School has received a six-year renewal, which was officially approved by the LAUSD board on March 11, 2025. This marks a significant accomplishment, with the new charter term extending from 2025 to 2031.

**LAUSD Annual Performance Oversight Visit for 2024-2025**

LAUSD Charter Schools Division (CSD) visited PUENTE Charter on February 6, 2025 and conducted the Annual Performance Oversight, including interviewing leadership members, conducting classroom visits/observations, and reviewing operational documents and evidence, including fiscal documents. The relationship between the Charters Schools Division and PUENTE serves to align our collective priorities on compliant school operations that drive high performing student/family achievement. Brenda Meza presented results of the recent LAUSD Oversight Visit. The report included comprehensive summary ratings across four key performance areas. The organization received a rating of 4 – Accomplished in Governance, indicating strong leadership and board effectiveness. In the area of Student Achievement and Educational Performance, a rating of 3 – Proficient was received, highlighting solid performance with opportunities for growth. The organization earned another 4 – Accomplished in Organizational Management, Programs, and Operations, reflecting efficient and effective systems and structures. Fiscal Operations also received a rating of 4 – Accomplished, demonstrating sound financial management practices.

**Reading Difficulties Screener**

Ms. Meza presented the Board Action item for Reading Difficulties Screener which supports the early identification of students at risk for reading challenges, allowing educators to implement timely and targeted interventions. As a research-based, state-approved tool, it aligns with California Department of Education standards and provides reliable, actionable data to guide instruction. The selection process carefully considered accessibility and equity to ensure the tool meets the needs of all students. Chosen through a collaborative process involving teachers, paraprofessionals, administrators, and special education staff, the decision reflects a thoughtful, inclusive approach. Ultimately, this approval advances the school's commitment to improving literacy outcomes and supporting long-term academic success.



Motion: A motion was duly made by Gil Ortega to approve the Reading Difficulties Screener and seconded by Dana Ontiveros. The board moved to accept the Reading Difficulties Screener. Press, “yes”; Lightbody “yes”, Scott” Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

#### **Instructional Calendar for Upcoming 2025-2026 Academic Year**

Ms. Meza shared the proposed academic year 2024-2025 calendar. The school year will begin Monday, August 11, 2025 and will conclude June 3, 2026 providing 180 instructional days.

Motion: A motion was duly made by Lara Lightbody to approve the instructional calendar for upcoming 2025-2026 academic year and seconded by Dana Ontiveros. The board moved to accept the proposed instructional calendar for the upcoming 2025- 2026 academic year. Press, “yes”; Lightbody “yes”, Scott” Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

#### **Special Education Services Renewal**

PUENTE Charter serves approximately 10% special education students every academic year. Comprehensive Therapy Associates and Total Education Solutions are contract service providers to PUENTE Charter School providing the needed support including speech and language and resource specialist program.

Motion: A motion was duly made by Gil Ortega to approve the special education services renewal and seconded by Lara Lightbody. The board moved to approve the renewal of the Comprehensive Therapy Associates and Total Education Solutions contract for the 2025-2026 academic year. Press, “yes”; Lightbody “yes”, Williams “yes”, Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

#### **School Nutrition Service Renewal**

Ms. Meza shared School Nutrition Plus has been a PUENTE Meal Program provider for four years. The company adheres to meal requirements as per the U.S. Department of Agriculture. Food service is compliant with the Code of Federal Regulations for Meals. School Nutrition Plus provides quality food products and overall provides a responsive and reliable service, including overall student and parent satisfaction.

Motion: A motion was duly made by Anda Nicolae to approve the school nutrition services renewal and seconded by Gil Ortega. The board moved to approve the renewal of School Nutrition Plus contract for the 2025-2026 academic year. Press, “yes”; Lightbody “yes”, Williams “yes”, Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.



### **After School Provider Think Together Renewal for 2025-2026**

Ms. Meza shared Think Together has been PUENTE's After School provider for four years. Think Together offers extended school services until 6pm, Monday through Friday. It provides an on-site coordinator that classroom instructors, assisting PUENTE with providing additional support for additional 30 days of instruction during summer, with each day operating for 9 hours. PUENTE Charter has received favorable feedback from student and parent community.

Motion: A motion was duly made by Raul Guerrero to approve the renewal of the after-school provider Think Together and second by Gil Ortega. The board moved to approve the renewal of after school provider Think Together contract for the 2025- 2026 academic year. Press, "yes"; Lightbody "yes", Williams "yes", Ortega "yes", Guerrero" yes", Ontiveros "yes", Nicolae "yes", Urgiles "yes".

### **EPA (Education Protection Account) Funding for 2025-2026**

Ms. Meza shared the EPA Funding (Educator Protection Account)- Spending plan as per Proposition 30, ensures a mandated 17% of school revenue of the LCFF Base be allocated to teacher salaries and benefits and not for administrative costs.

Motion: A motion was duly made by Gil Ortega to approve the Education Protection Account funding for 2025-2026 and seconded by Anda Nicolae. The board moved to approve the Education Protection Account Funding for the 2025-26 year. Press, "yes"; Lightbody "yes", Williams "yes", Ortega "yes", Guerrero" yes", Ontiveros "yes", Nicolae "yes", Urgiles "yes".

**Vice President of Finance and Administration Angelica Castro, presented the Finance Report to the board.**

### **Statement of Activities**

As of March 31, 2025, the Charter School reported total revenue and expenses of \$4,936,706 and \$4,919,526 respectively; with a total net surplus of \$17,180.

- Personnel Cost: Personnel cost was \$2,892,049 or approximately 58.8% of percentage allocation. Total actuals were below budgeted amount by \$251,844. This was mainly due to savings associated with the temporary outsource of our maintenance department as well as unfilled positions. e.g., Athletic Coach & Behavioral Interventionist.
- Professional Services: Professional Services were \$577,748 or approximately 11.74% of percentage allocation. Total actuals of \$577,748 are above budgeted amount. This was mainly due to the temporary outsource of the maintenance department as well as a Behavioral Interventionist.



- Special Ed Contract: Special Ed Contract expenses were \$218,845 a 4.45% of expense allocation. Expenses were above budgeted amount by approximately \$37,511. This was mainly due to timing and the hiring of Behavior Instructors to oversee the expanded health and wellness component require by the CDE for ESSERS funding.
- Special Ed Fair Share: 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 expenses were \$192,850 or 3.9% expense allocation. It exceeded our annual budgeted amount by approximately \$24,533.
- Dues and Subscription: Dues & Subscription expenses were \$79,868 or approximately 1.62% of expenses allocation. It exceeded budgeted amount by \$47,177. This was mainly due to the addition of new educational subscriptions such as IXL Learning, Committee for Children, Wonders Literacy Grades K-5 & Amplify Education.

#### **Statement of Financial Position**

- Cash & Cash Equivalent: Cash balance was \$795,972. A decrease of \$11,847 from June 30, 2024. This was mainly due to the following:
- Accounts Receivable: Increase of accounts receivable of \$77,008.
- Property Plan & Equipment: Net increase of PP&E of \$119,953.
- Deferred revenue: Deferred revenue was \$201,292. A decrease of \$214,967 in advance payments.

#### **Working Capital**

The Working Capital: PUENTE has \$743,956 available for current and future use.

- Cash Ratio is \$1.07: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$1.07 of liquid cash.
- Quick Ratio \$2.00: Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. This means that the Charter School has capacity to pay off its current liabilities with the current assets and can easily fund its day-to-day operations. Here for every \$1 of current liability, the Charter School has \$2 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has 1.5 months of cash on hand.

#### **Capitalization structure assesses long-term solvency and stability:**

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.388. 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 Charter uses \$0.388 of debt financing for every \$1 of equity financing.





### **Statement of Cash Flow**

The Charter School's cash decreased by \$11,846. This decrease was mainly due to the following:

- a. As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$67,098 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$77,006. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$77,006 is subtracted from the net surplus.
- c. Deferred revenue decreased by \$214,967. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$214,967 is subtracted from net surplus.
- d. Due to Other Programs increased by \$358,818. Increasing liabilities means that we are paying obligations later rather than sooner increasing available cash. The \$358,818 is added to the net surplus.
- e. Property/Equipment & WIP increased by a total of \$121,889. This was mainly due to payments related to the purchase of laptops and desktop computers for our students and staff as well as the purchase and installation of Epson Brightlink Interactive Projectors & Whiteboards to all Charter classrooms. 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 \$11,846 is subtracted from the beginning cash of \$807,818 resulting in ending cash balance of \$795,972.

### **Proposed Budget for FY26**

Ms. Castro presented the proposed budget for FY26 for PUEENTE Charter School to the board. Motion: A motion was duly made by Tyler Press to approve the proposed budget for FY26 and seconded by Gil Ortega. The board moved to accept the proposed budget for FY26.

Press, "yes"; Lightbody "yes", Williams "yes", Ortega "yes", Guerrero "yes", Ontiveros "yes", Nicolae "yes", Urgiles "yes".

**2025 PUENTE Local Indicators Report**

Principal Meza presented the 2025 PUENTE Local Indicators Report to the board.

Motion: A motion was duly made by Gil Ortega and approve the 2025 PUENTE Local Indicators Report and seconded by Agustin Urgiles. The board moved to approve 2025 PUENTE Local Indicators Report. Press, “yes”; Lightbody “yes”, Williams “yes”, Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

**Approval of the 2025-26 PUENTE LCAP**

Principal Meza presented the 2025-26 PUENTE LCAP.

Motion: A motion was duly made by Gil Ortega to approve the 2025-26 PUENTE LCAP and seconded by Agustin Urgiles. The board moved to approve the 2025-26 PUENTE LCAP. Press, “yes”; Lightbody “yes”, Williams “yes”, Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

**Approval of the 2025-26 PUENTE LCAP Budget (Adoption)**

Principal Meza presented the 2025-26 PUENTE LCAP Budget.

Motion: A motion was duly made by Gil Ortega to approve the 2025-26 PUENTE LCAP budget and seconded by Agustin Urgiles. The board moved to approve the 2025-26 PUENTE LCAP Budget (Adoption). Press, “yes”; Lightbody “yes”, Williams “yes”, Ortega “yes”, Guerrero” yes”, Ontiveros “yes”, Nicolae “yes”, Urgiles “yes”.

Board Chair Tyler Press thanked everyone for their participation and adjourned the meeting at 12:52 pm.

**Submitted Respectfully,**

Isabel Ocampo

# BOARD REPORT



September 17, 2025

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# SCHOOL UPDATES

01

Student Population

02

Ethnic Groups

03

Special Education

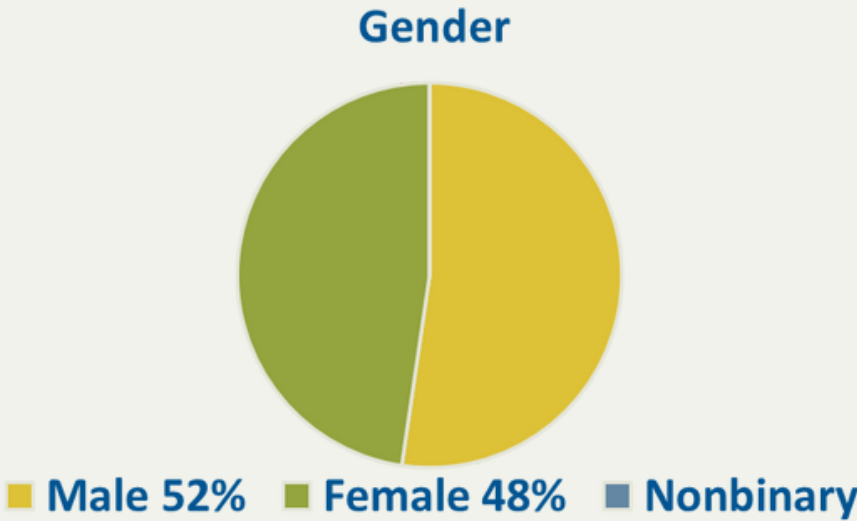
01

Enrollment & ELLs

2023-2024	2024-2025	2025-2026
297 Students	299 Students	302 Students
30% ELL	22% ELL	20% ELL

02

Gender



03

Special Education

Caseload	11.60%
TK	1
K	3
1ST	6
2ND	5
3RD	8
4TH	10
5TH	2
Total: 35	



## State Local Control Funding Formula Priorities

- 1. Teacher Qualifications**
- 2. Access to Common Core State Standards**
- 3. Promotion of Parent Involvement**
- 4. Pupil Achievement**
- 5. Student Attendance Rate**
- 6. Suspension/Expulsion Rate**
- 7. Academic Program Plan**
- 8. Pupil Outcomes**

## PUENTE Local Control and Accountability Plan

GOAL #1: Continue to implement a “whole child approach” in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences.(Priorities 4, 5, 6, 7, 8; CS Pillar 1,2,3,4)

GOAL #2: Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators on the academic content standards, evidence-based pedagogical strategies to ensure the diverse learning needs of our students are met; and address barriers to learning. (Priorities 1, 2, CS Pillar 2,3,4)

GOAL #3: Engage parents/families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. Continue to provide learning opportunities for families as well as structures and opportunities to ensure authentic family engagement and a culture of trust to further re-engage and improve outcomes for all students. (Priorities 1,3,6, CS Pillar 1,2,3,4)

01

## Teacher Qualifications

43 Staff  
100% Retention Rate

02

## Access to CCSS

Intentional professional development to address evidence-based strategies to support diverse learners and address barriers to learning

