

NOTICE OF PUBLIC MEETING

PUENTE Charter School

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

Wednesday, June 12, 2024
3:00 p.m.

Join Zoom Meeting
puente-org.zoom.us
Meeting ID: 842 1518 8869

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

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

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

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



PUENTE Learning Center

PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, June 12, 2024

3 pm

501 S. Boyle Avenue, Los Angeles, CA 90033

Join Zoom Meeting

<https://puente-org.zoom.us/j/84215188869>

Meeting ID: : 842 1518 8869

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.

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

Agenda Item	Proposed Action	Attachments	Who
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Chun Wong
2. Minutes – February 21, 2024	Approval	Minutes	
3. Public Comment Members of the public are welcome to address the PUENTE Charter School Board directly at a regular meeting to address any item of interest, or on the agenda and at a special meeting to address any item on the agenda, before or during the consideration of the item. Comments will be limited to three minutes. (GOV CODE: 54954.3) No action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of GOV CODE Section 54954.2.			
4. Operations & Programs			
i. Charter School Operations Update; Including 2023-24 LAUSD Oversight Visit Report	Review	LAUSD Oversight Report for 2023-24 & PowerPoint	Principal; Brenda Meza Charter School Advisory Member; Oscar Cabrales; CEO; Jerome Greening
ii. Instructional Calendar for Upcoming 2024-2025 Academic Year	Approval	Calendar	
iii. Special Educational Renewal - Comprehensive Therapy Associates Contract for as-needed special education services	Approval	Renewal Contract	
iv. School Nutrition Renewal- School Nutrition Plus Contract for meal service consisting of breakfast, lunch and snack	Approval	Renewal Contract	
v. After School Provider – Think Together; Contract continuation through June 2025	Informational	PowerPoint	
vi. EPA Funding- Spending plan to allocate these funds to support teacher salaries and benefits. This funding is approximately 17% of the LCFF base rate	Approval	Regulatory Percentage of 17%	

5. Finance Report			
i. Charter Financials as of March 31, 2024	Informational	Finance Report	VP of Finance & Administration, Angelica Castro, CEO, Jerome Greening Finance Committee Members, Chun Wong and Jocelyn Rosenwald Principal, Brenda Meza
ii. Proposed Budget for FY25	Approval	Proposed FY25 Budget	
iii. 2024 PUENTE Local Indicators Report	Approval	Local Indicators Report	
iv. 2024-25 PUENTE LCAP Public Hearing	Approval	2024-25 PUENTE LCAP	
v. Approval of the 2024-25 PUENTE LCAP (Adoption)	Approval	2024-25 PUENTE LCAP	
vi. Approval of the 2024-25 PUENTE LCAP Budget (Adoption)	Approval	2024-25 PUENTE LCAP Budget	
vii. Accounting Policies & Procedures Updates	Approval	Accounting Policies & Procedures Updates	
viii. Employee Handbook Updates	Approval	Employee Handbook Updates	
6. Adjournment			Board Chair, Chun Wong
<p>Certification of Posting</p> <p>I, Isabel Ocampo, hereby certify that this agenda was posted on 6/7/2024 at 5 pm at:</p> <ul style="list-style-type: none"> - PUENTE Learning Center website: www.puente.org - PUENTE entrance doors and parent board 			



PUENTE Charter School
501 S. Boyle Avenue, Los Angeles, CA 90033
BOARD MEETING MINUTES
February 21, 2024
3:00 pm

<https://puente-org.zoom.us/j/89059419441>

Meeting ID: 890 5941 9441

The PUENTE Charter School board meeting was conducted via Zoom on Wednesday, February 21, 2024 at 3:00pm.

Board Members in Attendance: Tyler Sutherland, Oscar Cabrales, Lara Lightbody and Scott Williams

Board Members not in Attendance: Chun Wong and Jocelyn Rosenwald

PUENTE Staff in Attendance: Jerome Greening, Brenda Meza, Angelica Castro, Michele Wolfe, Dominic Armendariz, Isabel Ocampo

Call to Order

Tyler Sutherland called the meeting to order at 3:05pm. A quorum was established.

Roll Call

Board Vice Chair Tyler Sutherland conducted a roll call for Board Members. Present were: Tyler Sutherland, Oscar Cabrales, Lara Lightbody and Scott Williams.

Absent: Chun Wong and Jocelyn Rosenwald

Approval of Board Meeting Minutes from December 6, 2023

Motion: A motion was duly made by Lara Lightbody. The board moved to accept the minutes as written. *Cabrales, "yes"; Williams "yes"; Sutherland, "yes"*

Public Comment

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



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

Operations & Programs

Ms. Meza presented the LCAP mid-year update, a legal requirement that needs to be presented to the board of the LEA before or on February 28 of each year. The purpose of this update is to provide the public with an update on the implementation of the current LCAP and to allow the LEA to be aware of, and plan for, changes that may need to be made based on the revised estimates of revenue, budgeted expenditures and/or student performances. Ms. Meza shared there is no required template for the mid-year update. The document is informational and is not for board approval; however, the information presented should be used to inform the development of the 2024-25 LCAP.

Ms. Meza shared her updates are framed based on the State Local Control Funding Formula Priorities and the LCAP goals.

Basic Services: Ms. Meza shared LAUSD visited PUENTE Charter School on Thursday, February 15, 2024 for their yearly oversight visit. The report will be provided to PUENTE within 2-3 months.

Two new curriculum resources have been implemented. Eureka Math, Amplify Science and Benchmark Phonics.

Goal number three, PUENTE Charter School continues to look for way to involve parents to improve students' attendance.

Ms. Meza shared the English Learner Progress Indicator. This data piece captures all of our English Language learners that made progress. The State is in the yellow designation by making a 48.7% making progress towards English language proficiency. PUENTE Charter School is in the blue designation scoring 75.6% towards English Language proficiency.

Goal 1 Action 3: Partially implemented because of high chronic absenteeism, 17% of PUENTE Charter students are absent. Ms. Meza shared the school continues to work on this piece by meeting with parents. Different of activities have been created to encourage students to attend school and be on time. Student clubs include coding, cooking, sports, crafts and Spanish.

Board member Lara Lightbody asked Ms. Meza what equals chronic absenteeism? Ms. Meza shared chronic absenteeism means you are absent 10% or more of the school year. A variety of things are part of chronic absenteeism including culture. Mr. Greening shared this is an area of concern and has been discussed with LAUSD. PUENTE is trying to be creative and supportive the absenteeism is seen more in early ed, in Transitional Kinder and first grade.



School climate, every year PUEENTE Charter is required to give a Winter student survey to 3rd to 5th grade students. The survey is a twelve multiple choice question and two short answers. The questions are around school connectedness, safety and climate/engagement. Ms. Meza shared the student responses.

PUEENTE Charter continues to develop the Gifted and Talented program. This year twenty-three students meet the criteria to take the OLSAT. The students took the assessment in January of this year out of the twenty-three students, nine students scored above the 70 percentiles.

Students continue to be supported using the three tiers of support, the whole class, small group interventions, intensive interventions.

Update on Form 700 Reporting

CEO Jerome Greening shared as public-school officials the Los Angeles County asks that Form 700 is submitted. Going forward the county will issue electronic submissions.

Vice President of Finance and Administration, Angelica Castro, presented the financial report.

Financial Report

Statement of Activities:

1. Statement of Activities Analysis:

As of December 31, 2023, the Charter School reported total revenue of \$3,035,847 and expenses of \$3,028,483 for a net surplus of \$7,364.

Line items to highlight are as follow:

- Personnel cost: Personnel cost was \$1,844,672 or approximately 60.9% of expense allocation. Total actuals were below budgeted amount by \$33,112
- Special Ed Contract: Special Ed Contract was \$11,093 a 3.67% of expense allocation. Special Ed expenses were below budgeted amount by approximately \$29,114. 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 was \$121,516 or 4.01% expense allocation. It exceeded our annual budgeted amount by approximately \$32,966.
- Staff Development: Staff Development expenses were \$51,433 a 1.70% of expense allocation. It slightly exceeded YTD budgeted amount by approximately \$8,609. This was mainly due to the cost associated with the Community Training Workshop. In addition, the school is supporting the beginning teacher induction for teacher's credential program. Such expenses are generated at the beginning of the school year.



1. Statement of Financial Position

- Cash & cash equivalent: Cash balance was \$424,301. A decrease of \$887,443 from June 30, 2023. This was mainly due to the following:
 - Accounts Receivable: Increase of accounts receivable of \$137,845.
 - Due from Other Programs: Increase of Due from Other Programs of \$178,057.
 - Property Plan & Equipment: Net increase of PP&E of \$304,718
 - Deferred revenue: Deferred revenue was \$514,347. A decrease of \$234,101 in advance payments.

Financial Key Indicators

Working Capital

- The Working Capital: PUENTE has \$679,987 available for current and future use.

Asset performance.

- Cash Ratio is \$.82: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$.82 of liquid cash.
- Quick Ratio \$2.32: 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 \$2.32 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 .8 months of cash on hand.

Capitalization structure assess long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.281. 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 \$0.281 of debt financing for every \$1 of equity financing.

2. Statement of Cash Flow

The Charter School's cash decreased by \$887,440. 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 \$37,500 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$137,845. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$137,845 is subtracted from the net surplus.
- c. Due from Other Programs increased by \$178,057. Increasing receivables means less inflow of cash through decrease in collections. As such, the Charter School has less cash on hand, as the \$178,057 is subtracted from the net surplus.



- d. Deferred revenue decreased by \$243,101. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$243,101 is subtracted from net surplus.
- e. Property & Equipment increased by \$342,219. This was mainly due to the payments related to the purchase of laptops and desktop computers for our students and staff. 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 \$887,440 is subtracted from the beginning cash of \$1,311,741 resulting in ending cash balance of \$424,301.

Approval of PUEENTE LAUSD 2st Interim Financial Report 23-24

Angelica Castro presented the LAUSD 2st Interim Financial Report.

Motion: A motion was duly made by Oscar Cabrales to approve the PUEENTE 2nd Interim Financial Report 23-24. The board voted to approve: Sutherland "yes"; Cabrales, "yes"; Lightbody, "yes" and Scott "yes".

Approval of FY24 Audit Engagement Letter

Motion: A motion was duly made by Board Member Lara Lightbody to approve the PUEENTE FY24 Audit Report. The board moved to approve: Sutherland, "yes"; Cabrales, "yes"; Lightbody, "yes" and Scotts "yes".

Adjournment of Meeting

Tyler Sutherland thanked everyone for their participation and adjourned the meeting at 3:41 pm.

Submitted Respectfully,
Isabel Ocampo

**BOARD MEETING
WEDNESDAY, JUNE 12, 2024**

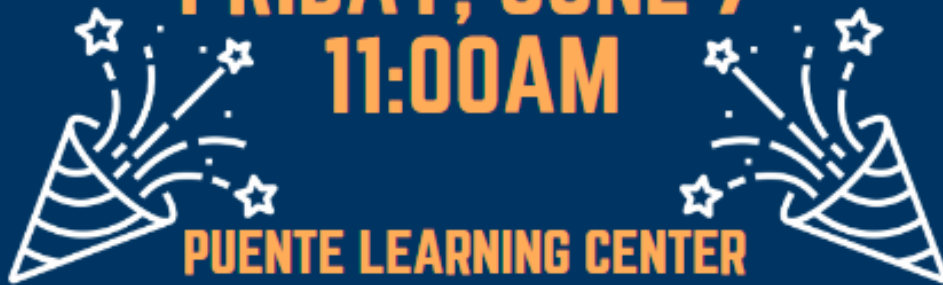




invites you to our

**5TH GRADE
CULMINATION
CEREMONY**

**FRIDAY, JUNE 7
11:00AM**



PUENTE LEARNING CENTER

Student Dress Code: Sunday's Best

Student Arrival: We ask that all students arrive to PUENTE at 10:30AM.



AUTHORIZER (LAUSD) OVERSIGHT VISIT FOR 2023-2024

The following are results of the Los Angeles Unified School District Charter Schools Division Comprehensive Oversight/Evaluation Visit to PUENTE during the 2023-2024 school year (on a scale of 1 to 4; with 4 being the highest and designating a school as “Accomplished.”)

- ***Programs, Management & Operations:*** 4
- ***Governance:*** 4
- ***Fiscal:*** 4
- ***Student Achievement:*** 3



PERFORMANCE CATEGORY FOR RENEWAL



**CALIFORNIA DEPARTMENT
of EDUCATION**

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

March 12, 2024

Dear County and District Superintendents and Charter School Administrators:

Release of Charter School Performance Category Data File

The California Department of Education (CDE) is announcing the release of the Charter School Performance Category Data File. The list of charter schools and their respective performance categories can be accessed at [Performance Categories](#).

Pursuant to California Education Code (EC) Section 47807(c), as an additional criterion for determining whether to approve a charter renewal, the chartering authority shall consider a charter school's placement under the performance categories, which is based on the charter school's performance on the California School Dashboard (Dashboard).

Under this criterion, a charter school is placed into one of the three performance categories, high, medium, or low. The determination for charter renewals for each category are the following:

- **High:** A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- **Middle:** A charter school in this category may be renewed for a five-year term.
- **Low:** A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47807.2(a)(4).

Note: Dashboard Alternative Schools Status (DASS) schools are not included in the data file. DASS schools have their own renewal criteria and are not eligible to be placed in a performance category. A list of DASS schools is available at [Active DASS Schools](#). Additional information about DASS is available at [Charter School Renewals](#).

To assist local educational agencies and charter schools in understanding the criteria for determining performance categories and provide support on the public release of this data set, please refer to the resources available at [Performance Categories](#). These resources include a flyer, Determining Charter School Performance Category, and webinar slides from the 2020 release of these data.

If you have questions regarding the data file, please contact the Analysis, Measurement, and Accountability Reporting Division by email at dashboard@cde.ca.gov. If you have questions regarding Charter School Renewals, please contact the Charter Schools Division by email at charters@cde.ca.gov.