03

## Promotion of Parent Involvement

- Monthly PUENTE Community Workshops
- Monthly Coffee with the Principal
- English Language Advisory Council
- Monthly Family Nights
- Student Led Conferences
- Coffee with the Counselor
- Boyle Heights & LA Big 5K

NEW: Community Engagement Initiative

NEW: Parent Board Member



04

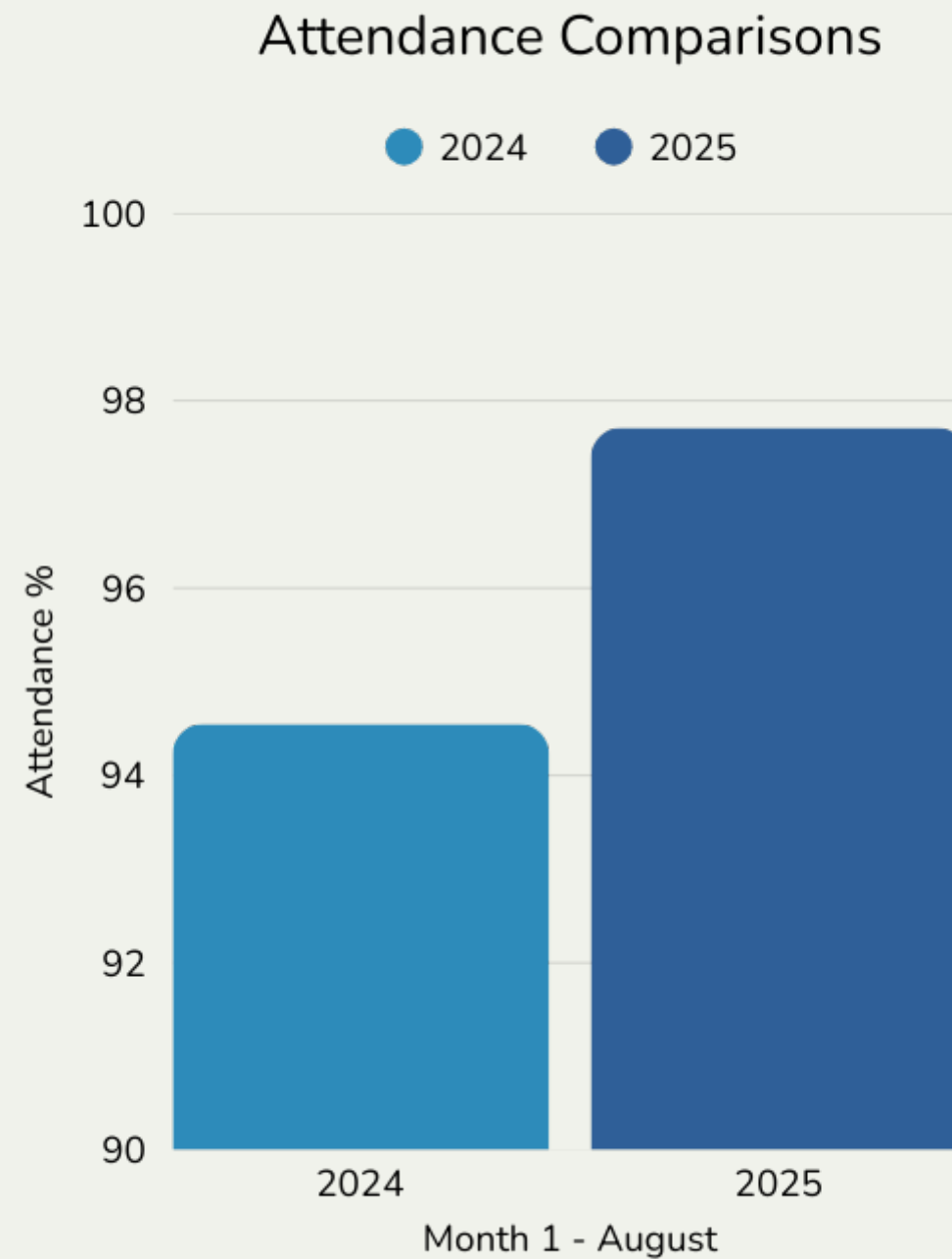
## Pupil Achievement

SEL Screener for all students  
8 questions, 10 minutes

- 1) **Social Awareness:** How well students consider the perspectives of others and empathize with them.
- 2) **Positive Feelings:** How frequently students feel positive emotions.
- 3) **Supportive Relationships:** How supported students feel through their relationships with friends, family, and adults at school.
- 4) **Self Efficacy:** How much students believe they can succeed in achieving academic outcomes.
- 5) **Self Management:** How well students manage their emotions, thoughts, and behaviors in different situations.

05

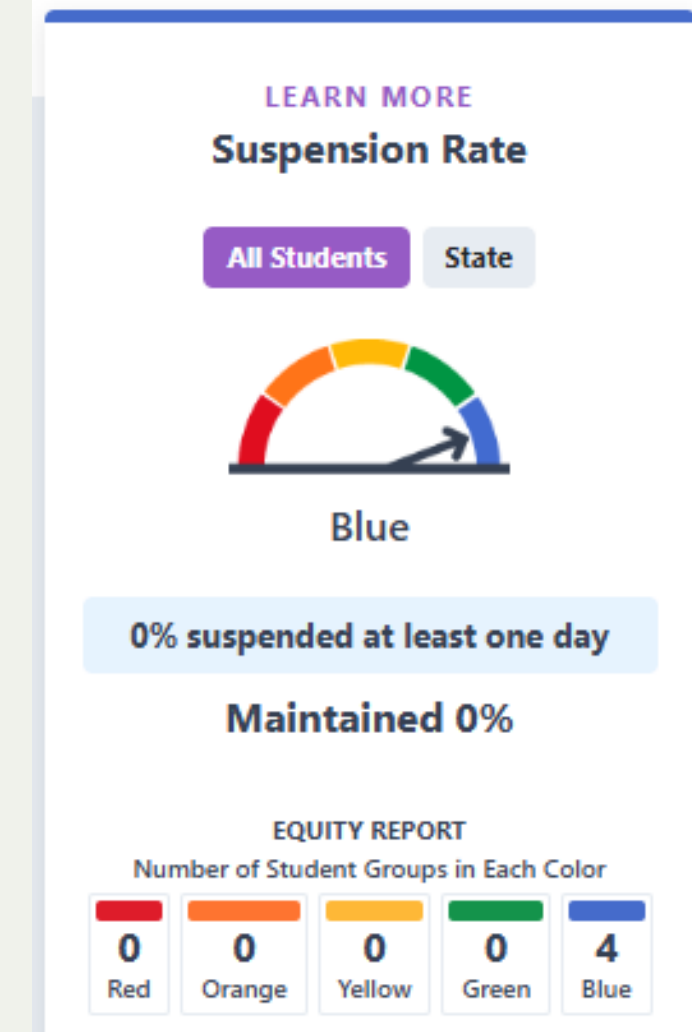
## Student Attendance Rate



06

## Suspension/Expulsion

### Puente Charter



Source: School Dashboard



07

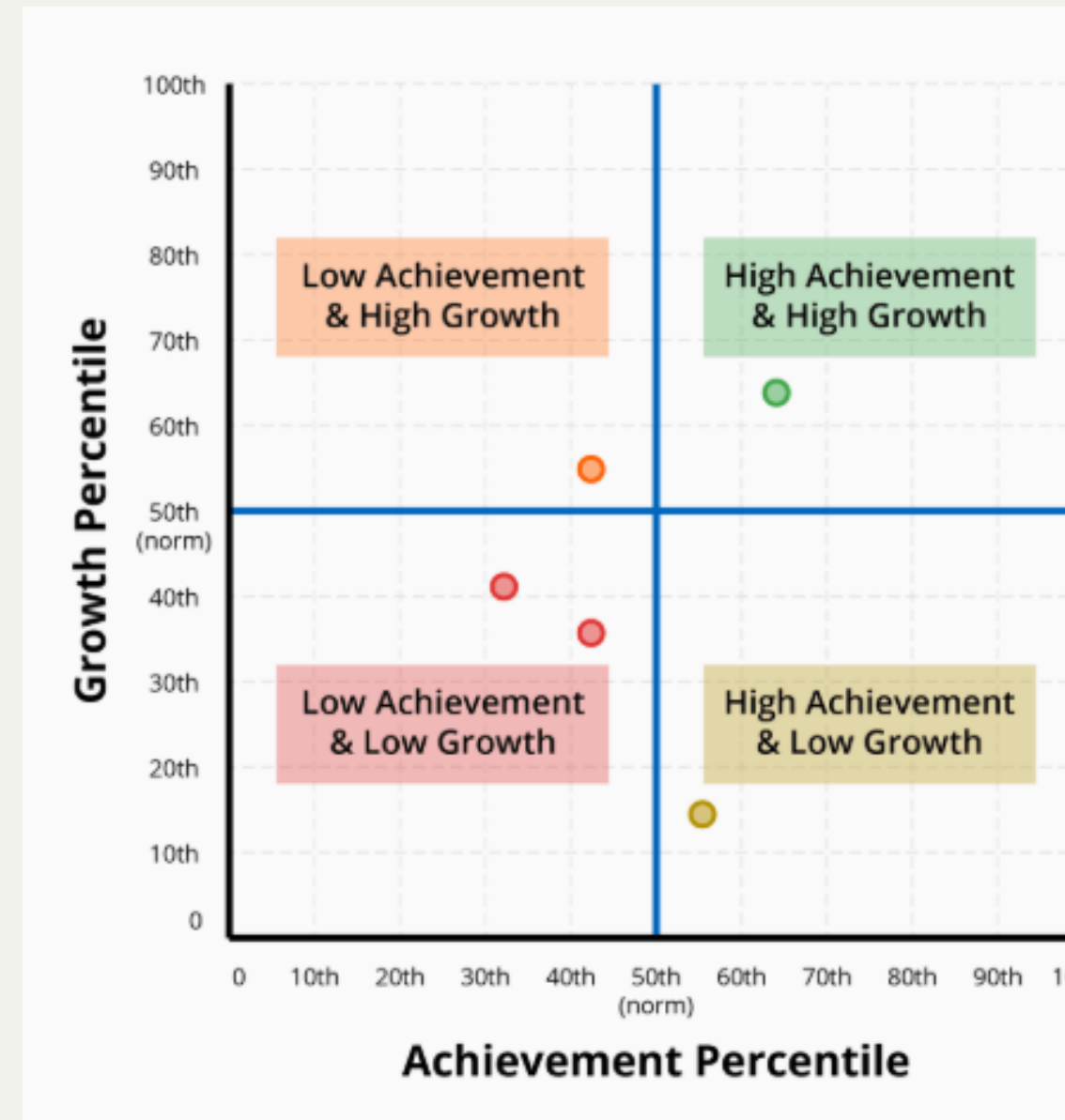
## Academic Program Plan

- Social Emotional Learning
- Physical Education
- ELA
- ELD
- Math
- Science
- Social Studies
- Technology
- Arts – Music & Visual Arts
- Student Clubs
- Tutoring
- NEW: Reading Difficulties Screener
- NEW: Instructional Continuity Plan

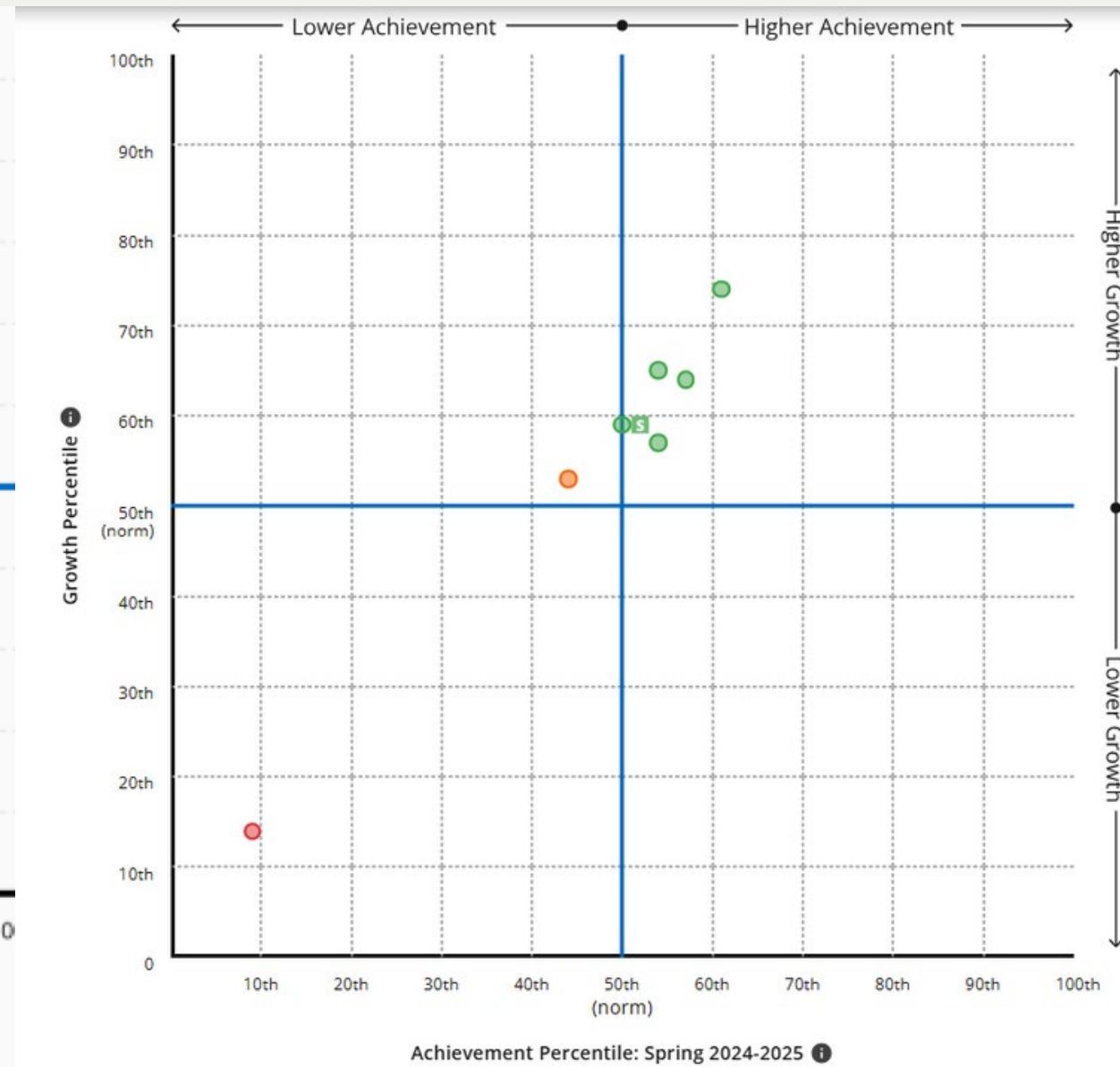
08

## Pupil Outcomes

### Rubric



### PUENTE Spring 24 -25 Results



Source: NWEA MAP



## Instructional Continuity Plan Guidance

### Purpose of the Instructional Continuity Plan

Senate Bill 153, Chapter 38, Statutes of 2024 (herein SB 153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan provides guidance and key resources to successfully launch and lead remote learning via a distance learning program in the event that in-person instruction at school is disrupted for an extended period of time due to an emergency or natural disaster. This plan is part of the School Safety Plan that is reviewed and evaluated annually, including periods following critical incidents. The Instructional Continuity Plan consists of two phases:

- (1) **Phase 1:** A plan for engaging with scholars and their families as soon as practicable, but no later than 3 calendar days following an emergency and must provide supports for scholars' socioemotional, mental health, and academic needs.
- (2) **Phase 2:** A plan to provide access to remote learning or in-person instruction as soon as practicable, but no more than 5 instructional days following the emergency.

The purpose of this document is to equip school leaders to anticipate and navigate the many unknowns and challenges we will face together and individually as a PUENTE community in a state of emergency. Our approach in this document is a starting point to communicate with families and continue an instructional program in a virtual learning environment. Additional guidance and resources will be provided if this plan becomes enacted.

When planning and executing the Instructional Continuity Plan, it is imperative that school leaders, teachers, school staff, scholars, and families keep the Maslow's Hierarchy of needs in mind:

- ☐ **Physiological Needs:** In uncertain times, it is important to ensure that the most basic needs are met for students.
- ☐ **Safety Needs:** As a community school, providing resources to ensure physical, financial and a stable environment is essential.
- ☐ **Love & Belonging:** Our model prioritizes relationships and the ability for teachers to provide scholars with individualized feedback and support. It is vital for teachers and scholars to have a learning routine each day that is flexible and accessible. This is a challenging, unprecedented time for teachers, school staff, scholars, and families. We must operate with an open heart, knowing that everyone is doing their best under very difficult circumstances.
- ☐ **Esteem Needs:** Ensuring Social Emotional Learning lessons and supports for students, families, and staff is crucial during challenging times.
- ☐ **Self – Actualization:** We need scholars to be prepared for when they return back to in-person instruction. This means we must focus on re-teaching high priority academic content already covered during the school year and any new prioritized, unfinished learning that remains.

### Summary of the Protocols of the Instructional Continuity Plan

#### Phase 1: Protocol for Engaging with Scholars and Their Families

Following an emergency that requires the school building to remain closed, school leaders will partner with PUENTE Home Office to provide communications and guidance to staff, families, and scholars. Official school communication will be through emails, text messages, Parent Square and/or phone calls. The first communication will be no later than 3 calendar days. Communications will be aligned to guidance in the Instructional Continuity Learning Plan and may include recent updates, guidance towards the start date of distance learning and resources needed, how to enroll in distance learning, information about optional enrollment in other schools offering in-person instruction, support for scholars' social-emotional and mental health, family and community resources, guidance to get Wi-Fi and technology, and how families can access food services. An email address and phone number will be included for families to reach out if they have questions. All questions will be responded to within 48 hours.



### Phase 2: Plan for Providing Access to In-Person or Distance Instruction

The Instructional Continuity Learning Plan offers instructional guidance through a distance learning model that will begin within 5 instructional days from the closure of a school building and throughout the period where in-person instruction is suspended. Teachers will curate lessons and assignments that aim to ensure that instruction is continuous and that scholar learning is not impacted negatively but that all scholars are on track to meet grade level and course outcomes which will ensure a seamless transition back to in-person instruction. The plan will be implemented in two phases. Firstly, instruction will begin through asynchronous distance learning where teachers will post assignments via Google Classroom. Assignments will be posted with clear directions and deadlines to keep scholars on track in their learning/courses. Scholars will submit assignments via Google Classroom, and they will be reviewed and graded on a regular basis. Scholars will receive feedback aligned to the feedback they receive when attending in-person instruction. Teachers will host virtual office hours daily for scholars can join, ask questions, and receive support. Office hours may be required for scholars who are struggling in their courses. If distance learning continues for more than 5 instructional days, a synchronous interaction between scholars and school staff, such as a virtual classes, will begin between Day 5 and Day 10. During phase two, instruction will also expand no later than Day 10 to synchronous distance learning where teachers teach lessons to scholars in real time through a virtual learning environment. If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning.

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### Terminology

**Distance Learning** - the approach to scholar learning that is required to occur because the school building has closed due to an emergency or natural disaster

**Virtual instruction** - learning that does not occur in a school building classroom but online through Google Meets, Zoom, or another virtual platform

**In-Person instruction** - learning that occurs inside a school building classroom

**Asynchronous Distance Learning** - Teachers assign resources and work for scholars to work on independently at home.

**Synchronous Distance Learning** - Scholars receive real time instruction through video conferencing from a teacher at a different location

**Synchronous Touchpoint** - real time interaction in a virtual setting between a scholar and a school leader, teacher, counselor, or staff member

**Calendar Days** - days of the week that include weekends (ex. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)

**School Days** - days of the week that scholars would normally attend school (ex. Monday, Tuesday, Wednesday, Thursday, Friday)

**Working Group** - A key group of staff members who lead the execution of specific parts of the Instructional Continuity Plan. At the school level, a working group is led by the Principal or Principal Designee and Assistant Principal. At the Home Office level, a working group consists of Vice Presidents and appropriate Directors, is led by the Chief or Chief Designee who has final approval.



## Phase 1: Engagement of Scholars and Their Families

Day	School Leader Protocol	Staff Communication and/or Supports	Family Communications and/or Supports
0	<p>Emergency or natural disaster occurs</p> <ul style="list-style-type: none"><li>• Communicate current context to CEO and VP of Programs</li><li>• Follow emergency evacuation procedures (if applicable)</li><li>• Secure the school building</li><li>• Assess impact of the emergency/ natural disaster to personal responsibilities (if applicable) and identifying supports as needed</li></ul>		
1	<p>Principal/Directors &amp; Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals/Directors participate and relay information to school teams.</li></ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"><li>• Assesses current context and share updates</li><li>• Review and enact Instructional Continuity Plan (ICP)</li><li>• Align with the team that official school communications will be ParentSquare, school website, and email. Clarify who will lead drafting, editing, and posting of communications. Ensure appropriate people have access.</li><li>• Determine ICP leads for operations, mental health, and instruction and appropriate staff members to serve in corresponding working groups. Instruction working group is required to include Student with Disabilities (SWD) representatives.</li><li>• Check ParentSquare Admin Settings that every scholar has functional family emails and phone numbers. Determine who will lead and support efforts to update incomplete information. Information to be updated in Infinite Campus.</li><li>• Connect individually to staff to assess their situations and assess technology needs and access to online role-specific resources (ex. Curriculum, Infinite Campus, Welligent)</li><li>• Assess technology access and availability (ex. Laptops, internet hotspots, Google Classroom, Zoom/Google Meets, curriculum links)</li><li>• Schedule meeting with staff within 48 hours</li></ul>	<p>Staff Email (AM)</p> <ul style="list-style-type: none"><li>• Current local context</li></ul> <p>Staff Email (PM)</p> <ul style="list-style-type: none"><li>• Updates on current context</li><li>• Share community resources, including meals</li><li>• Date of virtual staff meeting (Day 2)</li></ul>	<p>ParentSquare Communication</p> <ul style="list-style-type: none"><li>• Current local context</li><li>• Methods of school communication (ParentSquare, website, email)</li><li>• Provide email(s) and phone number(s) of staff families should contact during this emergency</li><li>• Remind families to update contact information if changed since 1st day of school</li><li>• Status of the school and instructional program</li><li>• Dates for next communication</li></ul>



Day	School Leader Protocol	Staff Communication and/or Supports	Family Communications and/or Supports
	<ul style="list-style-type: none"> <li>Schedule meeting with families within 48 hours</li> <li>Draft general communications to staff and families (local updates, best regards to school community, methods of communication, dates for next communication)</li> <li>Update and send a family needs assessment survey, including questions about access to housing, Wi-Fi, laptops/tablets, meals.</li> </ul>		
2	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle (AM)</p> <ul style="list-style-type: none"> <li>Assess current context and share any updates</li> <li>Connect with the operations working group to establish procedures for attendance tracking, technology distribution and support, family communication, and community resources.</li> <li>Connect with the mental health working group to determine support services and resources available for scholars. Identify additional staff members to support</li> <li>Connect with the instructional working group to review and update asynchronous distance learning guidance (ICP Phase 2). Identify additional staff members to support.</li> <li>Consult with Home Office colleagues as needed.</li> <li>Connect with staff members individually to assess their situations.</li> </ul> <p>ICP review, feedback, and approval by Home Office</p> <ul style="list-style-type: none"> <li>Share preliminary drafts of school-specific ICP for feedback and specified Home Office leaders for awareness</li> <li>Review feedback of mental health guidance. Make adjustments as needed.</li> <li>Review feedback of instructional guidance. Make adjustments as needed.</li> </ul> <p>School Leader Huddle (PM)</p>	<p>Staff Meeting</p> <ul style="list-style-type: none"> <li>Update on current context (ex. Local context, community resources)</li> <li>Update on mental health (a) internal supports and resources available to scholars and (b) external resources available for families.</li> <li>Share preliminary instructional guidance &amp; trainings (ex. Google Classroom preparation, assessing virtual instructional materials)</li> <li>Teachers continue to check-in with scholars and share mental health supports and resources</li> </ul>	<p>ParentSquare Communication (AM)</p> <ul style="list-style-type: none"> <li>Updates on current context</li> <li>Share community resources, including meals</li> <li>Provide guidance of how to support scholars (ex. Talking about context to children calmly, listening to concerns, answering their questions, encouraging them to read and completing assignments not</li> <li>Send scholar/family needs assessment survey with request to be completed within 2 days (Day 4)</li> <li>Date, time, and online link to of virtual meeting (Day 3)</li> </ul>



Day	School Leader Protocol	Staff Communication and/or Supports	Family Communications and/or Supports
	<ul style="list-style-type: none"> <li>Update on local context</li> <li>Update on PUENTE supports</li> <li>Update on mental health (a) internal supports and resources available to scholars and (b) external resources available for families.</li> <li>Determine action steps for staff based on meeting updates</li> </ul>		
3	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and share any updates</li> <li>Update operations working group guidance for attendance tracking, technology distribution and support, family communication, and community resources.</li> <li>Update mental health working group guidance with lead staff members. Prepare to operationalize remote mental health supports (ex. virtual links, sign-up process, asynchronous resources)</li> <li>Update instructional working group guidance with the goal of starting no later than 5 instructional days after school closure (preferably on Monday). Finalize daily schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li> <li>Consult with Home Office colleagues as needed</li> </ul> <p>ICP review, feedback, and approval by Home Office</p> <ul style="list-style-type: none"> <li>Review feedback of mental health guidance. Make adjustments as needed.</li> <li>Review feedback of asynchronous instructional guidance. Make adjustments as needed.</li> </ul> <p>Prepare for Staff Meeting</p> <ul style="list-style-type: none"> <li>Update teachers about guidance, requirements, and timeline for instruction to resume (no later than 5 instructional days</li> </ul>		<p>Virtual Parent Meeting</p> <ul style="list-style-type: none"> <li>Update on current situation (ex. Local context, community resources)</li> <li>Update on mental health (a) remote supports and resources available to scholars and (b) external resources available for families.</li> <li>Share preliminary instructional guidance (ex. technology requirements, access to wifi, setting up a home learning environment)</li> <li>Remind families to complete scholar/family needs assessment survey by EOD</li> </ul>