Sincerely,

/s/

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division

and

/s/

Susan Park, Director
Charter Schools Division

CK/SP:ck

Last Reviewed: Tuesday, March 12, 2024

PERFORMANCE CATEGORY FOR RENEWAL

High Performing Schools



□ Presumptive approval:

1. The charter school has received **the two highest performance levels (blue or green)** schoolwide on all the state indicators, OR
2. For all measurements of academic performance, the charter school has received performance levels schoolwide that are the **same or higher than the state average and, for a majority of student groups**

Consideration of a **five-year, six-year, or seven-year charter term**



PERFORMANCE CATEGORY FOR RENEWAL

High Performing Charter Schools Considerations for a Renewal Term of Six or Seven Years (Approval recommendations only)

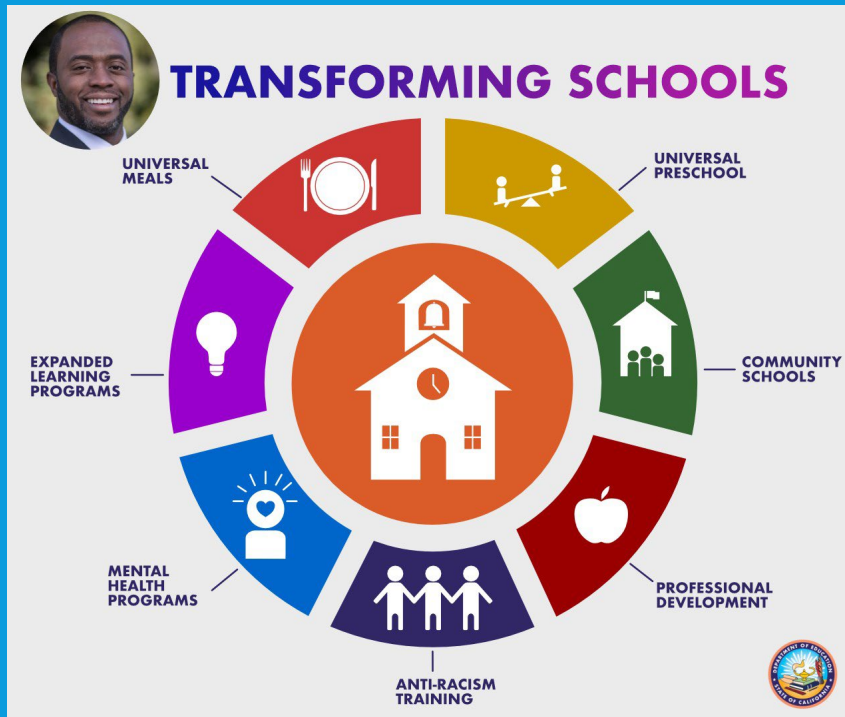
LAUSD Policy and Procedures for Charter Schools pp. 31 and 32 and (Ed. Code, § 47507(c)(2)(E).)

7-Year Renewal		6-Year Renewal	
<input type="checkbox"/>	Meets High Performing renewal criteria under state Criterion 1 ¹	<input type="checkbox"/>	Meets High Performing renewal criteria under state Criterion 1 or Criterion 2 ²
<input type="checkbox"/>	Has received a majority of 4's on all oversight report categories in the last two years, with no scores below 3	<input type="checkbox"/>	Has received no scores below 3 on all oversight report categories in the last two years
<input type="checkbox"/>	Has not received any Notices to Cure in the last two years	<input type="checkbox"/>	Has not received any Notices to Cure in the last year, and any notices in the previous year have been resolved based on evidence
<input type="checkbox"/>	Additional academic considerations, such as: <u>all</u> current benchmarks have been met, if any	<input type="checkbox"/>	Additional academic considerations, such as: the <u>majority</u> of current benchmarks have been met, if any; no significant subgroup performance concerns
<input type="checkbox"/>	No issues with equity and access for families and pupils (e.g., no substantive lottery and/or enrollment practices or concerns)	<input type="checkbox"/>	No issues with equity and access for families and pupils (e.g., no substantive lottery and/or enrollment practices or concerns)
<input type="checkbox"/>	No issues with school culture and climate (e.g. no suspension and/or expulsion data or practice concerns)	<input type="checkbox"/>	No issues with school culture and climate (e.g. no suspension and/or expulsion data or practice concerns)

High Performing Term-Length Considerations

Charter schools not meeting these considerations will be recommended for a five-year term.

STATE INITIATIVES



PUENTE Charter School Selected As Community Schools Grantee

We are proud to announce that PUENTE Charter Elementary School has been selected as an implementation grantee in the California Community School Partnership Program. With this grant, PUENTE stands as a beacon of hope, embracing a transformative approach to education....



Academic Year 2024-2025 Calendar

For Approval

Begins Monday, August 12
and
Concludes on June 5
(180 Days)



PUENTE Charter School
2024-2025 School Calendar | Calendario escolar

July | Julio

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

14 Instructional Days | Dias de Instrucción

August | Agosto

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14 Instructional Days | Dias de Instrucción

September | Septiembre

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 Instructional Days | Dias de Instrucción

October | Octubre

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 Instructional Days | Dias de Instrucción

November | Noviembre

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Instructional Days | Dias de Instrucción

December | Diciembre

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12 Instructional Days | Dias de Instrucción

January | Enero

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19 Instructional Days | Dias de Instrucción

February | Febrero

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

19 Instructional Days | Dias de Instrucción

March | Marzo

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Instructional Days | Dias de Instrucción

April | Abril

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

17 Instructional Days | Dias de Instrucción

May | Mayo

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 Instructional Days | Dias de Instrucción

June | Junio

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4 Instructional Days | Dias de Instrucción

Instructional/Event Day Color Key* Clave de color del Día de Instrucción/ Eventos*

Summer School (ELOP) Escuela de Verano (ELOP)	PUENTE Charter School Parent Event Evento de Padres de PUENTE Charter School
No classes: Holiday or Pupil Free Day No Clases: Días festivos o Día para Estudiantes	PUENTE Learning Center Event Evento de PUENTE Learning Center
Instructional Day Día de Instrucción	Parent Conferences Conferencias de Padres
First and Last Day of School Primer y último día de clases	

*Events are subject to change for updated information please consult ParentSquare. *Los eventos están sujetos a cambios para obtener información actualizada, consulte ParentSquare.



Special Education Contracts For Approval

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

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

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

**BOARD ACTION: APPROVE THE
RENEWAL OF THE CTA CONTRACT FOR
THE 2024-2025 ACADEMIC YEAR**



Comprehensive Therapy Associates, Inc.
Puente Charter
2023-2024 School Year

COMPREHENSIVE THERAPY ASSOCIATES, INC.

Comp Therapy

SERVICES AND CONSULTING AGREEMENT

This Services and Consulting Agreement (this "Agreement") is entered into effect as of July 1st, 2023, by and between Comprehensive Therapy Associates, Inc. ("Comp Therapy") located at 1017 N. Lake St. Burbank, CA 91502 and PUENTE Charter ("Client") located at 501 S Boyle Ave, Los Angeles, CA 90033 ("service location").

RECITALS

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools ("Service Location"); and

WHEREAS, Comp Therapy wishes to provide certain services with respect to education and/or other social services to Client at the Service Location (the "Services");

NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

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

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2023 (the "Commencement Date") and shall continue until 11:59 p.m. on June 30th, 2024 (the "Term").



Food Service Management Company Renewal for 2024-2025 For Approval

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

Board Action: : Approve the extension of the school food service contract with School Nutrition Plus for the 2024-2025 academic year.

California Department of Education
Nutrition Services Division
Form ID PRU-07b

Procurement Resources Unit
January 2022

CONTRACT EXTENSION

<input type="checkbox"/> CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED	Pages	Renewal (Extension Number)	Agreement Number (Base year)
		1	201602

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

SCHOOL FOOD AUTHORITY'S NAME

PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

School Nutrition Plus

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2023** Expiration date: **6/30/2024**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$253,165.50 (maximum dollar amount)



After School Provider Think Together
Renewal for 2024-2025
For Approval

- 1) PUENTE After School provider for four years –
- 2) Offers extended school services until 6 pm, Monday through Friday
- 3) Provides on-site coordinator and classroom instructors
- 4) Provides additional support for additional 30 days of instruction during summer, with each day operating for 9 hours
- 5) Favorable feedback from student and parent community

Board Action: : Approve the renewal of the contract of After School provider Think Together for the 2024-2025 academic year.



June 5, 2023

PUENTE LEARNING CENTER

Think Together Expanded Learning Services Program

Background

Puente Learning Center (PLC) has solicited Think Together to expand enrollment at After School Education and Safety (ASES) programs operating within the Charter during the 2023/24 school year. This proposal responds to that request.

COMMUNITY SCHOOL & LCAP

Four Pillars of Community Schools





Local Control Funding Formula Guide (Priorities for the Use of Revenue)

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

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



LCAP GOALS

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

LCAP GOALS

Goal

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

LCAP GOALS

Goal

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

LCAP ACTION ITEMS

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Intervention services, tutoring – ELOP programming, phonics, and intervention platforms
- Goal 1, Action 3: Counselor, and Dean of Engagement; Address Chronic Absenteeism – home visits, and workshops; provide training for teachers and support staff on addressing student behavior challenges.
- Goal 1, Action 5: Rosetta Stone; and EL Intervention Coach
- Goal 1, Action 6: Enrichments – Music, Dance, and Visual Art
- Goal 2, Action 2: Professional Development and Coaching for teachers and support staff: Eureka math, Strategies to Support SWD & EL; Behavior challenges, & Behavior Intervention Plans.
- Goal 3, Action 1: Afterschool clubs, Field trips, and campus aides (Supervision)
- Goal 3, Action 3: Parent workshops, Coffee with the Counselor



LOCAL CONTROL AND ACCOUNTABILITY PLAN

FOR APPROVAL DURING THE FISCAL PRESENTATION

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Puente Charter School	Jerome Greening, CEO	jerome@puente.org (323) 7880-0076

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 294 students in grades TK-5. Our current student demographics reflect 98% Hispanic, 1% White, 1% African American, 10% Students with Disabilities (SWD), 25% English Learners (EL), and 84% Socioeconomically Disadvantaged.

Puente provides all students with academically challenging curriculum that supports the intellectual, social, and emotional growth of each child. Our school is committed to achieving academic excellence by combining the Common Core state standards with project-based learning that promotes creative exploration, digital literacy, and problem-solving skills to help students develop a life-long love of learning.

Puente Charter Elementary was founded in 2002 by dedicated educators and parents wishing for a high achieving school in the community. Puente Charter Elementary has the distinction of being the first charter school located in Boyle Heights. Combined with Puente Learning Center, founded in 1985, purposeful partnerships have been established with community stakeholders and leaders to connect children and families to learning opportunities and resources, building bridges to education for students to lead and succeed.

As we reflect on the opening of our charter school over 20 years ago, it is incredible to see how far we have come. Established from our community's request to continue supporting a strong early learning foundation from our Puente Preschool Readiness program, Puente Charter School offered kindergarten-grade services to the Boyle Heights community from 2002-2017, leaving families with limited high-quality options for their children's education beyond those early years. With the continued support from our community, and a successful material revision to our charter, Puente began the slow-growth expansion to add grades 1 through 5 and fulfill the pledge to support our students and families with high-performing school services, including meaningfully addressing the needs of our English Learners.

Puente Charter School was the recipient of the SUMS MTSS grant to provide comprehensive staff wide training on MTSS and implement the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes.

SEE YOU IN THE 2024-2025
SCHOOL YEAR!





ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT* 2023-2024 SCHOOL YEAR FOR

PUENTE CHARTER (2621)

Name and Location Code of Charter School

LAUSD Vision

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

CSD Mission

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

CSD Core Values

We believe that our success depends on:

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

* Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school’s governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD continues to respond to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned CSD Administrator will provide any updated information reach out with more details, as needed.



Charter School Name:	Puente Charter			Location Code:	2621
Current Address:	City:	ZIP Code:	Phone:	Fax:	
501 S. Boyle Heights Ave	Los Angeles	90003	323-780-8900		
Current Term of Charter¹:	LAUSD Board District:		LAUSD Region:		
July 1, 2017, to June 30, 2025	2		East		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Above by 2	
302	300				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Above by 0.67%	
Tk-5	TK-5				
Norm Enrollment Number:	297				
Total Number of Staff Members:	33	Certificated:	14	Classified:	19
Charter School's Leadership Team Members:	Brenda Meza, Principal; Jerome Greening, CEO; Diana Juarez, Vice Principal; Isabel Salas, Director of SPED				
Charter School's Contact for Special Education:	Isabel Salas, Director of SPED	SELPA & Option:		LAUSD SELPA Option 2	
CSD Assigned Administrator:	Fabiola Garcia De Alba	CSD Fiscal Oversight Manager:		Helena Han	
Other School/CSD Team Members:	Jose Salas, CSD Specialist; Christian Mendez, Senior Coordinator				
Oversight Visit Date(s):	February 15, 2024		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g., Prop 39, PSC, conversion, etc.):	N/A		LAUSD Co-Location Campus(es) (if applicable):		N/A
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:		Grade Levels Elementary OCC. 400 Max Capacity

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

¹ Education Code section 47607.4 provides that “all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”



CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met specific renewal criteria prescribed in statute. .

REPORT GUIDE

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

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

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

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

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

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2023-2024*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. **If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up, as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.



GOVERNANCE	RATING*
Summary of School Performance	4, Accomplished
<u>Areas of Demonstrated Strength and/or Progress</u>	
G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING	
<p>The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) as evidenced by documents provided in advance of the oversight visit which included, but were not limited to:</p>	
<ul style="list-style-type: none"> • Organizational chart aligned to the approved charter. • Compliance Monitoring and Certification of Board Compliance Review form signed by the governing board chair on December 6, 2023. • Governing Board meeting agendas and minutes covering the time period of February 16, 2023 to December 6, 2023. • Current Governing Board bylaws require no less than three (3) members and no more than 25. Review of the current board member roster indicated that at the time of the visit the Governing Board had six (6) members. 	
G2: DUE PROCESS	
<p>The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. As part of the oversight visit, the organization shared documents as evidence of their systems and compliance in this area which include but are not limited to:</p>	
<ul style="list-style-type: none"> • Stakeholder complaint resolution Procedure which outlines the steps to be used by a parent, guardian, or community member who has a suggestion, question, concern or complaint about Puente Charter Schools policy, team member, or particular situation. • The Puente Parent and Student Handbook is available in English and in Spanish via the school’s website which includes procedures/policies regarding student conduct and Suspension/Expulsion. • Puente’s employee handbook which includes descriptions of the school’s employee Code of Conduct and Employee Discipline Policy. 	
G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - EDUCATIONAL PROGRAM	
<p>The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.). Review of the organization’s governing board meeting agendas and minutes, provided for the oversight visit, revealed examples of its governing board considering performance and other data to inform decision making which included among others:</p>	
<ul style="list-style-type: none"> • Review of governance documentation in Folder I included evidence that meetings of the school’s governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of school performance and operations from the organization’s Chief Executive Officer, school principal(s), and key stakeholders such as parents, teachers, and students. • Review of agendas and minutes included evidence that the board reviewed data on June 28, 2023 and September 20, 2023 including, but is not limited to, student attendance, student achievement data (e.g., CAASPP performance data, California School Dashboard data), and LAUSD Annual Performance-Based Oversight Visit report scores. 	



- Board agendas/minutes include evidence that the school’s 2023-2024 LCAP was discussed and approved as part of the consent agenda at the June 28, 2023 meeting following a presentation from the school principal.
- Folder I also included documentation of board Brown Act Training on June 21, 2023.

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - STAFFING AND EVALUATIONS

The Governing regularly Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff.

- Review of documentation in Folder I included evidence that the school’s governing board monitors the school’s staffing needs and compliance with applicable credentialing, clearance, and training requirements, as evidenced by review and certification of relevant aspects of the *Compliance Monitoring and Certification of Board Compliance Review* form at its 12/6/2023 meeting and demonstrated compliance in clearances and credentialing.
- Evidence provided in folder I indicated that the Board evaluates the performance of the CEO at multiple points throughout the year. For example, Agenda and minutes for June 28, 2023, include the Executive session-Review of CEO Evaluation Rubric and Performance.

Areas Noted for Further Growth and/or Improvement

None noted at this time.

Corrective Action Required

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

Notes:

None

***NOTE:**

- *A charter school may receive a rating of 1 in this category for any of the following reasons: (1) Evidence of conflict (s) of interest within the organization (i.e. Governing Board, staff, contracted external parties, etc.), (2) School is in breach of the operative charter, including Federal, State, and District Required Language, (3) School is “Not in Good Standing,” and/or (4) If there are serious concerns related to fiscal matters (e.g., negative financial condition, fiscal mismanagement, and/or significant audit findings, etc.).*
- *A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations).*



G1: GOVERNANCE STRUCTURE AND COMPLIANCE MONITORING – QUALITY INDICATOR

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

- Governing Board composition, structure, roles, and responsibilities as set forth in the approved charter
- Governing Board committees/councils are implemented as described in the school’s charter (e.g., Finance, Human Resources, Academics, etc.)
- The Governing Board has a system in place to ensure compliance with the public-integrity statutes including laws requiring open meetings and laws forbidding financial and other conflicts of interest.
- The Governing Board reviews and certifies the *Compliance Monitoring and Certification of Board Compliance Review* form

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in the school’s operative charter, including all committees/councils; and has a system in place to ensure it consistently complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has implemented the organizational structure set forth in the school’s operative charter, including committees/councils; and has a system in place to ensure it complies with the applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in the school’s operative charter; and/or has an ineffective system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in the school’s operative charter; and/or has no system in place to ensure it is complying with applicable open meeting requirements for local agencies (e.g., Brown Act, Gov. Code, § 54950 et seq.)	<input checked="" type="checkbox"/> Organizational chart in approved charter <input checked="" type="checkbox"/> Organizational chart (current) <input checked="" type="checkbox"/> Board member roster <input checked="" type="checkbox"/> Bylaws (current) <input checked="" type="checkbox"/> Board Committee(s) Calendar(s) <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G2: DUE PROCESS – QUALITY INDICATOR

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

- Student discipline
- Employee grievances and discipline
- Stakeholder complaint resolution pursuant to the Uniform Complaint Procedures (UCP)
- Parent/stakeholder complaint resolution for complaints outside regulatory scope of UCP

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Student Discipline Policy <input checked="" type="checkbox"/> Employee Grievance and Discipline Policy <input checked="" type="checkbox"/> Uniform Complaint Procedures Policy and form(s) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G3: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – EDUCATIONAL PROGRAM – QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance data (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school’s implementation of its Local Control and Accountability Plan (LCAP) and additional school plans (e.g., Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), School Plan for Student Achievement (SPSA), and action plans for making progress toward LCAP goals)
- Transparent governance and accountability to stakeholders, including compliance with the LAUSD BOE’s Charter School Transparency Resolution, as well as consideration of input from the school’s committees/councils and stakeholders

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance data, stakeholder input, and other data, and takes appropriate action to achieve positive measurable pupil outcomes (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input checked="" type="checkbox"/> The Governing Board considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.) <input type="checkbox"/> The Governing Board seldom or does not consider school performance data, stakeholder input, and other data to inform decision-making (e.g., approving action plans and/or resources, analysis and discussion, etc.)	<input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Board member and executive leadership training <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE – STAFFING AND EVALUATIONS – QUALITY INDICATOR

The Governing Board has systems in place to ensure ongoing:

- Monitoring of staffing needs and the school’s compliance with all applicable credentialing, clearance, and training requirements
- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation of executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4 of the approved charter, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board regularly monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a system for the evaluation of all school-based staff and executive level leadership staff <input type="checkbox"/> The Governing Board inconsistently monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has partially implemented a system for the evaluation of all school-based staff and/or executive level leadership staff <input type="checkbox"/> The Governing Board seldom monitors school staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and/or has not implemented a system for the evaluation of all school-based staff and/or executive level leadership staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Human Resources Policies and Procedures <input checked="" type="checkbox"/> Board meeting agendas, minutes, and/or documentation <input checked="" type="checkbox"/> Evaluation of Executive Leadership <input checked="" type="checkbox"/> Evaluation of all school-based staff <input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Observation of Governing Board meeting(s) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



G5: FISCAL CONDITION – QUALITY INDICATOR

The Governing Board has a system in place to ensure fiscal viability:

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

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



G6: FISCAL MANAGEMENT AND ACCOUNTABILITY – QUALITY INDICATOR

<p><i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i></p> <ul style="list-style-type: none"> • The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. • The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings. 		
<p style="text-align: center;">Rubric</p>		<p style="text-align: center;">Sources of Evidence</p>
Performance	<p><input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings</p> <p><input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings</p> <p><input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.)</p> <p><input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes</p> <p><input checked="" type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances</p> <p><input checked="" type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>
<p>Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):</p>		
<p>N/A</p>		



STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
<p align="center">Summary of School Performance</p>	<p align="center">3, Proficient</p>
<p>California Department of Education’s (CDE) Charter School’s Performance Category (as published in 2024)</p>	<p align="center">High Performing</p>
<p>The state identified the charter school as qualifying for Differentiated Assistance (DA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Differentiated Assistance is technical assistance provided to Local Education Agencies (LEA) that the state has identified for underperformance. DA is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).</p>	
<p>The charter school is a state-identified school under the Every Student Succeeds Act (ESSA). <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes, the school’s identification: (See additional information within “Notes” section below) <input type="checkbox"/> Comprehensive Support and Improvement (CSI) <input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<p>A2: DASHBOARD STUDENT GROUP ELA</p>	
<ul style="list-style-type: none"> ● All of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores. <ul style="list-style-type: none"> ○ The 2023 average DFS in ELA for the school’s English Learner students is -34.2 DFS which is higher than the state average of -67.7 DFS. ○ The 2023 average DFS in ELA for the school’s Latino students is -11.5 DFS which is higher than the state average of -40.2 DFS. ○ The 2023 average DFS in ELA for the school’s Socioeconomically Disadvantaged students is -15.7 DFS which is higher than the state average -42.6 DFS. 	
<p>A3: DASHBOARD SCHOOLWIDE MATH</p>	
<ul style="list-style-type: none"> ● The schoolwide Dashboard Math Indicator color is Yellow, as compared to the state’s color of Orange. The school’s 2023 schoolwide Math DFS -24.3 DFS is higher than the state average -49.1 DFS. 	
<p>A4: DASHBOARD STUDENT GROUP MATH</p>	
<ul style="list-style-type: none"> ● All of the school’s numerically significant student groups have DFS scores above their respective statewide student group average DFS scores. <ul style="list-style-type: none"> ○ The 2023 average DFS in Math for the school’s English Learner students is -35.7 DFS which is higher than the state average of -93.4 DFS. ○ The 2023 average DFS in Math for the school’s Latino students -26.0 DFS is higher than the state average of -80.8 DFS. ○ The 2023 average DFS in Math for the school’s Socioeconomically Disadvantaged students -31.7 DFS is higher than the state average -80.8 DFS. 	
<p>A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI)</p>	
<ul style="list-style-type: none"> ● The schoolwide Dashboard ELPI color is Blue, as compared to the state’s color of Yellow. The school’s 2023 percentage of English Learner students making progress towards English language proficiency is 75.6% which is higher than the state average 48.7%. 	



A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE

- The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state’s color of Orange. The school’s 2023 percentage of students suspended at least one day 0.0% which is lower than the state average (3.5%).

Areas Noted for Further Growth and/or Improvement

A1: DASHBOARD SCHOOLWIDE ELA

- The schoolwide Dashboard ELA Indicator color is Orange, as compared to the state’s color of Orange. However, the school’s 2023 schoolwide ELA DFS of -9.5 DFS is higher than the state average of -13.6 DFS.
- To support increased student outcomes in this area, school leadership reports implementing:
 - Benchmark Phonics Program – aligns to balanced literacy approach, identifies individual strengths, and areas of improvement, offering personalized instructional strategies for phonics instructions.
 - Regular data review meetings with each grade level to analyze student performance data in ELA to address specific challenges and implement timely interventions.
 - SST procedures to identify and assist students in need of additional ELS support.

A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM – (GRADES K-8)

- The schoolwide Dashboard Chronic Absenteeism Indicator color is Red, as compared to the state’s color of Yellow. The school’s 2023 percentage of chronically absent students is 34.1% which is higher than the state average of 24.3%.
- To support increased student outcomes in this area, school leadership reports implementing:
 - A comprehensive attendance plan that focuses on prevention, early intervention, postvention, increased parent engagement, targeted support and student engagement.
 - Attendance incentives and school clubs such as cooking, Spanish, Jewelry making, sports, coding, drone club and homework clubs.
 - Reoccurring attendance data analysis by school leadership to identify trends and evaluate effectiveness of interventions/incentives.

Corrective Action Required

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

Notes:

As of the time of the issuance of this annual Performance – Based Oversight Report, the state has not published the “Annual Reclassification (RFEP) Counts and Rates” for the 2-21-2022 and 2022-2023 academic years. Please note that, depending on the release date of the 2021-2022 and the 2022-2023 RFEP counts and rates, the District may elect to update and reissue a revised 2023-2024 Annual Performance Based Visit Report.

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



A1: DASHBOARD SCHOOLWIDE ELA – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide ELA data (CDE) 		
Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide Distance From Standard (“DFS”) <input checked="" type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide DFS; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input type="checkbox"/> Not Available – No color assigned for the ELA Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD STUDENT GROUP ELA – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> All numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> The majority of numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/DFS” scores above the statewide DFS <input type="checkbox"/> Not Available – No assessment of performance for this indicator	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



A3: DASHBOARD SCHOOLWIDE MATH – QUALITY INDICATOR

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

- California School Dashboard Schoolwide Math data (CDE)

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

A4: DASHBOARD STUDENT GROUP MATH – QUALITY INDICATOR

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

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

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



A5: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS (ELPI) – QUALITY INDICATOR

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

- California School Dashboard Schoolwide ELPI data (CDE)

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

A6: DASHBOARD SCHOOLWIDE COLLEGE/CAREER (CCI) – (GRADES 9-12) – QUALITY INDICATOR

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

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable – CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



A7: DASHBOARD STUDENT GROUP COLLEGE/CAREER (CCI) – (GRADES 9-12) – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> Performance of all numerically significant student groups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant student groups have “Status/percent” scores above the statewide averages <input type="checkbox"/> Not Available – No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable – CCI is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM – (GRADES K-8) – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and above statewide percentage; or Orange <input checked="" type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Red <input type="checkbox"/> Not Available – No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable – The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



A9: DASHBOARD SCHOOLWIDE GRADUATION RATE – (GRADES 9-12) – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available – No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable – The Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR – QUALITY INDICATOR

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input type="checkbox"/> Not Available – No color assigned for the Suspension Rate Indicator on the Dashboard	<input checked="" type="checkbox"/> California School Dashboard Report (CDE) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set <input type="checkbox"/> Other: (Specify)



A11: INTERNAL ASSESSMENT – VERIFIED DATA IMPLEMENTATION – QUALITY INDICATOR

The information provided in this report on internal assessments is to determine the charter school’s verified data implementation, as applicable. As part of renewal, as applicable, for charter schools that are identified by the California Department of Education (CDE) as Middle or Low Performing, the LAUSD Board shall consider schoolwide performance and performance of all student groups on the California School Dashboard and shall also consider clear and convincing evidence, demonstrated by verified data, showing either a) the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each in school or b) strong postsecondary outcomes equal to similar peers.

The LAUSD Board shall only consider verified data adopted by the State Board of Education pursuant to Education Code section 47607.2I (Link: [Approved List](#)). In addition, staff’s review of the charter school’s submitted materials will be based on the verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2I(3).) Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.

The information below is based on charter school’s self-reported data and will not be scored.

The charter school did provide Verified Data for consideration.

Academic Progress Indicator(s) for the 2022-2023 School Year:

Academic Progress Indicator (ELA): MAP Growth by NWEA, Grades K–12	Grade Levels: K-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
Academic Progress Indicator (Math): MAP Growth by NWEA, Grades K–12	Grade Levels: K-5	Assessment Administration: Fall/Spring	95% Participation Met*: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

*If the charter school did not meet the 95% participation, the charter school’s plan to address the participation is included in the Notes below.

1. The charter school disaggregated student performance data for the following student groups: English Learners, students with disabilities
 The charter school did not disaggregate student performance data by student groups.
2. The charter school affirmed that the assessments were administrated as intended, consistent with the test publishers’ administration and test security procedures.
3. The charter school provided the following verified data report(s):
 i-Ready K-8 by Curriculum Associates: *Diagnostic Growth*
 MAP Growth by NWEA: *Student Growth Summary Report*
 Star Assessment by Renaissance: *Star Growth Report*
 Other: Click or tap here to enter text.
 The charter school did not provide the correct report from the publisher to determine one year’s growth.



Postsecondary Outcomes (high school only):

N/A

Notes:

MAP Growth by NWEA, Grades K-12 does not provide a participation rate.