Day	School Leader Protocol	Staff Communication and/or Supports	Family Communications and/or Supports
	after closure, preferably a Monday or Wednesday start date)		
4	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"><li>Principals participate and relay information to school teams.</li></ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"><li>Assess current context and share any updates</li><li>Finalize and prepare for launch of mental health supports</li><li>Prepare final drafts of asynchronous instructional guidance (ex. IP, assignments, supports, feedback, office hours, attendance, technology) for review and feedback</li></ul> <p>ICP review, feedback, and approval by IS/NOL</p> <ul style="list-style-type: none"><li>Review feedback of mental health guidance. Make adjustments as needed.</li><li>Review feedback of asynchronous instructional guidance. Make adjustments as needed.</li></ul>	<p>Staff Meeting</p> <ul style="list-style-type: none"><li>Update on current context (ex. Local context, community resources, PUENTE supports)</li><li>Update on asynchronous instructional guidance, including bell schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li><li>Staff updates</li></ul>	<p>ParentSquare Comms</p> <ul style="list-style-type: none"><li>Provide summary and presentation of the Parent Meeting</li><li>Provide update of mental health supports for scholars and how scholars can access supports</li></ul>



## Phase 2: Access to In-Person or Distance Learning Following an Emergency

5	<i>Asynchronous Learning remote supports for scholars begin</i>		
5	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and share any updates</li> <li>Update on operations working group: review of scholar/family needs assessment data and begin technology distribution. Finalize attendance procedures.</li> <li>Update from/to mental health working group</li> <li>Update and finalize asynchronous distance learning guidance</li> <li>Consult with Home Office colleagues as needed</li> </ul>	<p>Staff Meeting (Asynchronous Day 1)</p> <ul style="list-style-type: none"> <li>Staff reflects about today's async learning experience and attendance procedures</li> <li>Determine adjustments or updates for Asynchronous Day 2 procedures</li> </ul>	<p>ParentSquare Comms (Asynchronous Day 1)</p> <ul style="list-style-type: none"> <li>Update on 1st day of asynchronous instruction (strengths, pivots for Async Day 2)</li> </ul> <p>ParentSquare Comms (Asynchronous Day 2)</p> <p>Update on 2nd day of asynchronous instruction (strengths, pivots for Day 3)</p>
6-9	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and any updates</li> <li>Share working group updates</li> <li>Update on instructional working group preparation for launch of asynchronous distance learning with clear expectations of instructional and attendance.</li> <li>Update operations working group prepares guidance and resources for synchronous instruction</li> <li>Mental health working group begins focus on synchronous scholar touchpoints (via grade level) and topic guidance</li> <li>Consult with Home Office colleagues as needed</li> </ul> <p>Coaching and Support</p> <ul style="list-style-type: none"> <li>School leaders connect with assigned staff members and check-in as needed for coaching and support for asynchronous distance learning implementation</li> </ul>	<p>Staff Meeting (Asynchronous Day 2)</p> <ul style="list-style-type: none"> <li>Staff reflects on adjustments to asynchronous learning experience and attendance procedures</li> <li>Determine adjustments or updates for Asynchronous Day 3 procedures</li> </ul> <p>Staff Meeting (Day 7)</p> <ul style="list-style-type: none"> <li>Update on current context (ex. Local context, community resources, PUENTE supports)</li> <li>Update on instructional guidance, including grading</li> <li>Update on attendance procedures</li> <li>Update on synchronous touchpoint (ex. SEL, Office Hours)</li> </ul> <p>Staff Meeting (Day 9)</p> <ul style="list-style-type: none"> <li>Update on current context (ex.</li> </ul>	<p>Virtual Parent Meeting and ParentSquare Comms (Day 6/7)</p> <ul style="list-style-type: none"> <li>Update on instructional guidance, including bell schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li> <li>Update on attendance procedures</li> <li>Provide guidance to parents about how to support their child during at-home instruction</li> <li>Share information about schools that offering in-person instruction and transfer procedures</li> </ul> <p>ParentSquare Comms (Day 9)</p> <ul style="list-style-type: none"> <li>Reminders about asynchronous instruction</li> <li>Clarify expectations to create transparency about the school,</li> </ul>





		<p>Local context, community resources, PUENTE supports)</p> <ul style="list-style-type: none"> <li>• Updates on asynchronous learning or attendance procedures prior to implementation</li> <li>• Share guidance about synchronous distance learning, including bell schedule and expectations for IP, assignments, supports, feedback, grading, and office hours</li> <li>• Review synchronous touchpoint expectations and resources</li> <li>• Provide technology resources and guidance for synchronous distance learning</li> </ul>	<p>teacher, scholar, and parent/guardian roles</p>
10 or earlier	<i>Synchronous distance learning begins</i>		
10 or earlier	<p>School leaders monitor and provide supports as needed throughout the day.</p> <p>School Leader Huddle (PM)</p> <ul style="list-style-type: none"> <li>• SWOT analysis (strengths, weaknesses, opportunities, and threats)</li> <li>• Prepare reflection and updates at EOD to staff and families and any pivots needed for tomorrow</li> </ul>	<p>Staff Meeting (Sync Day 1)</p> <ul style="list-style-type: none"> <li>• Staff reflects about today's asynchronous learning experience and attendance procedures</li> <li>• Determine adjustments or updates for Sync Day 2 procedures</li> </ul> <p>Staff Meeting (Sync Day 2)</p> <p>Staff reflects on adjustments to asynchronous learning experience and attendance procedures Determine adjustments or updates for Sync Day 3 procedures</p>	<p>ParentSquare Comms (Sync Day 1)</p> <ul style="list-style-type: none"> <li>• Update on 1st day of synchronous instruction (strengths, pivots for Sync Day 2)</li> </ul> <p>ParentSquare Comms (Sync Day 2)</p> <p>Update on 2nd day of synchronous instruction (strengths, pivots for Day 3)</p>



11-15	<p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals participate and relay information to school teams.</li></ul> <p>Admin Team Huddle</p> <ul style="list-style-type: none"><li>• Assess current context and share any updates</li><li>• Instruction working group begin focus towards synchronous distance learning</li><li>• Consult with Home Office colleagues as needed</li></ul> <p>ICP review, feedback, and approval by IS/NOL</p> <ul style="list-style-type: none"><li>• Review feedback of mental health guidance. Make adjustments as needed.</li><li>• Review feedback of synchronous instructional guidance. Make adjustments as needed.</li></ul>	Staff Meeting (Day 13)	ParentSquare Comms (Day 12) <ul style="list-style-type: none"><li>• Update on current context (ex. Local context, community resources, PUENTE supports)</li></ul>
10 or earlier	<p>School leaders monitor and provide supports as needed throughout the day.</p> <p>School Leader Huddle (PM)</p> <ul style="list-style-type: none"><li>• SWOT analysis (strengths, weaknesses, opportunities, and threats)</li><li>• Prepare reflection and updates at EOD to staff and families and any pivots needed for tomorrow</li></ul>		



## Phase 2: Access to In-Person or Distance Learning Following an Emergency

### Distance Learning: Days 1-5 - Reopening in Asynchronous Instruction

If the school building is anticipated to be closed for longer than 10 days following an emergency, the school will shift to virtual instruction so that scholar learning continues for the remainder of the school year. The first 5 instructional days will be asynchronous distance learning to allow schools time to build out the infrastructure for synchronous instruction.

#### Core Lesson Element: Teacher-Led Lesson

Teachers should continue providing high quality instruction to scholars in a virtual learning environment. Learning should continue to be aligned to the curriculum and grade level standards. Teachers will pre-record a 15-minute lesson launch video and upload it in Google Classroom. The lesson launch video incorporates the following components:

- Lesson overview: introduce the materials and objectives
- Lesson for the day: provide instructional guidance for the learning, such as modelling expectations of scholar work, walking through examples, conducting a close reading
- Lesson supports: incorporates supports to ensure all scholars can access the content, such as an exemplar, which scholars can use to revise and check their work against
- Launch assignment: provide an overview of the assignment with clear directions

#### Core Lesson Element: Formative Assessments

Every teacher-led lesson, whether asynchronous or synchronous, concludes with a brief formative assessment based on the content/skills covered in that lesson. It consists of 1-2 questions that allows the teacher to gauge scholars' progress to mastering the lesson objectives by the end of the week. Check for understanding questions should allow scholars to demonstrate their current thinking; most likely, this is done through open-ended questions. Scholars are not expected to show mastery. Formative assessment data is quickly analyzed to inform planning for guidance practice, small group instruction, and individualized support.

#### Core Lesson Element: Scholar independent Work

Assignments should provide scholars meaningful opportunities to grapple with and practice the lesson objective. The lesson should be able to be completed within a class period in the virtual bell schedule. For elementary school scholars, independent practice should be no more than 20 minutes.

Independent practice assignments can include:

- Reading
- Solving math tasks
- Conducting science simulations
- Art
- Engaging in and tracking remote physical activity
- Conducting research
- Completing a performance-based task



### Assignments Posted and Submitted in Google Classroom

Teachers will upload their lessons in Google Classroom by 07:30 am and will be due no later than 3:00 pm on the assigned day. Scholars will be able to access and complete their assignments at any time before the deadline. If scholars are unable to finish any assignments past the deadline time, they should continue to complete the assignment and submit them by the end of the day.

### Virtual Schedule

The schedule should be the same across asynchronous and synchronous distance learning (and can be used in-person as well). Schedules are up to school discretion.

Sample Schedule

Primary (TK-2 <sup>nd</sup> )	Upper (3 <sup>rd</sup> -5 <sup>th</sup> )	All Students (TK-5 <sup>th</sup> )
<i>Monday-Thursday</i>	<i>Monday-Thursday</i>	<i>Friday</i>
ELA 08:00 - 08:20	ELA 08:00 - 08:30	Social Emotional Learning 08:00 - 08:30
Break 08:20 - 09:00	Break 08:30 - 09:00	Break 08:30 - 09:00
Math 09:00 - 09:20	Math 09:00 - 09:30	Physical Education 09:00 - 09:30
Independent Work/Small Groups 09:20 - 11:00	Independent Work/Small Groups 09:30 - 11:00	Independent Work/ Small Groups 09:30 - 11:00
Lunch 11:00 - 11:30	Lunch 11:00 - 11:30	Lunch 11:00 - 11:30
Office Hours/Small Groups 11:30 - 02:00	Office Hours/Small Groups 11:30 - 02:00	Art 11:30 - 12:00

### Supporting Scholars with Unique Needs

The school values and strives to meet the needs of all scholars, including English Learners, Scholars with Disabilities, Foster Youth, and pupils experiencing homelessness. As a result, the school will be employing several strategies to ensure that scholars remain supported through distance learning. These strategies include more opportunities for personalized learning, support for proper implementation of IEP (Individualized Educational Plan) and Counseling support.



### Scholars with Disabilities

- RSP services should be implemented to the greatest extent possible and can be held virtually. If RSP services cannot be provided, schools will need to make up those services once a scholar has returned to in-person instruction.
- Teachers should ensure that assignments uploaded to their Google Classrooms or packets sent to scholars have accommodations or modifications per their Individualized Education Plan.
- Schools can plan to hold virtual services for counseling or other services if the provider can provide them, or the schools can plan to make up services missed while scholars are on independent study.

### Multilingual Learner Supports

- Intervention Coach should connect with students with “newcomer” status beginning on Day 5. Individualized instruction should be provided daily for this group during office hours.

### Foster and Homeless Youth

- Continued identification process for Foster and Homeless Youth virtually
- Virtual parent/family assessment meetings as needed
- Check-ins by a staff member to address basic human needs/supplies, technology access, and opportunities for additional social-emotional supports
- Connection to agencies and resources in the community, including: general housing assistance; housing for transitioning age youth/older foster youth; guidance for foster care individuals and organizations; grants; food resources
- Access to a school counselor, and/or mental health agencies

### Feedback on Assignments and Grading

Teachers should regularly provide scholars with feedback on all assignments submitted in Google Classroom. All assignments should receive either a formative or summative grade. At least 1 assignment per week should receive a summative grade that is recorded in the Google Drive. When assigning an assignment, a summative grade, teachers should select an assignment that accurately assesses scholar progress towards meeting the targeted standard and objective.

### Virtual Teacher Office Hours

Office hours provide opportunities for scholars to receive additional assistance during distance learning. Office hours should be available to all scholars enrolled in the class and may be required for scholars who are struggling. Teacher office hours will be at least 1-hour per day. This can include:

- Providing scholars with personalized feedback
- Answering scholar questions sent via email, Google Meets, Zoom, Google Docs
- Conducting targeted small group instruction
- Communicating with families regarding their scholars. Office hours may be required for scholars who are struggling in their courses
- Participating in virtual IEP meetings
- Additional guidance may be shared by school leaders throughout distance learning



### Social Emotional Class

SEL classes aim to support scholars' social, emotional, and academic well-being outside the traditional classroom setting. Topics may include motivational messages, announcements or essential information on behalf of the school, or reflection activities. SEL will begin as an asynchronous class and may be the first course to have a synchronous touchpoint between school staff and scholars in preparation for synchronous distance learning.

### Daily Attendance

A daily attendance survey will be made available to scholars each day. The survey should be completed by 09:00 am. School staff will contact a scholar's parent/guardian if they have not checked-in. If a scholar misses the 09:00 am deadline, they should still complete the form as soon as possible so their attendance is recorded that day. School staff will enter scholar attendance from the daily attendance survey into Infinite Campus.

### Teacher Planning Time

Planning time will be built into every teacher's schedule. Below are suggestions on how teachers can utilize their planning time:

- Review upcoming lessons and texts
- Record lesson launch videos
- Upload material into Google Classroom
- Review scholar work and provide feedback
- Virtual meetings with coaches
- Call parents, reach out to scholars about missing assignments, conduct small group instruction during Office Hours.