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

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN 2023-2024 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Plan Summary <input checked="" type="checkbox"/> Engaging Educational Partners <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Action Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan <input checked="" type="checkbox"/> Board Agenda and Minutes

Notes:

N/A



ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	4, Accomplished
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <ul style="list-style-type: none"> • School leaders highlighted key features of the school including Multi-Tiered Systems of Support (MTSS) Pathway Certified instructional staff, Culturally Responsive Curriculum, Dedicated Professional Development schedule (two weeks in August) Providing evidence-based professional learning opportunities for all educators, instructional support staff and administrators to build capacity, to support teacher retention and to address the diverse learning needs of our students. Review of documentation in folder III, included evidence of implementation of these key features including, but not limited to, a Yearlong calendar, sample of pacing plans (with identified content standards), sample Reading lesson plans and unit plans (with identified content standards), and professional development samples for tiered intervention. • Based on a review of documentation provided by the Charter, the following are a sampling of Professional Development provided for the current school year: Tiered Interventions (MTSS), Student Support – Student Success Team, Data Analysis and Recalibration, Student Led Conferences, Supporting English Language Learners-Differentiation, Special Education, Non-verbal de-escalation strategies, and SEL-Second Step. • As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its students as evidenced by achieving an overall rating of “3”. <p>O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS</p> <p>The school has a well-developed system to implement and monitor the components of the charter’s instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report.</p> <ul style="list-style-type: none"> • Review of documentation provided in advance of the oversight visit and discussions with school leaders included evidence of the school’s implementation of: <ul style="list-style-type: none"> ○ Differentiated instructional strategies designed to meet the needs of all students. Examples included: Accommodations, differentiated lesson plans, Data Driven Instruction co-teaching planning, Designated ELD schedule and lessons, co-teaching, Gifted and Talented Program (GATE), and small group instruction. ○ Intervention/enrichment programs designed to meet the needs of the school’s student groups. Examples include technology integration, reading and math lab for intervention, daily extended learning, and 30 additional instructional days during the summer consisting of a 9 hour day. 	



- The school also provided evidence of student group and schoolwide data analysis and progress monitoring including, but not limited to, NWEA diagnostic assessments and Protocols for examining grade level data.
- As noted above in the Student Achievement and Educational Performance category, the school achieved positive results for its student groups as evidenced by all or a majority of student groups outperforming their respective student group state averages in ELA and Math.

O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE

The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups.

Evidence of the school's system and compliance in this area included, but was not limited to, the following:

- Implementation of a School-Wide Behavior Support System (Tiered Intervention), which includes Counseling, Social Emotional Learning lessons daily, Calm Classroom which promotes a positive classroom culture and helps students self-regulate.
- Positive affirmations that are easy to remember and promote positive expectations of students (i.e., PUENTE – P:Progress, U: Unity, E: Excellence, N: Never Give Up on your Dreams, T: Teamwork, E: Embrace Diversity and Inclusivity).
- Professional development examples such as “Bullying Prevention” and “Social Emotional Learning.”
- Per the LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality, the school's 2022-2023 suspension event rate was 0.0%, and suspension disproportionality rates for Students with Disabilities were 0.0%.

O6: CLEARANCES AND CREDENTIALING COMPLIANCE

The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance.

- Review of the *Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024* form (“ESSA Grid”) and supporting documentation indicated that all new employees had all applicable clearances (e.g., criminal background check, TB risk assessment, etc.) before beginning work, all staff participated in all legally mandated trainings within applicable timelines, vendor certification forms were received from all vendors prior to the provision of services, and all teachers were appropriately credentialed for their assignments.
- Documentation provided by the school at both the first triannual submission and the time of oversight was clear, complete, and accurate.

Areas Noted for Further Growth and/or Improvement

None at this time.



Corrective Action Required

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

Notes

None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Training) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; (2) Failed to have Health, Safety, and Emergency Plan; (3) Failed to have an appropriate Certificate of Occupancy, or equivalent; and/or (4) The school is in breach of the operative charter, including Federal, State, and District Required Language related to this section.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; (2) Any teacher of the instructional program is not appropriately credentialed and assigned per legal requirements and the school’s operative charter at any time during the academic year; and/or (3) Failed to provide evidence of any item on the “Review of Health and Safety Compliance Items” checklist below.*
- *A charter school cannot receive a rating in this category greater than 3 for the following reason: Failed to provide evidence of any item on the “Review of Transparency and Stakeholder Information Compliance Items” checklist below.*



O1: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM – QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served; and has achieved an overall rating of “3” or “4” in the Student Achievement and Educational Performance category of this year’s oversight report <input type="checkbox"/> The school has implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Key Features of the Educational Program <input checked="" type="checkbox"/> Standards-Based Instructional Program <input checked="" type="checkbox"/> Master Schedule/Course Schedule <input checked="" type="checkbox"/> Student Achievement Data Analysis <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify) High School: N/A <input type="checkbox"/> System for monitoring student progress toward and completion of graduation and A-G Requirements <input type="checkbox"/> WASC Accreditation Notification Letter <input type="checkbox"/> UC Doorways course approval <input type="checkbox"/> Graduation Requirement/Policy <input type="checkbox"/> Math Placement Assessment Policy <input type="checkbox"/> Advanced Placement Exam: Participation Rate and Passage Rate <input type="checkbox"/> College acceptance and enrollment rates, and other postsecondary indicators



O2: MEETING THE NEEDS OF ALL STUDENTS; STUDENT GROUP DATA ANALYSIS - QUALITY INDICATOR

<i>The school has a system in place to ensure:</i>	
<ul style="list-style-type: none"> • Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant student groups identified in the school's LCAP and by the CDE • Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards • Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions • Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, standards-based designated and integrated ELD instruction, progress monitoring, assessment, and reclassification) 	
Performance	Sources of Evidence
<p><input checked="" type="checkbox"/> The school has a well-developed system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; evidence of systems to modify instruction based on data analysis; and has achieved an overall rating of "3" or "4" in the Student Achievement and Educational Performance category of this year's oversight report</p> <p><input type="checkbox"/> The school has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups; provides standards-aligned designated and integrated ELD for English Learners; and evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or limited evidence of systems to modify instruction based on data analysis</p> <p><input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its student groups, and/or no evidence of systems to modify instruction based on data analysis</p>	<p><input checked="" type="checkbox"/> Implementation of differentiated instructional strategies</p> <p><input checked="" type="checkbox"/> Intervention/Enrichment Program during the instructional day</p> <p><input checked="" type="checkbox"/> Student Group data analysis</p> <p><input checked="" type="checkbox"/> Professional Development documentation</p> <p><input checked="" type="checkbox"/> Classroom/site Observation</p> <p><input checked="" type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>English Learners</p> <p><input checked="" type="checkbox"/> Master Plan for English Learners</p> <p><input checked="" type="checkbox"/> Designated English Language Development (ELD) schedule</p> <p><input checked="" type="checkbox"/> Documentation of implementation of the school's Master Plan for English Learners</p> <p><input type="checkbox"/> Implementation of a data analysis system</p>



O3: SPECIAL EDUCATION - QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with regular and ongoing professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input checked="" type="checkbox"/> The school has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records <input type="checkbox"/> The school has a partially developed system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> <input type="checkbox"/> The school has a minimal or no system in place for implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA <input type="checkbox"/> Charter school does not participate in LAUSD's SELPA	<input checked="" type="checkbox"/> Welligent IEP Timeline and Service Tracking Reports <input checked="" type="checkbox"/> District Validation Review (DVR) <input checked="" type="checkbox"/> Annual Self-Review Checklist <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> Discussion with school leadership



O4: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR

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

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

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 3%, and suspension disproportionality rates that do not reach or exceed 4.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, as demonstrated by schoolwide suspension event rate data less than 4.5%, and suspension disproportionality rates that do not reach or exceed 14.5% for the Students with Disabilities or African American student groups <input type="checkbox"/> The school has a partially developed and/or minimally effective school climate and student discipline system that is only partially aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed school climate and student discipline system as demonstrated by one or more of the following: the issuance of repeated CSD Notices to Cure (tiered intervention) related to suspension/expulsion; noted concerns related to ensuring due process rights when implementing suspension/expulsion practices; violation of law or policy.	<input checked="" type="checkbox"/> Positive school climate system and Restorative Justice documentation <input checked="" type="checkbox"/> Documentation of systems to prevent acts of bullying <input checked="" type="checkbox"/> Professional Development documentation <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality <input checked="" type="checkbox"/> Classroom/site Observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O5: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR

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

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP
- Implements a School Site Council (SSC), English Learner Advisory Committee (ELAC), and/or Parent Advisory Committee (PAC) in accordance with applicable legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- The liaison for students experiencing homelessness has identified this population through outreach and coordination activities with other organizations, and provided related referral of services to families, children, and youth experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school provided evidence of a well-developed and effective system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input checked="" type="checkbox"/> The school provided evidence of a system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns; and, as applicable, implements an SSC, ELAC, and/or PAC in accordance with all legal requirements <input type="checkbox"/> The school provided limited evidence of a system for stakeholder engagement, sharing information, and resolving concerns <input type="checkbox"/> The school provided little to no evidence of a system for stakeholder engagement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Yearlong Calendar of stakeholder engagement events/meetings. <input checked="" type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Stakeholder Consultation <input checked="" type="checkbox"/> School Site Council (SSC) documentation <input type="checkbox"/> Parent Advisory Committee (PAC) documentation <input checked="" type="checkbox"/> English Learners Advisory Committee (ELAC) documentation <input checked="" type="checkbox"/> Foster Youth/Students Experiencing Homelessness Designee <input checked="" type="checkbox"/> School website <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



O6: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR

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

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals who have been continuously employed in a teaching position since the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code § 47605.4(a))
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances as applicable, prior to the provision of service, and keeps all clearances current
- School employees and other mandated reporters working on behalf of the school receive annual training on child abuse awareness and reporting, in accordance with the requirements of Ed. Code, § 44691
- Staff receive annual training in Pupil Suicide Prevention and Awareness (as applicable) pursuant to Ed. Code §215
- Staff receive annual training in bloodborne pathogens, per 8 California Code of Regulations (“CCR”), § 5193
- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has implemented an effective system which includes procedures to continually monitor and maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times, which has led to clear and accurate record keeping/documentation of its compliance <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and/or intermittently monitors systems and procedures leading to inconsistent compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <p>Note: The rating of this indicator incorporates the ESSA Grid and evidence provided by the charter school in its Triannual submission and at the time of the oversight visit for those staff and/or vendors not included in the Triannual submission.</p>	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2023-2024</i> form (“ESSA Grid”) <input checked="" type="checkbox"/> Staff roster <input checked="" type="checkbox"/> School master schedule <input checked="" type="checkbox"/> Custodian(s) of Records documentation <input checked="" type="checkbox"/> Criminal Background Clearance Certifications <input checked="" type="checkbox"/> Teaching credential/authorization documentation <input checked="" type="checkbox"/> Vendor clearances and credentialing certifications <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

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

N/A



Review of Health and Safety Compliance Items

The items below are expected to be evident at the charter school to ensure the protection of student and staff health and safety. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and restrict the overall rating in the Organizational Management, Programs, and Operations category as indicated below.

A charter school cannot receive a rating in this category greater than 1 if the items below are not evident.

Item	Evident	Not Evident
A current, comprehensive, site-specific comprehensive Health, Safety, and Emergency School Safety Plan per requirements of Ed. Code, §§ 47605(c)(5)(F), 32282(a)(2)(A)(J), and 35179.4, as applicable. (Note: For schools co-located with a District school, the charter school participates in and complies with the District school’s Integrated Safe School Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A current site-specific Certificate(s) of Occupancy or equivalent that authorizes the current use of the site	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A charter school cannot receive a rating in this category greater than 2 if any of the items below are not evident.

If several (i.e., two or more) items below are not evident, charter school may receive an overall rating of 1 in this category.

Item	Evident	Not Evident
School has sufficient emergency supplies in the event of a natural disaster or other emergency (Ed. Code § 32280)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School conducts annual emergency drills and trainings as legally required to prepare for a natural disaster or other emergency, per Ed. Code §§ 32001 and 32282	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provision and documentation of health screenings (e.g., vision, hearing, and scoliosis) per current applicable law and terms of the charter (Ed. Code § 49450 et seq, as referenced in FSDRL)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stock and maintenance of the required number and type of emergency epinephrine auto-injectors (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use, per Ed. Code § 49414 and § 4119.2 of the Business and Professions Code	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Provision of at least two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility, per Ed. Code § 49501.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), requirements per Ed. Code § 215. Suicide Prevention Lifeline and National Domestic Violence Hotline on at least one side of Student ID cards, as specified in Ed. Code § 215.5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite, and available at on-campus athletic activities or events per Ed. Code §§ 35179.4 and 35179.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Notes:		

Review of Transparency and Stakeholder Information Compliance Items

The items below are expected to be evident at the charter school to ensure that it operates in a transparent manner and keeps all stakeholders informed. Failure to provide evidence of any of the applicable items below may lead to tiered intervention, as appropriate, and impact the overall rating in the Organizational Management, Programs, and Operations category.

A charter school cannot receive a rating in this category greater than 3 if any of the items below are not evident.

Item	Evident	Not Evident
<p>The following information posted to the school’s website:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP, per Ed. Code § 47606.5(h) <input checked="" type="checkbox"/> Current Board agenda in compliance with Brown Act, per Gov. Code, §54954.2(a)(1) <input checked="" type="checkbox"/> Policy on Pupil Suicide Prevention per Ed. Code § 234.6 <input checked="" type="checkbox"/> Title IX information, including a link to CDE’s Title IX website per Ed. Code § 234.6 <input checked="" type="checkbox"/> Policies on anti-discrimination, anti-harassment, anti-intimidation, anti-bullying, and sexual harassment policies, including anti-cyberbullying procedures, social media anti-bullying procedures, and a link to statewide resources including community-based organizations compiled by CDE, per Ed. Code § 234.6 	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Annual Performance-Based Oversight Visit Report

Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance Ed. Code § 35256	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Access to approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Documentation of informing parents/guardians about transferability of courses/course credit and eligibility to meet A-G requirements (high schools only), per Ed. Code § 47605	N/A	
Informing parents/guardians of human trafficking prevention resources (grades 6-12), per Ed. Code § 49381	N/A	
Notification of access to available mental health services, per Ed. Code § 49428. Additionally, charter schools serving any of the grades 6 to 12, shall prominently and conspicuously display a poster that identifies approaches and shares resources regarding pupil mental health in appropriate public areas that are accessible to, and commonly frequented by, pupils, per Ed. Code § 49428.5	N/A	
Notes:		



FISCAL OPERATIONS

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

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

Financial Highlights

PUENTE Charter’s fiscal condition is positive and has been upward trending since the 2019-2020 fiscal year.

FINANCIAL HIGHLIGHTS					
PUENTE Charter	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Second Interim)
Net Assets	\$1,600,505	\$1,706,182	\$1,738,205	\$1,826,260	\$1,889,861
Net Income / (Loss)	\$14,439	\$105,677	\$32,023	\$88,055	\$63,601
Transfers In / Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Cash and Cash Equivalents	\$741,774	\$351,345	\$840,234	\$1,311,741	\$784,930
Unrestricted Net Assets	\$1,100,415	\$1,206,046	\$1,238,069	\$1,326,124	\$1,889,861
Norm Enrollment Reported by the School	152	195	240	300	297
FINANCIAL RATIO ANALYSIS					
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets /Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	55.62%	46.49%	32.56%	23.94%	32.08%



Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	37.49%	13.54%	22.09%	23.68%	13.32%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	690.46%	546.42%	355.30%	223.94%	466.66%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	11.64%	13.70%	21.61%	30.16%	14.83%

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive. Please refer to the Financial Highlights table above.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

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

1. **Type of Observation: Bank Reconciliation Reports Not Prepared and/or Reviewed/Approved Timely**

- **Source(s) of Document Reviewed:** Bank Reconciliation Reports
- **Description of Observation:** The CSD noted that the August 2023 bank reconciliation report for account X2931 was prepared/reviewed/approved on October 17, 2023, 47 days after the month end.
- **Charter Operator’s Fiscal Policies and Procedures:** Page 21 of PUENTE Charter School's Accounting Policies and Procedures Manual Internal Financial Controls, dated June 12, 2023, states: "Bank statements will be reconciled monthly." Page 20 of PUENTE Learning Center's Policies and Procedures Manual, dated June 12, 2023, states: "All account reconciliations for the preceding month are to be completed by the 20th working day of the month following or as requested by the VP of Finance. At a minimum, each bank account is to be reconciled monthly along with selected balance sheet accounts with significant balances."
- **Charter School's or Charter Operator’s Response:** The school responded that at times, there is delay in bank reconciliation preparation/review/approval due to additional research needed when recognizing funding sources. The school stated that in addition to the monthly reconciliation process, the school’s management conducts a weekly budget review to ensure that all payments were made and all deposits cleared the accounts. The school further stated that this process helps the school to know the cash flow, detect errors in recording, address bank errors, reduce fraud, review records daily, adjust cash balances, and understand the financial health at any given time.



- **CSD’s Recommendations/Comments:** The CSD recommends that the school strictly adhere to its governing board-approved fiscal policies and procedures to ensure that all of the school’s Bank Reconciliation Reports are prepared accurately, reviewed, and approved in a timely manner, and include documentation of the appropriate signatures (including the printed names and titles/positions), as well as the preparation and review/approval dates, to validate the review and approval processes performed by the school.

The Charter Schools Division will continue to monitor this issue referenced above during the next oversight visit. The results may be factored into the school’s rating for next year.

Corrective Action Required:

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

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

N/A

**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2023, and noted the following:
 - a. Audit opinion: Unmodified/Unqualified.
 - b. Material weaknesses: None Reported.
 - c. Deficiencies/Findings: None Reported.
 - d. Lack of a Going Concern: None Reported.
2. The 2022-2023 audited and unaudited actuals nearly mirror each other.
3. The school's reported Norm Enrollment was 152, 195, 240, 300, and 297 students for Fiscal Years 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024 respectively, representing an accumulated increase in enrollment of 145 students (or 95.4%) since Fiscal Year 2019-2020. The school's reported Norm Enrollment for Fiscal Year 2023-2024 is 297 students, which is 3 students (or approximately 1.00%) below its projected student enrollment for Fiscal Year 2023-2024 (i.e., 300 students) per the school's petition enrollment roll-out plan in its operative charter. As noted above, the school has maintained a balanced budget for Fiscal Year 2022-2023 and projects, a balanced budget for Fiscal Year 2023-2024 per its 2023-2024 Second Interim Financials. The CSD will continue to monitor the school's student enrollment through oversight.
4. A Segregation of Duties (SOD) review was conducted in person at PUENTE Charter. No discrepancies were noted.

II. Review of 2023-2024 Fiscal Preparation Guide

1. Most current fiscal reports presented to the charter school's governing board at one of the meetings held in 2023-2024: a) Balance Sheet; b) Income Statement (Statement of Activities), and c) Monthly Cash Flow Projections were provided.
2. Minutes of the meeting and the board packet when the above fiscal reports (i.e., Items 1a., 1b., and 1c.) were presented to and approved by the charter school's governing board were provided.
3. Audit/fiscal reports issued by any public agency or third-party organizations, and the school's governing board minutes of all meetings reflecting the discussion of any of the fiscal reports and applicable audit findings resolution/corrective action were not provided as the charter school has indicated not applicable.
4. Minutes of the meeting when the 2023-2024 budget was adopted were provided.
5. Evidence of the benefits that the charter school is offering Social Security and 403(b) Tax-Sheltered Annuity Plan to its employees, and that this is done in a manner that is consistent with the charter terms and the Charter Schools Act (Education Code 47611) was provided.
6. Minutes of the meeting reflecting the selection of the independent auditor were provided.
7. Minutes of the meeting reflecting the discussion of the most current independent audit report were provided.
8. Minutes of the meeting reflecting the receipt, review, and discussion of the most current three interim financial reports (i.e., first interim and second interim financial reports, and unaudited actuals) submitted to LAUSD were provided.
9. Minutes of the meeting reflecting the discussion and resolution of complaints received from staff or vendors, if any, within the last year (i.e., 2022-2023) or since the last disclosure period, whichever is later were not provided as the charter school has indicated not applicable.
10. Minutes of the meeting reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. A copy of the most current fiscal policies and procedures was provided.
12. Minutes of the meeting reflecting approval of the current fiscal policies and procedures and, if applicable, minutes of the meeting reflecting the approval of the current procurement policies and procedures were provided.



13. A copy of the charter school's organizational chart that depicts the current reporting structure of the charter school, including but not limited to, any board members, charter management organization (CMO) employees (when applicable), and/or school employees, who handle day-to-day finances and/or have responsibilities outlined within the charter school's fiscal policies and procedures was provided.
14. A summary of the total compensation paid in Fiscal Year 2022-2023, with a breakdown that includes the name of the employee, job title, regular pay, overtime pay, other pay, benefits, and total pay and benefits, for all executives, school leaders, administrators, directors, and non-certificated staff, who may have decision-making authority over the charter school, either employed directly by the charter school or the entity managing the charter school as defined by Education Code section 47604.1, including the organization's home office, CMO, any related party was provided.
15. A description of the relationship (legal, business or otherwise) the charter school maintains with any related party as defined in the CSD's 2023-2024 Fiscal Preparation Guide Item 14 was not provided as the charter school has indicated not applicable.
16. Copies of any and all of the most current signed and executed agreements/contracts within the last year (i.e., 2022-2023) or since the last update, whichever is later (including attachments and exhibits that accompany the agreements/contracts) with the administrative services provider and/or the back office services provider, or the charter school's operator and/or charter school's home office (e.g., management contracts, service agreements, license agreements, affiliation agreements, contract amendments, etc.) were provided.
17. Minutes of the meeting reflecting approval of the management fees, licensing fees, or any other fees were not provided as the charter school has indicated not applicable.
18. A copy of the sole statutory member's by-laws, and a copy of the sole statutory member's articles of incorporation were not provided as the charter school has indicated not applicable.
19. The most current accounts payable aging report listing the balances owed, vendor names, invoice numbers, invoice dates, number of days outstanding, and, if applicable, explanations for 90+ days outstanding invoice(s) or outstanding invoices exceeding the number of days in accordance with the charter school's fiscal policies and procedures was provided. No discrepancies were noted.
20. Check registers, or a list of all issued checks/cash disbursements, including voided checks (when the school's payments are outsourced to a third-party provider), documenting all checks and electronic debit transactions for the prior 12 months (spanning from 10/2022 to 09/2023) were provided. Reviewed 15 checks (and 3 electronic credit/debit transactions). No discrepancies were noted.
21. a) A list of all active credit card account(s), b) A list of all closed credit card account(s) within the last year, and c) All credit card statements for the most current six months (spanning from 04/2023 to 09/2023) were provided. Selected the months of April 2023 through September 2023 and reviewed 9 credit card transactions for sample testing. No discrepancies were noted.
22. a) A list of all active school bank account(s), b) A list of all closed school bank account(s) within the last year, and c) Monthly bank statements and reconciliation reports for the most current six months (spanning from 04/2023 to 09/2023) were provided. Selected the months of April 2023 through September 2023 for sample testing. The CSD's observations were noted under Other Observations.
23. Student body financial records (including ASB policies and procedures, budgets, cash flow statements and projections, bank statements with reconciliations for the most current six months, audit reports, and other fiscal reports, if applicable) were not provided as the charter school has indicated not applicable.
24. The most current inventory listing for both capitalized and non-capitalized equipment, including equipment description/type, brand/model, tag number, acquisition date, purchasing price, book value, asset life, and location of use was provided.
25. The webpage address where the charter school posts the Education Protection Account (EPA) revenue and expenditures report pertaining to the prior fiscal year (i.e., 2022-2023) (as required by Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution) was provided.
26. The webpage address(es) where the charter school posts (1) Audited Financials, and (2) Local Control and Accountability Plan (LCAP), respectively, (or the school's assertion that its Audited Financial Statements are made available to members of the public) in accordance with Education Code section 47606.5(h) and/or LAUSD's Charter School Transparency Resolution were provided.
27. Documents pertaining to the charter operator's/school's financing/borrowing activities were not provided as the charter school has indicated not applicable.



28. A copy of the current facility lease agreement(s) for the school's private site(s), if applicable, along with the approved meeting minutes of the school governing board's approval of the lease agreement(s) were not provided as the charter school has indicated not applicable.
29. The charter school's plan(s) for the purchase, new lease, relocation, and/or expansion to new school site(s), facilities-related expansions, and/or major improvements to the existing and/or new school site(s) and pertinent documents such as financing documents, copies of construction contract, a copy of the lease agreement (if applicable), and the following information, as appropriate were provided. As noted in the school's 2022-2023 Annual Performance-Based Oversight Report, the school provided its facility improvement project plan for the PUENTE Learning Center, and provided the following status/updates to the plan:
- i. **Estimated Project Completion Date:** December 2024
 - ii. **Projected Total Cost:** \$8,000,000
 - iii. **Purpose of Project/Construction:** Per the school, this project is an investment in the PUENTE facility to ensure a high-quality learning environment for PUENTE's spectrum of educational resources for the Boyle Heights community, which includes California State Preschool Program, Charter School, College & Career Program, and Adult School & Integrated Services. The project will upgrade PUENTE facility infrastructure including a complete higher energy-efficient translucent Kalwall wall system; technologically advanced facility components and equipment; and space allocation improvement for PUENTE's spectrum of services. The project includes leasehold improvements for the facility space allocated to PUENTE Charter.
 - iv. **Current Project Status:** Currently in progress
 - v. **Financing Sources (description/amount):** Improvements that will benefit the entire facility are financed by the PUENTE Learning Center reserves. The leasehold improvements that benefit the Charter School will also come from PUENTE Learning Center reserves, as well as the philanthropic support from Great Public School Now (GPSN) and The Walton Foundation, in the amounts of \$500K and \$325K, respectively.
 - vi. **Estimated Move-In Date:** The upgrade work is being completed in phases that allows for school operations to continue.
30. Disclosure of legal issues was not provided as the charter school has indicated not applicable.



Fiscal Operations Rubrics

Existing School – a charter school that was/is in operation/active in the preceding school year(s) and the current school year. Existing schools may receive a rating of 1, 2, 3, or 4.

New School – a charter school that is in its first year of operation in the current school year and does not have an independent audit report or audited financial result for its first operative year on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools may receive a rating of 1 or 2.

<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., California State Teachers’ Retirement System (CalSTRS), California Public Employees’ Retirement System (CalPERS), Fiscal Crisis & Management Assistance Team (FCMAT), United States Department of Education (USDE), California Department of Education (CDE), etc.), at the time of the oversight visit, show no outstanding material weaknesses, deficiencies, and/or findings; 5. Vendors and staff are consistently paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school consistently adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved 	<p><u>Existing Schools (based on the most current annual audit):</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current annual independent audit shows no material weaknesses, deficiencies and/or findings; 4. If applicable, federal, state, and other public agency audits/reviews (e.g., CalSTRS, CalPERS, FCMAT, USDE, CDE, etc.), at the time of the oversight visit, show outstanding findings, and the school is able to demonstrate evidence of remedies in addressing these findings; 5. Vendors and staff are generally paid in a timely manner; 6. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 7. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 8. Governing board adopts the annual budget; 9. Governing board reviews and/or discusses reports (e.g., first interim, second interim, unaudited actuals, audited financial statements, etc.) submitted to LAUSD; 10. If applicable, governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 11. There is no apparent conflict of interest; 12. The Education Protection Account allocation and expenditures, audited financial statements, and the most current governing board-approved LCAP are posted on the charter school’s website; 13. The LCAP is submitted to the appropriate agencies;



An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].

An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].

- LCAP submitted to the appropriate agencies, are posted on the charter school's website;
- 13. The LCAP is submitted to the appropriate agencies;
- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are consistently processed or submitted by the charter school in a timely manner;
- 15. There are no items cited in Areas Noted for Further Growth and/or Improvement and there are no more than five (5) items cited in Other Observations for the most current year;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), adequate explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is consistently in place;
- 18. If applicable, there are no outstanding fiscal-related tiered intervention notices issued to the school; or the school has no tiered intervention notices as of the oversight report issuance date; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are fully met by the required deadline(s); or the school has no fiscal benchmarks in its current charter term.

- 14. Reasonable requests for information made by the Charter Schools Division and LAUSD are generally processed or submitted by the charter school in a timely manner;
- 15. There are no significant recurring issues cited in the Areas Noted for Further Growth and/or Improvement;
- 16. If applicable (when audited and unaudited actuals do not mirror each other), at least partial explanations are provided by the school for significant variances between audited and unaudited actuals, and there are no indications of the school's potential lack of internal controls over financial statements;
- 17. Proper segregation of duties is generally in place;
- 18. If applicable, the charter school is in the process of resolving outstanding fiscal issues cited in a Notice issued by the CSD as part of its tiered intervention process; and
- 19. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are partially met by the required deadline(s).

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

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

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current two annual independent audits;
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year's expenses in the most current two annual independent audits;

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;



<p><i>An existing school that, at a minimum, meets all of the Required and Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that, at a minimum, meets all of the Required Criteria and at least five of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<ol style="list-style-type: none"> 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current two annual independent audits; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the two most current annual independent audits; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)), or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5). 	<ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit; 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit; 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit; 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings; 7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and 8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).

<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; net assets are negative with strong trend towards becoming positive (be positive at the end of the third year per the applicable interim financials); or the school’s financial condition fluctuates from year to year, with 	<p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i> A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of</p>



An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

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

- significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years;
- 2. The cash balance at the beginning of the school year is positive; and
- 3. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term.

LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.