### Synchronous Touchpoint: No Later than Day 10

#### Social Emotional Learning to a Synchronous Class Meeting

Scholars will participate in a virtual Social Emotional class that meets on Wednesdays. Asynchronous classes will change to a synchronous class on or before the 5th day of virtual instruction and be held via Zoom/Google Classroom. SEL will continue to provide an opportunity for teachers and scholars to check-in and provide an online community of support for each other. SEL will also prepare scholars to move into a synchronous learning environment.

### Scholar Attendance

Scholars will be required to attend classes daily. Teachers will record scholar attendance in Infinite Campus.

### Scholar Expectations in a Virtual Classroom or Meeting

Teachers will explain the expectations and etiquette in an online virtual meeting or classroom:

- Log in on time
- Mute once logged-in, and remain muted unless you are speaking
- Use raise-hand feature if you need to interrupt the teacher
- Chat features and discussions are for class questions, not side conversation
- Participate and share ideas
- Stay focused on the discussion topics
- Speak one at a time by "raising your hand" and being called on



### Small Group Classes: Synchronous Distance Learning Classes

PUEENTE may identify scholars who need additional instructional support during asynchronous distance learning and may create synchronous small group classes. Small group classes are reduced-size classes and may be used in a variety of ways. For example, it can be used as guided practice time to provide scholars a critical opportunity to grapple with the week's content/skills in a supported way and/or engage in academic discourse with peers. Small group classes can also introduce new material and content, aligned to the week's objectives.

Small group classes must be provided to all scholars during consistent, regularly scheduled times, and teachers/paraprofessionals/instructional coaches should set a clear expectation that this time is mandatory. It is recommended that academic intervention is about 30 minutes daily. Scholars to consider for intervention include scholars receiving specific services, scholars with disabilities, multilingual learners, homeless youth, foster youth, struggling scholars, or randomly assigned scholars.

Within small group classes, teachers can use breakout rooms (virtually) or breakout stations (hybrid) to provide more targeted small group instruction. This can consist of (1) modeling or guided practice of a priority skill by the teacher, (2) scholar practice of the prioritized skill, and (3) immediate feedback from the teacher to revise work.

### Distance Learning: Days 10+ - Shifting into Synchronous Instruction

If the school building is anticipated to be closed for longer than 10 days following an emergency, courses will shift to synchronous distance learning beginning no later than Day 10. Through a virtual classroom platform, scholars will receive real time instruction by a teacher teaching at a different location. Synchronous distance learning will continue until scholars are able to return to in-person instruction at the school site.

### Core Lesson Element: Teacher-Led Lesson

Teachers should continue providing high quality instruction to scholars as learning shifts from asynchronous to synchronous distance learning. Instead of teachers pre-recording a lesson launch video, they will teach the lesson in real time to scholars through a virtual platform, such as Google Meets or Zoom. Lessons will continue to incorporate a lesson overview, a lesson for the day, lesson supports, and an assignment with clear directions. During the lesson, teachers should incorporate active engagement activities, such as checks for understanding, whole group discussions, breakout room discussions, shared documents for collaboration, or scholar-to-scholar feedback opportunities. Synchronous lessons should be approximately 20-30 minutes, recorded, and posted in Google Classroom for scholars who miss it.

### Core Lesson Element: Formative Assessments

Every teacher-led synchronous lesson concludes with a brief formative assessment based on the content/skills covered in that lesson. It consists of 1-2 questions that allows the teacher to gauge scholars' progress to mastering the lesson objectives by the end of the week. Check for understanding questions should allow scholars to demonstrate their current thinking; most likely, this is done through open-ended questions. Scholars are not expected to show mastery. Formative assessment data is quickly analyzed to inform planning for guidance practice, small group instruction, and individualized support.

### Core Lesson Element: Scholar Independent Work

At the end of the teacher-led lesson, an assignment for independent completion is shared with scholars via Google Classroom. Assignment directions are clear and concise, so every scholar is readily able to access it. For elementary school scholars, independent practice should be no more than 30 minutes. Assignments are due by 03:00 pm.

### Virtual Daily Schedule

It is recommended that PUEENTE continue with the schedule that was introduced to scholars during asynchronous distance learning.



### Daily Attendance

Attendance procedures based on the recommended amount of time a scholar's work product takes. This may include the daily time value engaged in synchronous instruction and independent assignments. All assignments should be submitted via Google Classroom to ensure documentation of the assignments completed in the case of an audit. The Google Classroom and the assignments contained within should not be deleted, as records must be maintained for four years.

### Option to Enroll in Another School District, County Office of Education, or Charter School

If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning. Parents or legal guardians must inform the school if they will be withdrawing or transferring scholars and obtain necessary transfer forms to enroll their scholar at another school. Withdrawing or transferring scholars must return all checked-out school books, technology, and equipment prior to exiting the school. The school may withhold copies of the scholar's official transcript until all books and equipment are returned or outstanding fees are paid in accordance with applicable law.



# Instructional Continuity Plan Guidance

## Purpose of the Instructional Continuity Plan

Senate Bill 153, Chapter 38, Statutes of 2024 (herein SB 153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan provides guidance and key resources to successfully launch and lead remote learning via a distance learning program in the event that in-person instruction at school is disrupted for an extended period of time due to an emergency or natural disaster. This plan is part of the School Safety Plan that is reviewed and evaluated annually, including periods following critical incidents. The Instructional Continuity Plan consists of two phases:

- (1) **Phase 1:** A plan for engaging with scholars and their families as soon as practicable, but no later than 3 calendar days following an emergency and must provide supports for scholars' socioemotional, mental health, and academic needs.
- (2) **Phase 2:** A plan to provide access to remote learning or in-person instruction as soon as practicable, but no more than 5 instructional days following the emergency.

The purpose of this document is to equip school leaders to anticipate and navigate the many unknowns and challenges we will face together and individually as a PUENTE community in a state of emergency. Our approach in this document is a starting point to communicate with families and continue an instructional program in a virtual learning environment. Additional guidance and resources will be provided if this plan becomes enacted.

When planning and executing the Instructional Continuity Plan, it is imperative that school leaders, teachers, school staff, scholars, and families keep the Maslow's Hierarchy of needs in mind:

- ☐ **Physiological Needs:** In uncertain times, it is important to ensure that the most basic needs are met for students.
- ☐ **Safety Needs:** As a community school, providing resources to ensure physical, financial and a stable environment is essential.
- ☐ **Love & Belonging:** Our model prioritizes relationships and the ability for teachers to provide scholars with individualized feedback and support. It is vital for teachers and scholars to have a learning routine each day that is flexible and accessible. This is a challenging, unprecedented time for teachers, school staff, scholars, and families. We must operate with an open heart, knowing that everyone is doing their best under very difficult circumstances.
- ☐ **Esteem Needs:** Ensuring Social Emotional Learning lessons and supports for students, families, and staff is crucial during challenging times.
- ☐ **Self – Actualization:** We need scholars to be prepared for when they return back to in-person instruction. This means we must focus on re-teaching high priority academic content already covered during the school year and any new prioritized, unfinished learning that remains.

## Summary of the Protocols of the Instructional Continuity Plan

### Phase 1: Protocol for Engaging with Scholars and Their Families

Following an emergency that requires the school building to remain closed, school leaders will partner with PUENTE home office to provide communications and guidance to staff, families, and scholars. Official school communication will be through emails, text messages, Parent Square and/or phone calls. The first communication will be no later than 3 calendar days. Communications will be aligned to guidance in the Instructional Continuity Learning Plan and may include recent updates, guidance towards the start date of distance learning and resources needed, how to enroll in distance learning, information about optional enrollment in other schools offering in-person instruction, support for scholars' social-emotional and mental health, family and community resources, guidance to get Wi-Fi and technology, and how families can access food services. An email address and phone

number will be included for families to reach out if they have questions. All questions will be responded to within 48 hours.

## **Phase 2: Plan for Providing Access to In-Person or Distance Instruction**

The Instructional Continuity Learning Plan offers instructional guidance through a distance learning model that will begin within 5 instructional days from the closure of a school building and throughout the period where in-person instruction is suspended. Teachers will curate lessons and assignments that aim to ensure that instruction is continuous and that scholar learning is not impacted negatively but that all scholars are on track to meet grade level and course outcomes which will ensure a seamless transition back to in-person instruction. The plan will be implemented in two phases. Firstly, instruction will begin through asynchronous distance learning where teachers will post assignments via Google Classroom. Assignments will be posted with clear directions and deadlines to keep scholars on track in their learning/courses. Scholars will submit assignments via Google Classroom, and they will be reviewed and graded on a regular basis. Scholars will receive feedback aligned to the feedback they receive when attending in-person instruction. Teachers will host virtual office hours daily for scholars can join, ask questions, and receive support. Office hours may be required for scholars who are struggling in their courses. If distance learning continues for more than 5 instructional days, a synchronous interaction between scholars and school staff, such as a virtual classes, will begin between Day 5 and Day 10. During phase two, instruction will also expand no later than Day 10 to synchronous distance learning where teachers teach lessons to scholars in real time through a virtual learning environment. If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Charter Schools Division**

333 S. Beaudry Ave., 20<sup>th</sup> Floor  
Los Angeles, CA 90017

Office: (213) 241-0399 • Fax: (213) 241-2054

**ALBERTO M. CARVALHO**  
Superintendent

**VERONICA ARREGUIN**  
Chief Strategy Officer

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

**CHARTER SCHOOL COMPLIANCE MONITORING**  
**2025-2026**  
**ATTACHMENT E**

Pursuant to its chartering oversight duties set forth in the Charter Schools Act (see e.g., Ed. Code, § 47604.32), the LAUSD, through the Charter Schools Division (CSD), monitors each charter school's compliance with applicable legal, charter, and policy requirements. To this end, the CSD's oversight process encompasses three important actions by each charter school:

- (1) **School Administrator's Certification**: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by November 9, 2025**, as part of the school's triannual electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please submit the entire document to the CSD via Dropbox with only the school administrator's columns completed, along with the administrator's signature no later than November 9, 2025.**
- (2) **Certification of Board Compliance Review**: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2025-2026*, and return the entire document including the administrator's certification from the first submission. Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the CSD via Dropbox no later than January 9, 2026.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "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.” This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year’s annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2025-2026* for the preparation of the school’s compliance documentation. Please ensure that this documentation is current, complete, and accurate. The “Supporting Documentation” column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2025-2026* may provide useful support and assistance in this endeavor. Please be reminded that this list is not exhaustive, and it is the responsibility of the charter school and its board to ensure compliance with all applicable legal, charter and District requirements.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

# COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2025-2026

School Name: PUENTE Charter School

Board President Name: Lara Lightbody

Charter Management Organization: \_\_\_\_\_

LAUSD Loc. Code: 2621

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

**First submission** should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 9, 2025 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 9, 2026 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2025-2026" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2025-2026 Board meetings calendar</b> .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines.	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, <i>et seq.</i> ) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-located Charter Schools only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.  Review of Policy Bulletin-5532.1  Meeting with district site principal for additional information and questions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The charter school has either implemented the <b>LAUSD Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's <b>Discipline Foundation Policy and School Climate Bill of Rights</b> . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
	School Climate Bill of Rights.			
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, involuntary removals and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% or more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section 504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all public accountability, ethics and integrity laws , including, but not limited to: <ul style="list-style-type: none"> <li>● Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> <li>● Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>● California Public Records Act, Gov. Code § 7920.000, et seq.</li> <li>● Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<ul style="list-style-type: none"> <li>Ethics Training for Officials, Gov. Code § 53235.</li> </ul>	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school governing board ensures that their <b>Articles of Incorporation</b> are current, filed, and appropriate for the operation of the charter school.	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements <b>Uniform Complaint Procedure (UCP)</b> policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., California Code of Regulations, title 5, section 4600 et seq., and guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School</b>	The governing board has reviewed the school’s: <ul style="list-style-type: none"> <li>UCP policies</li> <li>UCP procedures</li> <li>UCP forms</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School</b>	Local School Wellness Policy, including evidence of stakeholder input in the development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
<p><b>Wellness Policy.</b> See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	of the policy and annual progress report.			
<p>18. The charter school governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school's <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>19. The charter school ensures compliance with the LAUSD's <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>20. The charter school ensures that it complies with <b>all applicable federal and state laws regarding students experiencing homelessness and foster youth</b>, including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>21. <b>Charter Schools Serving Grade 9:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.</p>	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. <b>Charter Schools Serving High School (grades 9-12):</b> The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a <b>Title IX</b> complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Charter school must comply with all <b>Title IX</b> federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased <b>assistive technology</b> devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a <b>nutritionally adequate breakfast and a nutritionally adequate lunch free of charge</b> and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the <b>California Statewide Assignment Accountability System (CalSAAS)</b> and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority's questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. If Charter School is offering <b>Independent Studies</b> (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R., §§ 11700-11705), including, SB 348 and SB 153 (see e.g., Ed. Code, §§ 49501.5, 46300 <i>et seq.</i> ), which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
31. <b>For charter schools serving grades K-6</b> , charter school complies with all applicable requirements of SB 291 (Ed. Code, § 49056) and related updates in SB 153.	Recess Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. <b>For charter schools serving High School grades</b> , the charter school complies with all applicable requirements of AB 714 (e.g., Ed. Code, §§ 51225.1, 51225.2).	Graduation Policy	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. <b>For charter schools serving elementary school grades</b> , complies with AB 2268 (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. <b>For charter schools serving High School grades</b> , complies with AB 245. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. <b>For charter schools offering interscholastic athletic program</b> , complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 7, 2025		BOARD CERTIFICATION BY JANUARY 9, 2026
36. <b>For charter school providing certain transportation services for pupils</b> , complies with SB 88. (Ed. Code, §§ 49406 and 39875, <i>et seq.</i> )	Certification of Clearances Credentialing and Mandated Training or Vendor Certification	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. <b>For charter schools serving 6<sup>th</sup> through 8<sup>th</sup> grade</b> , complies with AB659. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Charter School complies with AB 889. (Ed. Code, § 48985.5.)	Charter School Website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. <b>For charter schools serving High School grades</b> , comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, <i>et seq.</i> )	Pupil and Parent Notification	N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 7, 2025)

The undersigned hereby certifies that, on September 17, 2025 the School Administrator of  
Date(s)

**PUENTE Charter School**

Name of Charter School  
reviewed the school's compliance with legal, charter, and District policy requirements.