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

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

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

SUPPLEMENTAL CRITERIA

- 1. The school maintains the minimum reserve for economic uncertainties as defined in California Code of Regulations (CCR), Title 5, Section 15450 (5 CCR § 15450 Reserves) (i.e., unrestricted fund balance divided by total expenditures) in the most current annual independent audit;
- 2. The cash balance at the beginning of the school year is at least 5% of the prior year’s expenses in the most current annual independent audit;
- 3. The school maintains sound short-term financial viability (i.e., current ratio is recommended to be at least 1.2 or 120%) in the most current annual independent audit;
- 4. The school maintains sound long-term financial sustainability (i.e., debt ratio is recommended to be lower than 1.0 or 100%) in the most current annual independent audit;
- 5. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.);
- 6. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at governing board meetings;



<p><i>An existing school that, at a minimum, meets all of the Required Criteria, and at least four of the Supplemental Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p>7. The most current annual independent audit is submitted to the appropriate agencies, including the school’s chartering authorizer, by December 15 following the end of the fiscal year (California Education Code 47605(m)) or by the extended deadline granted by the charter authorizer due to extraordinary reason(s) or approved by law; and</p> <p>8. The preliminary budget, first interim financial report, second interim financial report, and the unaudited actuals report for the preceding fiscal year are submitted to the appropriate agencies, including the school’s charter authorizer, pursuant to the timelines established in California Education Code 47604.33(a)(1,3,4,5).</p>	

<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Interim reports and/or unaudited actuals project positive net assets; 2. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 3. If enrollment is significantly below the enrollment per the school’s <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised viable three-year budget and three-year cash flow projections; 4. Governing Board adopts the annual budget; 5. The governing board reviews and discusses the charter school’s financial reports as evidenced by the governing board meeting minutes; 6. Reasonable requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 7. The most current governing board-approved LCAP is posted on the charter school’s website; and 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school’s operation to mitigate the negative fiscal condition. The charter school’s governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



<p><i>A new school that, at a minimum, meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>8. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

COMPREHENSIVE THERAPY ASSOCIATES, INC.
Comp Therapy
SERVICES AND CONSULTING AGREEMENT

This Services and Consulting Agreement (this “Agreement”) is entered into effect as of July 1st, 2024, by and between Comprehensive Therapy Associates, Inc. (“Comp Therapy”) located at 1017 N. Lake St. Burbank, CA 91502 and Puente Charter (“Client”), located at 501 S Boyle Ave, Los Angeles, CA 90033 (“Service Location”).

RECITALS

Comp Therapy is a registered Non-Public Agency (NPA Code: 1A-19-532) with the California Department of Education.

WHEREAS, Client is a California nonprofit public benefit corporation that offers educational programs to students identified at its public or private schools (“Service Location”); and

WHEREAS, Comp Therapy wishes to provide certain services with respect to education and/or other social services to Client at the Service Location (the “Services”);

NOW THEREFORE, in consideration of the premises and covenants herein contained, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

AGREEMENT

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

1. COMMENCEMENT DATE AND TERM

This Agreement shall commence at 12:01 a.m. on July 1st, 2024 (the “Commencement Date”) and shall continue until 11:59 p.m. on June 30th, 2025 (the “Term”).

2. RESPONSIBILITIES OF COMP THERAPY

A. COMPLIANCE WITH LAWS

- a. During this Agreement, Comp Therapy shall comply with all applicable federal and state statutes, laws, ordinances, and regulations (including, but not limited to, applicable and active health orders) relating to its business in general and the provision of special education services.

- b. Comp Therapy shall ensure that all Comp Therapy Personnel are qualified to provide services to students under the Individuals with Disabilities Education Act (IDEA). All instructors and therapists ("Comp Therapy Personnel") provided by Comp Therapy under this Agreement will meet State of California requirements for providing the Services; such as holding an applicable California credential, certification or license and TB test clearance appropriate for providing the requested service. Upon the client's written request, Comp Therapy shall provide a list of all Comp Therapy Personnel that currently serve or will serve students enrolled in the Program. Such list will identify the credentials and/or licenses held by each Comp Therapy Personnel. Comp Therapy shall notify Client within a commercially reasonable timeframe of any change concerning Comp Therapy Personnel who provide Services directly to students under this Agreement. An officer of Comp Therapy shall certify to Client that Comp Therapy Personnel providing instruction or therapy services hereunder are trained to and accept full responsibility to act as mandated child abuse reporters pursuant to California State Law.

- c. Comp Therapy shall conduct all required background and qualification checks, including but not limited to Live Scan fingerprinting of personnel through the Department of Justice ("DOJ") database as required by the applicable law and, upon receipt of DOJ clearance, certify to Client that no Comp Therapy Personnel working with students of Client have been convicted of a violent or serious felony (as defined by applicable law) or are the subject of a criminal action pending upon charges of commission of a violent or serious felony (as defined by applicable law). Comp Therapy shall fill out the form "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" for any Comp Therapy Personnel working with or around students. The certification shall be submitted to Client before any Comp Therapy Personnel is allowed onto a school site. Upon request by Client, Comp Therapy shall submit the most recent certification to Client with five (5) business days of the request. Comp Therapy is required to notify Client in the event of any changes to the Comp Therapy Personnel on a school site and, as necessary, fill out new or updated "Vendor Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification" forms. Comp Therapy will request and receive subsequent arrest notifications for the Comp Therapy Personnel from the DOJ to ensure ongoing safety of students.

- d. Comp Therapy shall pay, withhold, and transmit payroll taxes; provide unemployment, workers' compensation, and all other required insurances; and handle unemployment and workers' compensation claims involving Comp Therapy Personnel.

B. INSURANCE

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

3. RESPONSIBILITIES OF CLIENT

A. COMPLIANCE WITH LAWS

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

B. INSURANCE

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

- ii. Worker's Compensation. Worker's disability compensation insurance covering the activities of each Client employee providing services to students in the Program; insurance shall comply with all applicable legal requirements.

C. ADDITIONAL RESPONSIBILITIES OF CLIENT

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

4. COMPENSATION AND METHOD OF PAYMENT

Payment Terms, Bill Rates, and Fees

- A. Client will pay Comp Therapy for Comp Therapy's services at the rate(s) stated in Exhibit A, and will also pay any additional costs or fees set forth in this Agreement for services authorized in writing by Client. Client will not be liable for any costs or expenses (e.g., travel, lodging, per diem) associated with any services not expressly authorized. Each invoice shall include only charges for service described in this Agreement. Invoices shall be submitted to Client's Accounts Payable Department. All communication regarding payment status shall be made to Client's Accounts Payable Department and Comp Therapy.
 - a. Comp Therapy will provide invoices to Client by the 15th of each month for services provided the preceding month.
 - b. Fees are due and payable to Comp Therapy within thirty (30) calendar days of receipt of the invoice. In the event an invoice is not timely paid, Client agrees to pay a service charge on any outstanding amount at the rate of maximum allowed by law or 1% per month, whichever is higher. Late payment may also result in immediate

suspension of Comp Therapy's services under this agreement at Comp Therapy's sole discretion.

- c. If a portion of any invoice is disputed, Client agrees to pay the undisputed portion and Comp Therapy and Client shall use their best reasonably good faith efforts to resolve such dispute within the thirty (30) calendar day period following notice of the dispute. Client will provide to Comp Therapy all student and other record materials relevant to the disputed charges. If such dispute cannot be resolved within such thirty (30) day period, either Comp Therapy or Client may terminate this Agreement, with at least a thirty (30) business day written notice and either party, regardless of whether the Agreement is then terminated, shall have the right to submit the dispute to arbitration in accordance with Paragraph 10 below.

Comp Therapy will provide Client with following documents with monthly invoice:

- i. Copies of Service Logs from Comp Therapy Personnel who provided services at designated Service Location

5. NO HIRING AGREEMENT

- A. Client acknowledges that Comp Therapy's employees are a unique and valuable resource of Comp Therapy, who have been trained by Comp Therapy, and that but for this Agreement and Comp Therapy's services rendered to the Client, the Client would not have access to Comp Therapy's employees and knowledge of their true performance and capabilities. In addition, Client acknowledges that Comp Therapy employees may have certain legal obligations arising from contract or otherwise to Comp Therapy that may restrict Comp Therapy employees from working for competitors or unfairly working in direct competition with Comp Therapy. As such, Client agrees to a 365-day "No Hire" period for any of Comp Therapy's employees. If the Client uses the services of a Comp Therapy Personnel as its direct employee, independent contractor, or subcontractor during or within 365 days after any assignment of Comp Therapy Personnel to Client through Comp Therapy, Client must immediately notify Comp Therapy and pay Comp Therapy a placement fee in the amount of \$7,500. Comp Therapy reserves the right to modify, waive, or reduce the placement fee, with at least thirty (30) days' prior written notice to Client.

6. CONFIDENTIAL INFORMATION

- A. Comp Therapy and Client agree to keep confidential and not to disclose to any third parties any information provided by Comp Therapy or otherwise learned by Client during the course of this Agreement without the prior written consent of Comp Therapy. This provision shall survive the expiration and termination of this Agreement. Comp Therapy and Client warrant that, to the best of their knowledge, all their operations are compliant with all federal and state laws, rules, and regulations pertaining to the privacy and/or security of personal data.

Client further agrees not to share any "confidential data" with any other vendor without first disclosing to Comp Therapy in writing all pertinent data fields and records to be provided, and receiving written authorization from Comp Therapy permitting the Client to provide the data to a third party.

7. INDEMNIFICATION AND LIMITATION OF LIABILITY

- A. Comp Therapy shall indemnify, defend, and hold harmless Client and Client's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorneys, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Client as a result of Comp Therapy's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement.
- B. Client shall indemnify, defend, and hold harmless Comp Therapy and Comp Therapy's parents, subsidiaries, affiliated entities, directors, owners, agents, representatives, attorney, insurers and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against Comp Therapy as a result of Client's negligence or willful and unlawful conduct, including without limitation any violation or breach of this Agreement in accordance with California law.
- C. The maximum amount of damages for which Comp Therapy shall be liable to Client for any claims, losses, liabilities, expenses or damages arising out of or in connection with this Agreement or Comp Therapy's performance hereunder shall not exceed the total fees paid or payable by Client to Comp Therapy under this Agreement, as stipulated by California law.

8. TERM OF AGREEMENT

- A. This Agreement shall begin on the date first written above and shall expire on the date stated in this Agreement or until terminated by either party. Either party may terminate this Agreement, without cause, upon at least sixty (60) business days prior written notice.
- B. Either party reserves the right to immediately terminate this Agreement in the event:
 - a. Client or Comp Therapy breaches any material form, condition or duty under this Agreement, including but not limited to, in the case of Client, the failure to timely pay any amounts due to Comp Therapy, provided that Comp Therapy gives written notice of such breach and Client does not pay Comp Therapy the amount (plus any interest due thereon within five (5) business days of such notice;
 - b. If required by law or regulation; or

- c. If Client, or Comp Therapy becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against either party, or either party makes general assignment for the benefit of creditors under the bankruptcy or insolvency laws.
- C. Client reserves the right to immediately terminate this Agreement in the event of: (a) the bankruptcy or insolvency of Comp Therapy; (b) sale of business of Comp Therapy; or (c) material breach of any term or condition of this Agreement.
- D. Upon termination, Comp Therapy shall have no further obligation to provide Client with Comp Therapy Personnel. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

9. INDEPENDENT CONTRACTORS

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

10. MISCELLANEOUS

- A. The parties intend that the benefits of this Agreement shall inure only to Comp Therapy and Client and not to any third person or party.
- B. No waiver, amendment, or modification of this Agreement shall be effective unless the waiver, amendment, or modification is in writing and signed and dated by the parties.
- C. If any term, provision, covenant or condition of this Agreement shall be held by a court of competent jurisdiction to be invalid, void or unenforceable, in whole or in part, such decision shall not affect the validity of any remaining portion, and the remaining portion shall stand in full force and effect, and shall in no way be affected, impaired or invalidated. Any provisions thus affected shall be modified to the extent necessary to bring the provision within the applicable requirements of the law.

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

11. CONFLICTS OF INTEREST

- A. Comp Therapy warrants that no part of the total amounts paid by Client shall be paid directly or indirectly to an employee or official of Client as wages, compensation, or gifts in exchange for acting as an officer, agent, employee, subcontractor, or consultant to Comp Therapy in connection with any work contemplated or performed relative to this Agreement. Comp Therapy acknowledges, understands, and agrees that this Agreement

shall be null and void as determined by Client if Comp Therapy is an entity in which a controlling interest is held by an individual who is, or within the past six months has been, an employee of Client.

12. NONDISCRIMINATION

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

13. RECORDS

- A. Comp Therapy shall maintain documentation for all charges under this Agreement. The books, records, and documents of Comp Therapy, insofar as they relate to work performed or money received under this Agreement, shall be maintained for a period of seven (7) full years or longer as required by law from the date of the final payment and shall be subject to audit at any reasonable time and upon reasonable notice by Client or their duly appointed representatives. The financial statements shall be prepared in accordance with generally accepted accounting principles and applicable California law.

14. PRESS RELEASES

- A. The parties hereto acknowledge and agree to not use the name of or make reference to Client or Comp Therapy for any purpose in any releases for public or private dissemination, advertising or other materials, without the prior written consent of Client and Comp Therapy.

15. FERPA/IDEA

- A. This Agreement is entered into by Comp Therapy and Client in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). Comp Therapy hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to FERPA and IDEA. Comp Therapy agrees not to re-disclose any such personally identifiable information without prior written consent as required by law, or unless re-disclosure is otherwise authorized by law. Comp Therapy agrees that nothing in this Agreement may be construed to allow either Comp Therapy or Client to maintain, use, disclose, or share the personally identifiable information in a manner not allowed under Federal or State law or regulation, including the California Consumer Privacy Act (CCPA).

- B. Comp Therapy agrees to comply with all applicable laws that require notification of individuals in the event of an unauthorized release of personally identifiable information or other event requiring notification, In the event of a breach of any of Comp Therapy's security obligations, or any other event requiring notification under applicable law, Comp Therapy agrees to:
 - a. Immediately notify Client of such event with 24 hours of discovery; and
 - b. Cooperate with Client to inform all such individuals in accordance with applicable laws; and
 - c. Indemnify, hold harmless, and defend Client and its Board Members, administrators, employees, agents, attorneys, volunteers, subcontractors, and related entities and persons, from and against any claims, damages, fees, or other harm related to such a data breach.

- C. Within thirty (30) days after termination of this Agreement, Comp Therapy will return all personally identifiable information that is in written, electronic, or other tangible form, computer memory, or any hard copy records to Client as well as purge any copies of the personally identifiable information. Comp Therapy agrees to require all employees, contractors, or agents of any kind working on the project to comply with this provision.

16. Force Majeure

- A. The obligations of the parties to this Agreement are subject to prevention or delay caused by events that are outside of their reasonable control, including, but not limited to, natural disasters, acts of terrorism, riots, wars, epidemics, or any other similar cause, provided that the parties have taken all reasonable steps to avoid or mitigate the effects of any such event.

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

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

CLIENT

Printed Name: Jerome Greening

Title: Chief Executive Officer

Signature: *Jerome Greening*

Date: May 20 2024

Email Invoices to: jerome@puente.org;
angelica@puente.org;
kim@puente.org

Email Address: jerome@puente.org

Comp Therapy

Printed Name: Daniela Garcia, MS, Special Education

Title: Regional Director

Signature: *Daniela Garcia*

Date: 5/22/2024

Exhibit A

ASSESSMENT, SERVICE AND CONSULTATION FEE

Assessment / Service / Consultation Type	Hourly Rate
Program Administrator/Consultation/PD	\$ 250
Adapted Physical Education (APE)	\$ 156
Assistive Technology (AT)	\$ 156
Augmentative Alternative Communication (AAC)	\$ 156
Behavior Intervention Implementation (BII) [CPI and ABA Trained]	\$ 56
Behavior Intervention Development (BID)	\$ 138
Functional Behavior Assessment (FBA) Completed by Board Certified Behavioral Analyst (BCBA)	\$ 138
Case Manager / Academic Assessment	\$ 121
Marriage and Family Therapist (MFT)	\$ 138
Pupil Personnel Counselor (PPS)	\$ 111
Deaf and Hard of Hearing (DHH)	\$ 169
Health Services	
Certified Nursing Assistant (CNA)	\$ 52
Licensed Vocational Nurse (LVN)	\$ 62
School Nurse/Registered Nurse (RN)	\$ 121
Health Assessment	\$ 405 flat rate
Vision, Hearing, and Scoliosis Screening	\$ 10 per student
Occupational Therapist (OT)	\$ 138
Certified Occupational Therapist Assistant (COTA)	\$ 101
Physical Therapist (PT)	\$ 160
Psycho-Educational Assessment	\$ 138
Psycho-Educational Assessment – Bilingual	\$ 157
Recreational Therapy	\$ 160
Specialized Academic Instructor (SAI)	\$ 84
Specialized Academic Instructor Aide (SAIA)	\$ 56
Speech-Language Pathologist (SLP)	\$ 138
Speech-Language Pathologist Assistant (SLPA)	\$ 101
Interpreter Services	
Translation Services – Written Reports/IEPs	\$ 121
Independent Education Evaluation - IEE	Contact for pricing

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

ASSESSMENTS

For Scheduled Assessments: To avoid a 3-hour service fee, Client must notify the assessor or Comp Therapy at least one business day in advance if there will be a change in school/student schedule or if the student is absent. Once assessor is in-route or on site, and unable to assess student, Client will be charged a 3-hour service fee.

Off Site Hours: Off-site hours will be billed in 15-minute increments. Assessment Reports, IEP Development, Consultations/Collaboration, or Interviews may be completed off-site.

RUSH Rate: If Client requests an assessment to be completed in less than 45 business days or less of the deadline. The Client will be charged a RUSH RATE of \$167 per hour. Health Assessment RUSH Rate will be charged at \$485 per assessment.

SERVICES

Program Administrator Fee: There is an annual one-time Program Set-up fee of \$450 for each school site. This includes the initial meeting and coordination with school personnel for assessments needs and special education services and coordination throughout the school year.

Minimum Service Charge: There is a 3-hour on-site minimum for all service providers, except BII/SAIA services have a 6-hour on-site minimum.

Schedule Change: If Client does not provide Comp Therapy with at least one business days' notice of a student absence or change in the school/student schedule, Client will be charged an amount equal to the scheduled service.

BII/SAIA Student Service: If a student is absent or the schedule is changed without notifying BII/SAIA, the Client will be charged a 6-hour service fee. BII/SAIA must be notified of any changes in the student's schedule prior to them being on-route or at the school site. The Client reserves the right to retain the BII/SAIA on site to carry out other duties within their scope of practice during the student's absence.

Cancellation of Meetings: If a meeting is canceled or postponed, Client must inform provider at least one day in advance. If Client fails to do so, they will be charged a 1-hour service fee.

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

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

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

PROFESSIONAL ENRICHMENT WORKSHOP

Comp Therapy offers customizable Professional Enrichment Workshops for school-wide faculty and staff training. Workshops range from 1.5 – 3.0 hours of Professional Enrichment presented by a licensed or credentialed in their respective field. Workshop rates range from \$1,350 - \$2,500 per Workshop.

CPI NONVIOLENT CRISIS INTERVENTION (NCI) TRAINING

Comp Therapy offers CPI Nonviolent Crisis Intervention Training to faculty/staff. Nonviolent Crisis Intervention (NCI) Training prepares your staff to prevent and de-escalate medium to high-risk behavior using both restrictive and non-restrictive methods. NCI rates begin from \$150.00 per faculty/staff member, with a minimum of 10 participants.

Billing Descriptions for Related Service Providers

Description	Action Item	Average Billing	Maximum Billing
Direct Services	Provide direct services to students	Start to End Time	Start to End Time
Documentation	Session Notes	5 mins per student	10 mins per student
Prep Time/ Treatment Planning	Prep Time (per school)	30 mins per day	1 hour per day
IEP Development	<ul style="list-style-type: none"> Preparation for IEP meeting per student - Record/data review - Reporting on previous goals - Parent/teacher consult - Updating present levels of performance - Creating new goals - Updating services - Updating IEP information before/after IEP meeting to reflect IEP team discussion 	1 hour	2 hours
IEP Meeting	IEP Meeting	Start to End Time	Start to End Time
Caseload Service	Review PLP/goals, add one new student to current caseload, update schedule	15	30
	Set-up new caseload of more than one student. Review PLP/goals, create schedule/ groups	Start to End Time	Start to End Time
	Service Delivery Report (weekly, monthly)	15	30
	Progress reports (due during Report Card period; 3-4 times per year)	5 mins per student	10 mins per student
Collaboration	Teacher/Parent Consultation	Start to End Time	Start to End Time
	Collaboration with school site lead / sped team (email, phone, text, in-person, teleconference)	Start to End Time	Start to End Time

CONTRACT EXTENSION

CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

Pages

Renewal (Extension Number) 2	Agreement Number (Base year) 201602
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1. This Extension Agreement is entered into between the School Food Authority and Contractor named below:

SCHOOL FOOD AUTHORITY'S NAME

PUENTE Learning Center

FOOD SERVICE MANAGEMENT COMPANY'S NAME AND FEDERAL TAX IDENTIFICATION NUMBER

School Nutrition Plus EIN: 46-2182609

2. Base year contract term: Effective date: **7/1/2022** Expiration date: **6/30/2023**

Extension year: Effective date: **7/1/2024** Expiration date: **6/30/2025**

3. The maximum dollar amount of this contract is equal to the fixed cost per meal multiplied by the number of meals:
\$268,613.85 (maximum dollar amount)



4. The parties mutually agree to this extension as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein: **(Note: This section is used to indicate the current cost per meal. Please include your cost per meal table.)**

CURRENT COST PER MEAL

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	33,345	\$2.25	\$75,026.25
Unitized Lunch	38,475	\$3.93	\$151,206.75
Snacks	25,650	\$1.05	\$26,932.50
TOTAL			\$253,165.50

2024-2025 COST PER MEAL (5.7% increase per CPI for foods away from Home Los Angeles)

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	33,345	\$2.38	\$79,361.1
Unitized Lunch	38,475	\$4.15	\$159,671.25
Snacks	25,650	\$1.11	\$29,581.5
TOTAL			\$268,613.85

FOOD SERVICE MANAGEMENT COMPANY	
CONTRACTOR'S NAME <i>(If other than an individual, state whether a corporation, partnership, etc.)</i> School Nutrition Plus	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING Emily Burson, CEO	
ADDRESS 6424 Clara St., Bell Gardens, CA 90201	
SCHOOL FOOD AUTHORITY	
SCHOOL FOOD AUTHORITY NAME PUENTE Learning Center	
BY <i>(Authorized Signature)</i> 	DATE SIGNED <i>(Do not type)</i>
PRINTED NAME AND TITLE OF PERSON SIGNING Jerome Greening, Chief Executive Officer	
ADDRESS 501 S. Boyle Ave., Los Angeles, CA 90033	

INSTRUCTIONS FOR USE:

1. Enter renewal number (also known as extension number). The contract can only be extended four times. Indicate the extension by entering 1 for year 1 of the extension from the base year or 2, 3 or 4.
2. Enter agreement number. Every agreement (contract) should have a number assigned to identify that contract. If there is not an agreement number, identify the contract by the year of the contract also known as base year.
3. Item 1: Enter the contractor's and the school food authority's name.
4. Item 2: Enter the base year terms and the current extension terms. The term is the effective and expiration dates
5. Item 3: Enter the maximum dollar amount.
6. Item 4: Indicate **the current cost per meal**. Include the cost per meal table.
7. The contractor's and school food authority's authorized signer should be identified, and signatures provided.



I. PARTIES AND EFFECTIVE DATE

This Agreement (“Agreement”) is made on _____, 2024 (the “Effective Date”), between Puente Learning Center, a Local Education Agency (“LEA”), and Think Together, Inc., a California non-profit corporation (“THINK TOGETHER”), for the purpose of providing After School Education and Safety (ASES) Services.

Select all services that apply:

- K-8 Before/Afterschool Programs
- HS Before/Afterschool Programs
- Academic Intervention Programs
- ASES Expansion/Replication Programs
- Before School Enrichment Programs
- ELOP: Non-Instructional Days Programs
- ELOP: Multi-Provider Oversight & Mgmt
- Enrichment Academy Programs
- Intramural Sports Programs
- TK/UPK/Kinder Programs
- Licensed School-Age Care Programs
- Physical Education Programs
- Saturday Academy Programs
- State-Funded Preschool & Early Childhood Education Programs
- Summer Learning Programs
- Tutoring & Homework Center Programs
- Yard Duty Supervision Programs



II. LOCATIONS AND TERM

The LEA is contracting with THINK TOGETHER for provision of comprehensive Expanded Learning Programming, as defined herein, at Puente Learning Center (the “School Site”) for the ASES Program. The term of this contract is July 1, 2024 to June 30, 2025 (the “Term”), coterminous with and subject to the District’s receipt of its ASES grant and is subject to all provisions of the primary funding source cited above as well as any subsequent contract modifications or additional requirements by the California Department of Education (“CDE”). If this Agreement differs from the primary CDE ASES award, then this Agreement governs the understanding between the LEA and THINK TOGETHER.

III. SCOPE OF SERVICES

A. Fiscal Agent

The LEA shall act as the lead fiscal and administrative agent with the CDE for operating an ASES program.

B. Program Operations

Consistent with ASES provisions, the LEA contracts with THINK TOGETHER and THINK TOGETHER will operate an ASES program at the School Site. THINK TOGETHER will supply the staff, materials, management and supervision, and volunteer recruitment for the School Site (the “Expanded Learning Programming”). In addition, THINK TOGETHER will work collaboratively with the LEA on governance, operational management, and evaluation. THINK TOGETHER agrees to provide a high-quality program consistent with the guidelines established by the CDE, the LEA, and THINK TOGETHER for this grant.

THINK TOGETHER will provide all direct physical supervision services in compliance with all health and safety regulations adopted by the local health authority and the LEA.

THINK TOGETHER will have the following responsibilities in support of the ASES programs:

1. Coordinate the academic assistance, homework support, and enrichment portions of the ASES program at the School Site.
2. Hire, train, and supervise site staff, including the site coordinators and program leaders.
3. Provide workers’ compensation insurance for THINK TOGETHER employees and agents as required by law.
4. Comply with all federal, state, and local laws and ordinances applicable to the work to be performed by THINK TOGETHER or its employees under this Agreement.
5. Comply with the requirements of California Education Code § 45125.1 with respect to fingerprinting of employees who may have contact with the LEA’s pupils. If at any time during the term of this Agreement THINK TOGETHER is either notified by the U.S. Department of



- Justice or otherwise becomes aware that any employee of THINK TOGETHER performing services under this Agreement has been arrested or convicted of a violent or serious felony listed in California Penal Code § 667.5(c) or California Penal Code § 1192.7(c), respectively, THINK TOGETHER agrees to immediately notify the LEA and remove said employee from performing services on this Agreement.
6. Provide all materials, tools, and instrumentalities required to perform the services under this Agreement, including curriculum developed by THINK TOGETHER as its intellectual property.
 7. Participate in all cross training for site coordinators and site staff.
 8. Complete site emergency plans and related staff training.
 9. Maintain ongoing communication between THINK TOGETHER staff and school staff regarding student needs and progress, including but not limited to attendance at school-day meetings and/or one-on-one meetings with teachers.
 10. Coordinate activities with school staff to assure program supports current academic goals of teachers and administrators.
 11. Provide academic assistance and other activities specifically supporting classroom curriculum and academic goals.
 12. Foster communication with and involvement of parents through parent orientations, parent handbook, development and distribution of periodic newsletters, and hosting, at a minimum, one parent orientation.
 13. Recruit and train volunteers to lower the students/adult ratios in the program.
 14. Work with the LEA to implement a comprehensive annual program evaluation plan. As required, attend, and participate in evaluation subcommittee meetings. Evaluation plan shall include but not be limited to attendance tracking, collection of teacher, parent and participant surveys, and data entry of survey results. Evaluation will be completed by THINK TOGETHER in accordance with CDE guidelines and submitted to the LEA a minimum of ten calendar days prior to CDE due dates.
 15. Regularly attend and participate in scheduled governance and operations meetings.
 16. Adhere to proper management and fiscal accountability practices including maintaining proper insurance coverage, compliance with employment laws, and utilization of an accrual method of accounting.
 17. Provide documentation and findings of annual independent audits, in accordance with CDE requirements.
 18. Retain source documents related to attendance tracking for not less than five years.
 19. THINK TOGETHER shall collaborate with the LEA to make all reasonable best efforts to support the financial sustainability of the program by seeking and utilizing funds from public and private fundraising.

IV. COMPENSATION

THINK TOGETHER will be paid 95% of the grant award from CDE (“THINK TOGETHER’s Fee”), according to Attachment A (“Payment Schedule”), attached hereto. Timing and amounts of payments will be made according to the Payment Schedule, attached hereto. If the funds received from the CDE change, a pro-rata adjustment to the maximum amount available for payment to THINK TOGETHER will be made and a revised Payment Schedule will be submitted to the LEA. THINK TOGETHER’s Fee will only be paid out of funds received by the LEA from the State. Notwithstanding the provisions above, any amount not timely



paid by the LEA and not disputed in good faith shall accrue simple interest at a rate of 1% per month for any amount actually owing to THINK TOGETHER.