Brenda Meza		9/12/25
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 9, 2026)

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

Name of Charter School  
reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☐ Board Agenda where item was discussed

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



**2025-26 COMMUNITY ENGAGEMENT INITIATIVE (CEI)  
PEER LEADING AND LEARNING NETWORK (PLLN) DISTRICT/LEA AGREEMENT  
COHORT V AND/OR COHORT VI**

This AGREEMENT is made by and among the Marin County Superintendent of Schools and the Marin County Office of Education (collectively, “Administrative Agent”), acting on behalf of the California Collaborative for Educational Excellence (“CCEE”), and **Puente Charter** (“DISTRICT”). Hereinafter, the Administrative Agent (on behalf of the CCEE) and DISTRICT shall be referred to collectively as “PARTIES.”

**Background**

The Community Engagement Initiative (“CEI”) was established by the California State Legislature and the Governor on June 27, 2018 (Section 140 of Assembly Bill No. 1808 (“AB 1808”), Chapter 32 of the Statutes of 2018) for the purpose of all of the following:

- (1) Building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils.
- (2) Identifying effective models of community engagement and metrics to evaluate those models.
- (3) Developing effective peer-to-peer partnerships between school districts and county offices of education, utilizing the existing professional learning networks structure administered by the CCEE, to deepen community engagement using lessons learned from the work identified in paragraph (1) and the models identified in paragraph (2).
- (4) Scaling up the work identified in paragraphs (1), (2), and (3) to improve community engagement statewide and incorporate practices that prove effective towards school district and county office of education continuous improvement efforts.

Pursuant to AB 1808 and the resulting Request for Applications (“RFA”), the California Department of Education (“CDE”) and the CCEE, with approval from the executive director of the State Board of Education (“SBE”) selected the San Bernardino County Superintendent of Schools (“SBCSS”), Families In Schools (“FIS”), and the California Association for Bilingual Education (“CABE”) as the expert Lead Agency Consortium, consistent with Section 52073.1 of the Education Code, to co-administer the CEI with the CCEE.

The CCEE and the Lead Agency Consortium were charged with soliciting teams to participate in the CEI and included professional learning networks. For the first professional learning network, they were required to select four to six geographically diverse teams that represent different regions of the state and include community members, pupils, school site staff and leadership, school district staff and leadership, and county office of education staff and leadership affiliated with a common single school district. In the selection process, AB 1808 required positive consideration be given to teams that are engaging in activities consistent with building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils, and teams that have been successful in engaging community members that have not historically been engaged with their school district.



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The 2022-23 Education Omnibus Budget Trailer Bill (Assembly Bill 181, Chapter 52 of the Statutes of 2022) funded and established an expansion of the CEI (now known as CEI 2.0). The initiative's next phase will be led by the California Collaborative for Educational Excellence (CCEE) in partnership with the San Diego County Office of Education (SDCOE), the University of San Diego (USD), and Eskolta School Research and Design, as the Lead Agency Consortium. The expansion will build on CEI 1.0's foundation to reach more California districts, schools, county offices, community partners, families, and students.

**The PARTIES hereby agree as follows:**

**SECTION I: Privileges and Obligations of DISTRICT and DISTRICT TEAM MEMBERS, to be enforced by DISTRICT**

A. Peer Leading and Learning Network. DISTRICT agrees to participate in Cohort V and/or Cohort VI PLLN in pursuit of the statutorily-defined goals set forth above. Participating in the PLLN includes, but is not limited to, the following:

- Organizing a team to participate in the Cohort V and/or Cohort VI PLLN through June 30, 2026, with a minimum of eight meetings per year. DISTRICT shall provide CCEE and LEAD AGENCY CONSORTIUM with a list of all 2025-26 DISTRICT TEAM MEMBERS no later than September 1, 2025. All DISTRICT TEAM MEMBERS shall participate in all PLLN meetings.
  - If a DISTRICT TEAM MEMBER has a reasonable and irreconcilable conflict that prevents attendance at a meeting, the DISTRICT shall inform the CCEE ([info@californiaengage.org](mailto:info@californiaengage.org)) and LEAD AGENCY CONSORTIUM immediately and seek a replacement who can fill the vacated role. DISTRICT shall secure a replacement for any DISTRICT TEAM MEMBER who is unable to continue participating in the PLLN within one month of the TEAM MEMBER providing notice of withdrawal, and, in such a circumstance, shall notify the CCEE and LEAD AGENCY CONSORTIUM of any proposed replacement with sufficient time for them to ensure the proposed replacement meets all participant requirements.
  - If a DISTRICT TEAM misses a meeting, the DISTRICT shall confer with the CCEE and LEAD AGENCY CONSORTIUM to determine whether continued participation in the PLLN is appropriate or if this AGREEMENT should be terminated. If a DISTRICT TEAM misses **two** meetings, this AGREEMENT shall be terminated pursuant to Section III.E below unless the CCEE and LEAD AGENCY CONSORTIUM determines an exception is warranted.
- Communicating regularly with the CCEE and LEAD AGENCY CONSORTIUM regarding the PLLN, including reading, and responding promptly to, all PLLN-related communications from the CCEE and LEAD AGENCY CONSORTIUM.
- Responding to all research inquiries regarding the CEI and the PLLN from, or facilitated by, the CCEE, the LEAD AGENCY CONSORTIUM, or anyone conducting an evaluation on behalf of the CCEE and/or LEAD AGENCY CONSORTIUM. Inquiries may include, but are not limited to, surveys, focus groups, and end-of-year reflection documents.
- Permitting any CCEE or LEAD AGENCY CONSORTIUM staff member or representative to attend all or part of any DISTRICT team meeting.
- Sharing resources developed through engagement in the PLLN with the CCEE, LEAD AGENCY CONSORTIUM and future CEI PLLNs.

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- Engaging in open dialogue on issues related to improving local pupil outcomes. Individual DISTRICT TEAM MEMBERS will be expected to share professional and personal experiences related to topics within the scope of the CEI and its goals to support the success of the PLLN.
  - Partnering with other communities and school districts on improving community engagement.
  - Actively supporting the goals and objectives of the PLLN.
  - Keeping DISTRICT's governing board regularly informed of the DISTRICT's engagement in the PLLN as needed.
  - Providing meeting space at a DISTRICT school site (or a nearby location accessible to all TEAM MEMBERS) for PLLN meetings that is video-conference capable at no cost for any participant, when necessary.
  - Pursuant to *Education Code* Section 52073.3 (f)(3A), the CEI shall support the districts/LEA's Community Engagement/Community School efforts, and team members' participation in the CEI (including internal staff, family/caregivers, community-based organizations, etc.)
- B. Content License. DISTRICT agrees to grant CCEE, LEAD AGENCY CONSORTIUM, and all participants in current and future CEI PLLNs a free, transferable, non-exclusive license to use, reproduce, and distribute all information and content created by the DISTRICT or DISTRICT TEAM MEMBERS and presented or distributed at a PLLN meeting or as part of communications with or between PLLN participants provided (i) the use, reproduction, and distribution is limited to educational and training purposes, (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product, and (iii) the DISTRICT or TEAM MEMBER, as appropriate, is identified as the creator and/or owner of the information and content by including the appropriate name or logo on the information or content. The information and content produced, either in whole or in part, by a DISTRICT or TEAM MEMBER and presented or distributed at a PLLN meeting or as part of communications with or between PLLN participants shall not be copyrighted or patented by anyone other than the owner.
- C. Assignment. Neither this AGREEMENT nor any duties or obligations under this AGREEMENT may be assigned by DISTRICT without the prior written consent of CCEE. Any assignment or purported assignment of this AGREEMENT by DISTRICT without prior written consent of CCEE will be deemed void and of no force or effect.
- D. Conflict of Interest. DISTRICT covenants, by itself and on behalf of its officers and directors, that it presently has no financial interest, including but not limited to, other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the satisfaction of the obligations under this AGREEMENT. DISTRICT further covenants, by itself and on behalf of its officers and directors, that in satisfying this AGREEMENT, no person having any such interest shall knowingly be employed or retained by it under this AGREEMENT.
- E. Non-Discrimination. Neither DISTRICT, nor any officer, agent, employee, or subcontractor of DISTRICT shall discriminate in the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of ethnic group identification, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other characteristic protected by law, in the performance of this AGREEMENT. To the extent they shall be found to be applicable hereto, DISTRICT and any officer, agent, employee, or subcontractor of DISTRICT shall comply with the provisions of Section 508 of the federal Rehabilitation Act of 1973, the Federal Civil

Rights Act of 1964 (P.L. 88-352), the Americans with Disabilities Act of 1990 (42 U.S.C. §1210 et seq.), and the Fair Employment and Housing Act (Gov. Code §12900 et seq.), the regulations promulgated thereunder (Cal. Code Regs., tit. 2, §11000 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Gov. Code §§11135-11139.5), and the regulations or standards adopted by the awarding state agency to implement such article.

- F. **Insurance Requirements.** DISTRICT shall, at DISTRICT'S expense, procure and maintain for the duration of this AGREEMENT general liability, workers' compensation, if required by applicable law, automobile liability and other insurance to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Services or this AGREEMENT by DISTRICT and DISTRICT'S Subcontractors, officers, employees, agents, or representatives. MCOE/CCEE in no way represents or warrants that the insurance required under this Section F is sufficient to protect DISTRICT for liabilities that may arise from or relate to this AGREEMENT.

The general liability insurance shall have a per-occurrence limit of not less than Two Million Dollars (\$2,000,000). All such insurance will be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by Provider of the indemnity provisions set forth in this AGREEMENT.

The workers' compensation insurance, if required by applicable law, shall insure DISTRICT'S obligations and liabilities under the workers' compensation laws of California, including, without implied limitation, employer's liability insurance in the limits required by the laws of California.

- G. **Invoicing.** To defray some of the costs of DISTRICT TEAM MEMBERS, including family/caregivers, students, community partners, and other non-district employees on the TEAM, participating in the Cohort V and/or Cohort VI PLLN meetings, DISTRICT may submit a quarterly invoice, along with supporting documentation, pursuant to activities outlined in Section I.A. of this AGREEMENT, which include the following:

- Participation in Cohort V and/or Cohort VI PLLN Meetings
- Provide resources and compensation for team members' participation in the CEI (including internal staff, family/caregivers, community-based organizations, etc.) pursuant to *Education Code Section 52073.3 (f)(3A)*

The sum of all invoices submitted by DISTRICT under this AGREEMENT shall not exceed **\$70,000** for the 2025-2026 fiscal year. CCEE will provide an invoice template aligned with the following participation rate structure, applicable to eight meeting days total:

In Person and Virtual Participation Level	Rate per Cohort V and/or Cohort VI PLLN Meeting Day	Rate Description
Full Participation (70-100%)	\$8,750	At least 70% attendance and engagement with tools, resources, and activities (i.e. note catcher, end-of-year tracking)
Prorated Participation (<70%)	\$6,125	Partial attendance of team members per meeting and limited engagement

Invoices may be submitted at any time, but no later than 30 days after each quarter. The final invoice must be submitted within 30 calendar days after the termination date of this AGREEMENT and must be marked "FINAL"

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by the DISTRICT. No payments will be made to the DISTRICT after this period. All invoices shall state the total amount for the invoice and be submitted via email to CCEE Accounts Payable at ap\_ccee@ccee-ca.org. If requested by the Administrative Agent, DISTRICT shall provide additional documentation supporting an invoice.

## **SECTION II: Privileges and Obligations of CCEE/Administrative Agent**

- A. Funding. In accordance with the invoicing provisions and requirements set forth in Section I.G. above, CCEE/Administrative Agent shall provide DISTRICT up to **\$70,000**, for satisfactory participation in the 2025-26 Cohort V and/or Cohort VI PLLN meetings.

Associated costs of services (e.g., copying and printing) shall be borne by DISTRICT or DISTRICT TEAM MEMBERS within the existing contract budget will not reimburse DISTRICT or DISTRICT TEAM MEMBERS for such expenses. Neither the Administrative Agent, nor the CCEE, nor the LEAD AGENCY CONSORTIUM has any financial obligation to DISTRICT or DISTRICT TEAM MEMBERS other than those detailed in this AGREEMENT. It is agreed between the PARTIES that this total amount may only be amended in writing by mutual agreement of the PARTIES. DISTRICT will be responsible for any costs related to satisfying this AGREEMENT beyond this sum.

- B. Content License. CCEE agrees to grant DISTRICT a free, non-transferable, non-assignable, non-exclusive license with respect to all information and content CCEE develops with or for use by LEAD AGENCY CONSORTIUM MEMBERS and/or PLLN participants provided (i) the use, reproduction, and distribution is limited to educational and training purposes and (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product.

## **SECTION III: Further agreement by all PARTIES**

- A. Term. The term of this AGREEMENT shall be from September 1, 2025 through June 30, 2026.
- B. Partial Satisfaction. Acceptance by all PARTIES of some obligations to be satisfied under this AGREEMENT does not operate as a release from any remaining obligations under this AGREEMENT.
- C. Independent Contractor. It is agreed that DISTRICT and all officers, employees and agents of DISTRICT are acting as an independent contractor of CCEE/Administrative Agent and not as a partner, joint venturer, agent or employee of Administrative Agent or CCEE. Personnel tasked by each DISTRICT with ensuring satisfaction of the obligations under this AGREEMENT shall at all times be under the DISTRICT'S exclusive direction and control. DISTRICT shall pay all the wages, salaries and other amounts due such personnel in connection with satisfying its obligations under this AGREEMENT and as required by law. DISTRICT shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance. It is further understood and agreed by the PARTIES hereto that DISTRICT in the satisfaction of its obligations hereunder is subject to the control or direction of CCEE/Administrative Agent merely as to the result to be accomplished by the obligations hereunder agreed to be rendered, performed, and satisfied, and not as to the means and methods for accomplishing the results. It is agreed that Administrative Agent/CCEE will not withhold any federal or state income tax from payment made pursuant to this AGREEMENT but will provide DISTRICT with a statement of payments upon request if necessary.
- D. No Third Party Beneficiaries. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against one or more of the PARTIES.

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- E. Termination. Any of the PARTIES may terminate this AGREEMENT without cause upon 30 days written notice served upon all other PARTIES stating the effective date of termination. A notice of termination shall be effective when received.
- F. Waiver of Default. Any waiver by any of the PARTIES of any breach of any one or more of the terms of this AGREEMENT shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term hereof. Failure on the part of any of the PARTIES to require exact, full and complete compliance with any terms of this AGREEMENT shall not be construed as in any manner changing the terms hereof, or stopping CCEE from enforcement hereof.
- G. Force Majeure.
1. In the event any DISTRICT is unable to comply with any provision of this AGREEMENT due to causes beyond its control such as acts of God, acts of war, civil disorders, flu pandemics, or other similar acts, no DISTRICT shall be held liable to CCEE for such failure to comply.
  2. In the event CCEE/Administrative Agent is unable to comply with any provision of this AGREEMENT due to causes beyond its control relating to acts of God, acts of war, civil disorders, flu pandemics, or other similar acts, CCEE shall not be held liable to any DISTRICT for such failure to comply.
- H. Hold Harmless. Administrative Agent/CCEE shall indemnify, defend and hold harmless DISTRICT, its Directors, officers, employees, agents, volunteers and authorized representatives from and against any and all liability, loss, damage or claims for injury or damages arising out of DISTRICT'S performance of this AGREEMENT but only to the extent such liability, loss or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Administrative Agent and/or CCEE.
- DISTRICT shall indemnify, defend and hold harmless Administrative Agent and CCEE, their Directors, officers, employees, agents, volunteers and authorized representatives from and against any and all liability, loss, damage or claims for injury or damages arising out of DISTRICT's performance of this AGREEMENT but only to the extent such liability, loss or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of DISTRICT.
- I. Notices. All correspondence and notices required or contemplated by this AGREEMENT shall be delivered in electronic form to the respective PARTIES at the e-mail addresses set forth below and shall be delivered in physical form to the respective PARTIES at the addresses set forth below. Any notice or other document shall be deemed to have been duly given on the date of personal service on the Parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the Parties at the addresses listed below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee. Any notice to CCEE shall also be made to Administrative Agent, and any notice to Administrative Agent shall also be made to CCEE. The address to which correspondence or notices may be given to any Party may be changed by written notice given in accordance with this Paragraph. Any notice to the DISTRICT shall be made to the following individual:

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**DISTRICT**

Puente Charter  
Attn: Brenda Meza  
501 S Boyle Ave  
Los Angeles, CA 90033  
brenda@puente.org

**CCEE**

California Collaborative for  
Educational Excellence  
Attn: Emma Oh  
1029 J Street, Suite 450  
Sacramento, CA 95814  
ap\_ccee@ccee-ca.org

**Administrative Agent**

Marin County Office of Education  
Attn: Iishwara Ryarur  
1111 Las Gallinas Avenue  
San Rafael, CA 94903  
iryarur@marinschools.org

- J. Review by Legal Counsel. Each of the PARTIES has had the opportunity to, and have, to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT.
- K. Litigation Costs. Except as otherwise provided in this AGREEMENT, if any PARTY becomes involved in litigation arising out of this AGREEMENT or the performance thereof, each PARTY shall bear its own litigation costs and expenses, including reasonable attorney's fees.
- L. Governing Law; Jurisdiction; Venue; Interpretation; Severability. This AGREEMENT shall be governed by the laws of the State of California. Any legal action related to the satisfaction, performance, or interpretation of this Contract shall be filed only in the Superior Court of Marin County, and the PARTIES waive any provision of law, including California Code of Civil Procedure, § 394, subdivision (a), providing for a change of venue to another location. Prior to the filing of any legal action, the PARTIES shall be obligated to attend a mediation session with a third party mediator in an attempt to resolve the dispute, with each PARTY to bear its own costs of mediation and the costs of the mediator to be evenly divided between CCEE/Administrative Agent and each DISTRICT involved in the dispute. In the event any provision in 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.
- M. Authority to Enter into Agreement. Each Party to this AGREEMENT warrants that it has the full power and authority to enter into this AGREEMENT and to carry out the transactions contemplated by it and has taken all action necessary to authorize the execution, delivery, and performance of this AGREEMENT.
- N. Entire Agreement/Amendment. This AGREEMENT, including any Attachments to which it refers, constitutes the final, complete, and exclusive statement of the terms of this AGREEMENT between the PARTIES pertaining to the subject matter of this AGREEMENT. It supersedes all prior and contemporaneous understandings or agreements of the PARTIES. No PARTY has been induced to enter into this AGREEMENT by, nor is any PARTY relying on, any representation or warranty outside those expressly set forth in this AGREEMENT. The provisions of this AGREEMENT may be modified only by mutual agreement of the PARTIES. No modification shall be binding unless it is in writing and signed by the PARTY against whom enforcement of the modification is sought.
- O. Counterparts and Electronic Signatures. This AGREEMENT may be executed in two or more counterparts, including copies and signatures sent by facsimile, electronic mail, or other electronic means, each of which shall be deemed an original, and together will constitute a binding and enforceable agreement as if all PARTIES had executed the same copy hereof, consistent with the provisions of the Uniform Electronic Transactions Act (Civil Code § 11633.1 et seq.).

(SIGNATURES ON FOLLOWING PAGE)

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date hereof.

**Administrative Agent**

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

Printed Name and Title: Umeshwara Ryaru, Assistant Superintendent - CCEE Liaison

Address: 1111 Las Gallinas Avenue

City: San Rafael State: CA Zip Code: 94903

**California Collaborative for Educational Excellence**

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

Printed Name and Title: Matthew Navo, Executive Director

Address: 1029 J Street, Suite 450

City: Sacramento State: CA Zip Code: 95814

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

Printed Name and Title: Mindy Fattig, Deputy Executive Director

Address: 1029 J Street, Suite 450

City: Sacramento State: CA Zip Code: 95814

**DISTRICT/LEA**

Signature:  Date: September 8, 2025

Printed Name and Title: Jerome G. Greening, Chief Executive Officer

Address: 501 S. Boyle Ave

City: Los Angeles State: CA Zip Code: 90033



**PUENTE Charter School**  
**Interim Financial Statements**  
***As of and for the period Ended June 30, 2025***  
***with comparative financial information for June 30, 2024***



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**PUENTE Charter School**  
**Statement of Activities**  
**July 1 through June 30, 2025**  
**with Comparative YTD Budget**

	ADA	283		291	
		Actual 6/30/2025		Annual Budget 6/30/2025	Variance
<b>Operating revenue</b>					
LCFF - State Aid	\$	2,271,752	35.57%	\$ 2,335,620	\$ (63,868)
Prop 30 - Education Protection Account		758,074	11.87%	891,403	(133,329)
Other Fed Income		380,932	5.97%	154,432	226,500
Special Ed Current Yr		335,216	5.25%	346,521	(11,305)
State Lottery - Charter Prop 20		20,132	0.32%	13,872	6,260
Non-Prop Lottery Education Appointment		49,595	0.78%	49,921	(326)
Other State Revenue		1,368,120	21.42%	1,432,464	(64,344)
District pymt in lieu of Prop Tax		1,189,249	18.62%	1,096,913	92,336
Property Tax pymt Prior Yr		28,134	0.44%	-	28,134
<b>Total operating revenue</b>	<b>\$</b>	<b>6,385,935</b>		<b>\$ 6,321,146</b>	<b>\$ 64,789</b>
<b>Operating expenses and losses</b>					
Salaries		3,123,850		3,434,845	(310,995)
Employee benefits		399,139		421,281	(22,142)
Taxes		234,007		273,875	(39,868)
Workers Compensation		58,323		61,875	(3,553)
<b>Total personnel cost</b>	<b>\$</b>	<b>3,815,319</b>	60.1%	<b>\$ 4,191,876</b>	<b>\$ (376,558)</b>
Building Lease		315,996	4.97%	316,000	(4)
Professional Services		729,024	11.48%	407,116	321,908
Special Ed Contract		314,346	4.95%	248,834	65,512
Special Ed Fair Share		292,614	4.61%	232,137	60,477
Food Service Contract		289,951	4.56%	220,000	69,951
Utilities		54,000	0.85%	54,000	-
Insurance		60,670	0.95%	60,670	-
Dues & Subscriptions		43,657	0.69%	43,588	69
Accounting		23,792	0.37%	42,140	(18,348)
Security		46,974	0.74%	64,003	(17,029)
Depreciation		122,277	1.92%	50,000	72,277
Equipment/Bldg & Repairs		14,628	0.23%	34,922	(20,294)
Supplies		17,677	0.28%	21,991	(4,315)
Students Activities		18,958	0.30%	28,000	(9,042)
Texbooks		39,768	0.63%	57,850	(18,082)
Maintenance supplies		23,250	0.37%	23,250	-
Telephone		9,010	0.14%	9,010	-
Staff Development		36,019	0.57%	36,019	-
Advertising & Publicity		12,735	0.20%	12,735	-
Education supplies		14,288	0.22%	18,822	(4,534)
Payroll Fees		23,360	0.37%	23,360	-
Printing and Reproduction		8,071	0.13%	13,650	(5,579)
Gifts		3,941	0.06%	4,750	(809)
Postage & delivery		2,438	0.04%	2,438	-
LACOE - Administrative Fees		3,000	0.05%	3,000	-
Meals & Entertainment		1,288	0.02%	-	1,288
Furniture & Fixtures		727	0.01%	-	727
Computer supplies		-	0.00%	-	-
Furniture & equipment		-	0.00%	-	-
Equipment lease		8,834	0.14%	4,387	4,447
Furniture & equipment rental		-	0.00%	22,000	(22,000)
Meetings & Workshops		379	0.01%	6,200	(5,821)
Property Tax		185	0.00%	1,458	(1,273)
Travel		5,720	0.09%	7,500	(1,780)
<b>Total Operating Expenses</b>	<b>\$</b>	<b>2,537,575</b>		<b>\$ 2,069,831</b>	<b>\$ 467,745</b>
<b>Total Expenses</b>	<b>\$</b>	<b>6,352,894</b>		<b>\$ 6,261,706</b>	<b>\$ 91,187</b>
<b>Operating revenue in excess of operating expenses</b>	<b>\$</b>	<b>33,041</b>		<b>\$ 59,440</b>	<b>\$ (26,398)</b>
<b>(Other items considered to be nonoperating)</b>					
Interest income		-		-	-
<b>Change in net assets</b>	<b>\$</b>	<b>33,041</b>		<b>\$ 59,440</b>	<b>\$ (26,398)</b>
Non-cash items - Depreciation		122,277		50,000	72,277
	<b>\$</b>	<b>155,318</b>		<b>\$ 109,440</b>	<b>\$ 45,879</b>
<b>Cost per Student</b>	<b>\$</b>	<b>22,448</b>		<b>\$ 21,518</b>	

**PUENTE Charter School**  
**Statement of Financial Position**  
**As of June 30, 2025**

<b>ASSETS</b>	<b>Actual 6/30/2025</b>	<b>Actual 6/30/2024</b>	<b>Change \$</b>
<b>Current assets</b>			
Cash (Charter School Savings)	\$ 498,122	\$ 801,998	\$ (303,876)
Cash (Capital Campaign)	5,838	5,820	17
<b>Cash and cash equivalent</b>	<b>503,961</b>	<b>807,818</b>	<b>(303,859)</b>
Accounts receivable, net	477,177	614,217	(137,040)
<b>Receivables (net)</b>	<b>477,177</b>	<b>614,217</b>	<b>(137,040)</b>
<b>Total Current Assets</b>	<b>981,138</b>	<b>1,422,035</b>	<b>(440,899)</b>
Land, building and equipment			
Furniture, Fixtures & Equipment	662,425	533,572	128,855
Work in Progress	811,418	811,418	-
Less: Depreciation	(349,189)	(230,608)	(118,581)
	<b>1,124,654</b>	<b>1,114,382</b>	<b>10,273</b>
<b>TOTAL ASSETS</b>	<b>\$ 2,105,791</b>	<b>\$ 2,536,417</b>	<b>\$ (430,626)</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current liabilities</b>			
Deferred revenue	101,657	416,259	(314,602)
Accrual	-	41,081	(41,081)
Due to other programs	75,146	183,131	(107,985)
<b>Total Current Liabilities</b>	<b>176,803</b>	<b>640,471</b>	<b>(463,668)</b>
<b>Net assets</b>			
Change in Net Assets	\$ 33,041	\$	\$ 33,040
With donor restriction	500,136	500,136	-
Without donor restriction	1,395,810	1,395,810	-
<b>Total net assets</b>	<b>1,928,987</b>	<b>1,895,946</b>	<b>33,040</b>
<b>Total liabilities and net assets</b>	<b>\$ 2,105,791</b>	<b>\$ 2,536,417</b>	<b>\$ (430,627)</b>
<b>Matrix Analysis:</b>	-	-	
Working Capital	<b>\$ 804,335</b>		
Cash Ratio:	<b>2.85</b>		
Quick Ratio:	<b>5.55</b>		
Burn Rate	<b>\$ 529,408</b>		
Months of Cash on Hand	<b>1.0</b>		
Debt-to-equity ratio	<b>0.092</b>		

**PUENTE Charter School**  
**Statement of Cash Flow**  
For the Month Ended June 30, 2025

	<b>Actual</b> <b>06/30/2025</b>	<b>Audited</b> <b>6/30/2024</b>
<b>Cash flows from operating activities:</b>		
Change in total net assets	\$ 33,041	\$ 28,788
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	118,581	77,107
Changes in operating assets and liabilities:		
Accounts receivable	137,042	(90,791)
Contributions receivable	-	-
Accrual	(41,081)	41,081
Deferred revenue	(314,601)	(252,314)
Due to other programs to the Center	(107,985)	34,420
<b>Net cash used by operating activities</b>	<b>(175,003)</b>	<b>(161,709)</b>
<b>Cash flows from investing activities:</b>		
WIP Contingency purchases	-	(273,246)
Purchase of property and equipment	(128,854)	(68,973)
<b>Net cash used in investing activities</b>	<b>(128,854)</b>	<b>(342,219)</b>
<b>NET DECREASED IN CASH</b>	<b>(303,857)</b>	<b>(503,925)</b>
<b>CASH - BEGINNING</b>	<b>807,818</b>	<b>1,311,741</b>
<b>CASH - ENDING</b>	<b>\$ 503,961</b>	<b>\$ 807,818</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>FY 2022-23</b>	<b>FY 2023-24</b>	<b>Total</b>	<b>% of Completion</b>
Berliner Architects	109,403	27,002	-	1,874	27,868	166,148	100%
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	-	-	1,000	7,725	100%
Gibson Transportation	4,000	12,639	-	-	-	16,639	100%
Ter Molen Watkins	-	10,000	-	-	-	10,000	100%
Mata Construction				194,491	148,378	342,869	100%
Marx Okubo				31,000	96,000	127,000	100%
<b>Grand Total</b>	<b>182,089</b>	<b>128,718</b>	<b>-</b>	<b>227,365</b>	<b>273,246</b>	<b>811,418</b>	

# MEMORANDUM

**To:** Finance Committee Members  
**From:** Angelica Castro  
Vice President of Finance, PUENTE Charter School  
**Date:** September 15, 2025  
**Re:** Summary of Financial Results as of June 30, 2025

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The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of June 30, 2025. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended June 30, 2025 with comparative YTD Budget.
2. Statement of Financial Position as of June 30, 2025.
3. Statement of Cash Flow as of June 30, 2025.

## 1. Statement of Activities Analysis:

As of June 30, 2025, the Charter School reported total revenue and expenses of \$6,385,935 and \$6,352,894 respectively; with a total net surplus of \$33,041.

Line items to highlight are as follow:

- Personnel Cost: Personnel cost was \$3,815,319 or approximately 60.1% of percentage allocation. Total actuals were below budgeted amount by \$310,995. This was mainly due to savings associated with the temporary outsource of our maintenance department as well as unfilled positions. e.g., Athletic Coach & Behavioral Interventionist.
- Professional Services: Professional Services were \$729,024 or approximately 11.48% of percentage allocation. Total actuals of \$729,024 are above budgeted amount. This was mainly due to the temporary outsource of the maintenance department as well as a Behavioral Interventionist.
- Special Ed Contract: Special Ed Contract expenses were \$314,346 a 4.95% of expense allocation. Expenses were above budgeted amount by approximately \$65,512. This was mainly due to timing and the hiring of Behavior Instructors to oversee the expanded health and wellness component required by the CDE for ESSERS funding.
- Special Ed Fair Share: 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 expenses were \$292,614 or 4.61% expense allocation. It exceeded our annual budgeted amount by approximately \$60,477.

## 2. Statement of Financial Position

- Cash & Cash Equivalent: Cash balance was \$503,961. A decrease of \$303,859 from June 30, 2024. This was mainly due to the following:
  - Accounts Receivable: Decrease of accounts receivable of \$137,040.
  - Property Plan & Equipment: Increase of PP&E of \$128,855.
  - Deferred revenue: Deferred revenue was \$101,657. A decrease of \$314,602 in advance payments.

## Financial Key Indicators

### Working Capital

- The Working Capital: PUENTE has \$804,335 available for current and future use.

### Asset performance.

- Cash Ratio is \$2.85: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$2.85 of liquid cash.
- Quick Ratio \$5.55: Measures the ability to pay PUENTE short-term liabilities by having assets that are readily convertible into cash. 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 \$5.55 of quick assets to pay for it.
- Months of Cash on Hand: Represents the number of months of operating expenses that the Center can pay with its current cash available. The Charter School has 1.0 months of cash on hand.

### Capitalization structure assesses long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.092. 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 Charter uses \$0.092 of debt financing for every \$1 of equity financing.

## 3. Statement of Cash Flow

The Charter School's cash decreased by \$303,857. This decrease was mainly due to the following:

- a. As the Statement of Activities reports equity earnings, the Statement of Cash Flow reports how much cash is coming from the equity earnings reported on the Statement of Activities. As such, on this statement we eliminate noncash items such as depreciation expense. (A non-cash item). As a non-cash item, change in depreciation of \$118,581 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable decreased by \$137,042. Decreasing receivables means more inflow of cash through increase in collections. Therefore, the \$137,042 is added to the net surplus.
- c. Deferred revenue decreased by \$314,601. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$314,601 is subtracted from net surplus.
- d. Due to Other Programs decreased by \$107,985. Decreasing liabilities means that we are paying obligations sooner rather than later decreasing available cash. The \$107,985 is subtracted from the net surplus.
- e. Property/Equipment & WIP increased by a total of \$128,854. This was mainly due to payments related to the purchase of laptops and desktop computers for our students and staff as well as the purchase and installation of Epson Brightlink Interactive Projectors & Whiteboards to all Charter classrooms. 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 \$303,857 is subtracted from the beginning cash of \$807,818 resulting in ending cash balance of \$503,961.



Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,226,490.00	4,537,452.00	7.4%
2) Federal Revenue		8100-8299	454,684.56	423,150.00	-6.9%
3) Other State Revenue		8300-8599	1,443,297.14	1,409,315.00	-2.4%
4) Other Local Revenue		8600-8799	261,463.00	268,173.00	2.6%
5) TOTAL, REVENUES			6,385,934.70	6,638,090.00	3.9%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	1,424,943.15	1,665,778.00	16.9%
2) Classified Salaries		2000-2999	1,698,906.89	1,712,199.00	0.8%
3) Employee Benefits		3000-3999	691,468.49	782,206.00	13.1%
4) Books and Supplies		4000-4999	372,192.89	423,283.00	13.7%
5) Services and Other Operating Expenses		5000-5999	2,043,105.48	1,965,803.00	-3.8%
6) Depreciation and Amortization		6000-6999	122,277.00	72,000.00	-41.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,352,893.90	6,621,269.00	4.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			33,040.80	16,821.00	-49.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			33,040.80	16,821.00	-49.1%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,896,125.77	1,929,169.56	1.7%
b) Audit Adjustments		9793	(179.77)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,895,946.00	1,929,169.56	1.8%
d) Other Restatements		9795	182.76	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,896,128.76	1,929,169.56	1.7%
2) Ending Net Position, June 30 (E + F1e)			1,929,169.56	1,945,990.56	0.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,929,169.56	1,945,990.56	0.9%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	503,960.08		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	507,931.44		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	556,706.82		
g) Accumulated Depreciation - Equipment		9445	(349,189.11)		
h) Work in Progress		9450	811,417.59		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,030,826.82		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	101,657.26		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			101,657.26		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(must agree with line F2) (G11 + H2) - (I7 + J2)			1,929,169.56		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	2,271,752.00	2,833,980.00	24.7%
Education Protection Account State Aid - Current Year		8012	758,074.00	580,173.00	-23.5%
State Aid - Prior Years		8019	(20,719.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,217,383.00	1,123,299.00	-7.7%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,226,490.00	4,537,452.00	7.4%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	165,634.56	246,441.00	48.8%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	73,753.00	77,420.00	5.0%
Title I, Part A, Basic	3010	8290	119,103.00	77,420.00	-35.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	9,210.00	11,260.00	22.3%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	4,984.00	0.00	-100.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,609.00	6.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	72,000.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			454,684.56	423,150.00	-6.9%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	167,478.67	87,436.00	-47.8%
Mandated Costs Reimbursements		8550	5,450.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	69,727.00	85,037.00	22.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	581,612.00	701,000.00	20.5%
After School Education and Safety (ASES)	6010	8590	38,153.03	0.00	-100.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	192,070.00	New
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	580,876.44	343,772.00	-40.8%
TOTAL, OTHER STATE REVENUE			1,443,297.14	1,409,315.00	-2.4%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	261,463.00	268,173.00	2.6%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			261,463.00	268,173.00	2.6%
TOTAL, REVENUES			6,385,934.70	6,638,090.00	3.9%
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,256,919.39	1,327,378.00	5.6%
Certificated Pupil Support Salaries		1200	0.00	183,400.00	New
Certificated Supervisors' and Administrators' Salaries		1300	74,011.88	108,500.00	46.6%
Other Certificated Salaries		1900	94,011.88	46,500.00	-50.5%
TOTAL, CERTIFICATED SALARIES			1,424,943.15	1,665,778.00	16.9%
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	1,325,520.76	801,766.00	-39.5%
Classified Support Salaries		2200	149,354.45	353,423.00	136.6%
Classified Supervisors' and Administrators' Salaries		2300	93,346.53	279,275.00	199.2%
Clerical, Technical and Office Salaries		2400	130,685.15	277,735.00	112.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,698,906.89	1,712,199.00	0.8%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	234,006.66	226,072.00	-3.4%
Health and Welfare Benefits		3401-3402	316,891.73	452,978.00	42.9%
Unemployment Insurance		3501-3502	5,531.51	43,066.00	678.6%
Workers' Compensation		3601-3602	58,322.50	60,090.00	3.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	76,716.09	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			691,468.49	782,206.00	13.1%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	39,768.09	60,550.00	52.3%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	31,964.29	71,473.00	123.6%
Noncapitalized Equipment		4400	10,509.82	22,842.00	117.3%
Food		4700	289,950.69	268,418.00	-7.4%
TOTAL, BOOKS AND SUPPLIES			372,192.89	423,283.00	13.7%
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,719.85	71,798.00	1,155.2%
Dues and Memberships		5300	43,657.03	39,816.00	-8.8%
Insurance		5400-5450	0.00	61,207.00	New
Operations and Housekeeping Services		5500	272,639.21	85,359.00	-68.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	315,996.00	454,229.00	43.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,405,093.39	1,253,394.00	-10.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,043,105.48	1,965,803.00	-3.8%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	122,277.00	72,000.00	-41.1%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			122,277.00	72,000.00	-41.1%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			6,352,893.90	6,621,269.00	4.2%
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Unaudited Actuals	2025-26 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,226,490.00	4,537,452.00	7.4%
2) Federal Revenue		8100-8299	454,684.56	423,150.00	-6.9%
3) Other State Revenue		8300-8599	1,443,297.14	1,409,315.00	-2.4%
4) Other Local Revenue		8600-8799	261,463.00	268,173.00	2.6%
5) TOTAL, REVENUES			6,385,934.70	6,638,090.00	3.9%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		3,726,918.33	3,715,906.00	-0.3%
2) Instruction - Related Services	2000-2999		870,993.14	1,325,442.00	52.2%
3) Pupil Services	3000-3999		308,908.97	527,188.00	70.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		94,011.88	0.00	-100.0%
8) Plant Services	8000-8999		1,352,061.58	1,052,733.00	-22.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			6,352,893.90	6,621,269.00	4.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			33,040.80	16,821.00	-49.1%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			33,040.80	16,821.00	-49.1%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,896,125.77	1,929,169.56	1.7%
b) Audit Adjustments		9793	(179.77)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,895,946.00	1,929,169.56	1.8%
d) Other Restatements		9795	182.76	0.00	-100.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,896,128.76	1,929,169.56	1.7%
2) Ending Net Position, June 30 (E + F1e)			1,929,169.56	1,945,990.56	0.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,929,169.56	1,945,990.56	0.9%

Resource	Description	2024-25 Unaudited Actuals	2025-26 Budget
Total, Restricted Net Position		0.00	0.00