V. EVALUATION AND REPORTING

THINK TOGETHER agrees to supply the LEA with all reporting data explicitly required via written notification to the LEA by the CDE or U.S. Department of Education in advance of any deadlines. The LEA agrees to submit all reports required by the CDE or U.S. Department of Education in a timely manner in advance of deadlines and provide proof of submission to THINK TOGETHER. If the LEA prefers to have THINK TOGETHER submit reports directly to the CDE on the LEA's behalf, the LEA shall provide THINK TOGETHER access to its CDE "ASSIST" account.

The LEA will provide THINK TOGETHER with any pertinent grant-related communications within five working days of receipt from the CDE. THINK TOGETHER will comply with all document requests from the CDE in accordance Federal Program Monitoring requirements.

Additionally, THINK TOGETHER will:

- Provide monthly attendance and snack reports to the LEA five working days in advance of the deadline.
- Provide quarterly expenditure reports to the LEA five working days in advance of the deadline.
- Provide the Annual Outcomes Based Data for Evaluation report to the LEA ten working days prior to the deadline.

VI. DATA SHARING

The LEA agrees to comply with all reasonable requests by THINK TOGETHER and to provide access to all documents and electronic student data reasonably necessary for the performance of THINK TOGETHER's duties under this Agreement. THINK TOGETHER will abide by all applicable data privacy standards pursuant to law. [Education Codes 8421 (C) (i-ii), 8423 (D) (c) (6), and 8428 (b-e) for ASSETS. Education Codes 8484.8 4 (D) (6) for 21st CCLC. And Education Codes 8482.3 (c) (B2) (d) (1) (2) (f) 7]]

VII. FACILITY USAGE AND SNACK PROVISION

The LEA will provide THINK TOGETHER with access to and use of the LEA's facilities as necessary to meet the terms of this Agreement. To the extent possible, the LEA shall provide one classroom for every twenty students enrolled in the program and shall identify dedicated office space for each school's site coordinator. Additionally, LEA agrees to provide the required daily snack as required under the ASSES grant. LEA facilities and supplied snacks shall be considered in-kind contributions toward meeting the ASSES match requirement.

VIII. INDEPENDENT CONTRACTOR

THINK TOGETHER is and shall at all times be deemed to be an independent Contractor, and shall be responsible for determining the sequence, method, details, and manner in which it performs those services required under the terms of this Agreement. Nothing herein contained shall be construed as



creating a relationship of employer and employee, or principal and agent, between the LEA and THINK TOGETHER or any of THINK TOGETHER's agents or employees. THINK TOGETHER assumes exclusively the responsibility for the acts of its employees or agents as they relate to services to be provided during the course and scope of their employment. THINK TOGETHER, its agents, and employees shall not be entitled to any rights and/or privileges of the LEA's employees and shall not be considered in any manner to be the LEA's employees.

IX. MUTUAL INDEMNIFICATION

THINK TOGETHER shall indemnify, pay for the defense of, and hold harmless the LEA and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of THINK TOGETHER's negligent or willful acts and/or omissions in rendering any services hereunder. THINK TOGETHER shall assume full responsibility for payments of federal, state, and local taxes or contributions imposed or required under the social security, workers' compensation or income tax law, or any disability or unemployment law, or retirement contribution of any sort whatever, concerning THINK TOGETHER or any employee of THINK TOGETHER and shall further indemnify, pay for the defense of, and hold harmless the LEA of and from any such payment or liability arising out of or in any manner connected with THINK TOGETHER's performance under this Agreement, except to the extent such liability is caused by the negligent or willful acts and/or omissions of LEA.

The LEA shall indemnify, pay for the defense of, and hold harmless THINK TOGETHER and its officers, agents, and employees of and from any and all liabilities, claims, debts, damages, demands, suits, actions, and causes of actions of whatsoever kind, nature or sort which may be incurred by reason of the LEA's negligent or willful acts and/or omissions in relation to this Agreement.

X. INSURANCE

During the entire term of this Agreement, THINK TOGETHER shall procure, pay for and keep in full force and effect the following types of insurance:

- Comprehensive general liability insurance, including owned and non-owned automobile (vehicle) liability insurance with respect to the services provided by, or on behalf of, THINK TOGETHER under this Agreement. All insurance policies shall state the name of the insurance carrier and name the LEA as an additional insured. Liability insurance for sexual abuse, molestation, death, bodily injury and property damage shall be for no less than One Million dollars (\$1,000,000) per occurrence, and Three Million dollars (\$3,000,000) aggregate. THINK TOGETHER will name LEA and its officers, agents, and employees, individually and collectively as additional insureds.
- The policies of insurance described above shall be carried with responsible and solvent insurance companies authorized to do business in the State of California. True and correct copies of all certificates of insurance reflecting the coverage described above shall be provided to the LEA prior to the commencement of services under this agreement. THINK TOGETHER agrees that it shall not cancel or change the coverage provided by the policies of insurance described above without first giving the LEA's Assistant Superintendent, Business Services, thirty (30) days prior written



notice. Should any such policy of insurance be canceled or changed, THINK TOGETHER agrees to immediately provide the LEA true and correct copies of all new or revised certificates of insurance.

XI. ASSIGNABILITY

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by THINK TOGETHER without the prior written consent of the LEA.

XII. TERMINATION

Unless otherwise terminated as provided below, this Agreement shall continue in force during the Term, or until the services provided for herein have been fully and completely performed, whichever shall occur first, and shall thereupon terminate.

If the LEA makes a good faith, reasonable determination that THINK TOGETHER is in default of its obligations under this Agreement, the LEA must provide THINK TOGETHER with a written request to cure the default. If the LEA reasonably believes that the default has not been cured within thirty (30) days of such written request to cure, then the LEA shall have the right to immediately terminate this Agreement upon written notification to THINK TOGETHER.

At any time during the performance of this Agreement, either the LEA or THINK TOGETHER, at its sole discretion, shall have the right to terminate this Agreement by giving sixty (60) days written notification of its intention to terminate.

In the event that this Agreement is terminated as provided above, THINK TOGETHER shall be paid its fees earned in accordance with Payment Schedule through the date of termination, including a pro rata amount of the next payment that would have been made pursuant to Payment Schedule, based on the days in that payment period that occurred prior to termination. All cash deposits made by the LEA to THINK TOGETHER, if any, shall be refundable to the LEA in full upon termination of this Agreement unless specified to the contrary.

XIII. CONFLICT OF INTEREST

The LEA acknowledges that THINK TOGETHER has invested and will continue to invest significant amounts of time, money, effort, and resources to recruit, hire, train, and supervise qualified employees to perform the Services required under this Agreement. The LEA further acknowledges that THINK TOGETHER has a legitimate expectation that its employees will continue their employment and career development with THINK TOGETHER during and after the Term of this Agreement, which gives THINK TOGETHER a significant business advantage. The LEA further acknowledges that during the Term of this Agreement, it will be entrusted with access to the personal contact data for employees of THINK TOGETHER who are assigned to render Services under this Agreement. The LEA acknowledges that these legitimate interests of THINK TOGETHER would be impaired if the LEA were to solicit and recruit THINK TOGETHER's personnel to leave



their employment with THINK TOGETHER during or after the term of this Agreement. To protect these interests, the LEA agrees as follows:

A. No Solicitation of Employees

Each party hereto (for this purpose, a "Soliciting Party") agrees that for a period of six months after termination of this Agreement for any reason, such Soliciting Party (or any person acting on behalf of or in concert with such party) will not, without the prior written consent of the other party hereto (for this purpose, the "Employer Party"), directly or indirectly, solicit to employ any employee of the Employer Party with whom any employee of the Soliciting Party had contact with or became aware of in connection with the services performed under this Agreement; provided, however, that the foregoing shall not prevent either Soliciting Party from making general public solicitations for employment for any position or from employing any employee of the Employer Party who either responds to such a general solicitation for employment or otherwise contacts such party on his or her own initiative and without solicitation by such party in contravention of the above restriction.

XIV. ENTIRE AGREEMENT

This Agreement supersedes any and all agreements either oral or written, between the parties hereto with respect to the rendering of services by THINK TOGETHER and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party or anyone acting on behalf of any party, which is not embodied herein, and that no other agreement, statement or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing, signed by both parties, except the LEA may unilaterally amend the Agreement to accomplish the changes listed below:

- Changes as required by law; and
- Changes required by CDE ASES grant provisions.

XV. SEVERABILITY

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

XVI. CALIFORNIA LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

XVII. AUTHORIZATION



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

Each person executing this Agreement warrants that he or she has the authority to so execute this Agreement and that no further approval of any kind is necessary to bind the parties hereto.

XVIII. NOTICES

Any notice required to be given by the terms of this document shall be deemed to have been given when the same is personally delivered, or sent by first-class mail, postage prepaid, addressed to the respective parties as follows:

To: Think Together, Inc.
2101 E. Fourth Street, Suite 200B
Santa Ana, CA 92705

To: Puente Learning Center
501 S. Boyle Avenue
Los Angeles, CA 90033

To facilitate crisis management, LEA will provide to THINK TOGETHER the personal contact information of the Superintendent or his/her designee, as well as a secondary contact, so that they can be notified in the event of an incident that occurs outside of normal business hours or when school is not in session.

[Signature page follows]



SERVICE AGREEMENT BETWEEN
PUENTE LEARNING CENTER AND
THINK TOGETHER, INC.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the Effective Date.

Puente Learning Center (the "LEA")

Think Together, Inc. ("THINK TOGETHER")

By: _____
Signature

By: _____
Signature

Printed Name

Randy Barth
Printed Name

Title

Founder & CEO
Title

Address

2101 E. Fourth St. Suite 200B
Address

City State Zip

Santa Ana, CA 92705
City State Zip

Telephone Number

714.543.3807
Telephone Number

Date

Date



Attachment A

Puente Learning Center Payment Schedule

Contract Amount

THINK TOGETHER's Annual Fee: \$144,981.52

Invoice Schedule

Ten monthly payments due on the first day of month, August, 2024 to May, 2025, of \$14,498.15 each

Expense Allocation Plan

Direct Service Expenses

Personnel

Position	Hourly Bill Rate
Site Program Manager	\$38.00
Program Leader	\$29.00

Bill Rate includes wages, tax, benefits, employee processing, and on-site supervision

Operating

Category	Cost
Technology Services	\$1,000.00 per site, per year
Elementary School Consumable Supplies	\$300.00 per site, per month, plus \$400.00 start-up allocation per site, per year

Administrative Expenses

Category	Cost
THINK TOGETHER Administrative Expense	10% of total expenses

Any administrative costs incurred that exceed the Fee shall be applied toward meeting the ASES match requirement.

Attendance Targets



SERVICE AGREEMENT BETWEEN
 PUENTE LEARNING CENTER AND
 THINK TOGETHER, INC.

Total ASES Funding	Required Present Records (Total funding / \$10.18)	Total ADA (Present records/180 days)
\$152,612.13	14,992	83.29

Projected Budget (2024-25)

1 Site Coordinators @ \$38/hour x 38 hours/week x 52 weeks	\$75,088
4 Program Leaders* @ \$23/hour x 18.75 hours/week x 37 weeks	\$80,475
Technology Services @ \$1,000 per school x 1 school	\$1,000
1 Elementary School Consumables @ (\$300/month x 10 mo.) + \$400	\$3,400
<i>Total Direct Services</i>	\$159,963
Administrative Expense @ 10%	\$15,996
Total Expenses	\$175,959

Amount charged to District	\$144,981.52
Cash Match Contributed by THINK TOGETHER	\$30,978
Percentage of Grant Amount Allocated to District Services	104.82%

*Program Leaders estimated at 1 per 20 students ADA.

Attachment B

DATA SHARING

THINK TOGETHER DATA SHARING

Think Together is committed to student safety and confidentiality of student information and abides



ENSURING STUDENT SAFETY AND
 COMPLIANCE THROUGH PARTNERSHIPS



EPA – EDUCATION PROTECTION ACCOUNT

About the Education Protection Account:

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

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

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

In FY 2024-25, EPA funds are estimated to be 17% of a school's total Local Control Funding Formula (LCFF) base rate. For PUENTE Charter School, this equates to \$1,0088,000. The spending plan for PUENTE Charter School allocates these funds to support teacher salaries and benefits.



PUENTE Charter School
Interim Financial Statements
As of and for the period Ended March 31, 2024
with comparative financial information for June 30, 2023

Contents

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BASIC FINANCIAL STATEMENTS (Charter School)

Statements of Activities (Charter School)	1
Statements of Financial Position (Charter School)	2
Statements of Cash Flows (Charter School)	3
Capital Expenditures – Work in Process	4
Memorandum to Financial Statements (Charter School)	5-7

PUENTE Charter School
Statement of Activities
July 1 through March 31, 2024
with Comparative YTD Budget

ADA	271		271		283
	Actual 3/31/2024		YTD Budget 3/31/2024	Variance	Annual Budget 6/30/2024
Operating revenue					
LCFF - State Aid	\$ 1,567,354	34.75%	\$ 1,725,465	\$ (158,111)	\$ 2,300,619
Prop 30 - Education Protection Account	621,229	13.77%	606,001	15,228	808,000
Other Fed Income	297,489	6.60%	143,383	154,106	191,177
Special Ed Current Yr	253,153	5.61%	206,014	47,139	274,685
State Lottery - Charter Prop 20	14,288	0.32%	10,102	4,186	13,468
Non-Prop Lottery Education Appointment	42,336	0.94%	36,350	5,986	48,467
Other State Revenue	851,597	18.88%	1,033,824	(182,227)	1,378,433
District pymt in lieu of Prop Tax	857,658	19.02%	704,982	152,676	939,975
Total operating revenue	\$ 4,510,330		\$ 4,466,121	\$ 44,209	\$ 5,954,824
Operating expenses and losses					
Salaries	2,293,392		2,262,738	30,655	3,057,561
Employee benefits	274,529		301,114	(26,585)	401,653
Taxes	170,866		185,319	(14,453)	244,687
Workers Compensation	37,204		41,070	(3,865)	54,760
Total personnel cost	\$ 2,775,992	61.8%	\$ 2,790,241	\$ (14,249)	\$ 3,758,660
Building Lease	225,747	5.02%	225,750	(3)	301,000
Professional Services	352,611	7.84%	361,732	(9,120)	486,730
Special Ed Contract	180,010	4.00%	238,696	(58,686)	313,685
Special Ed Fair Share	168,317	3.74%	132,826	35,491	177,101
Food Service Contract	169,384	3.77%	126,657	42,726	174,000
Utilities	64,913	1.44%	56,306	8,607	75,075
Insurance	70,532	1.57%	56,026	14,505	68,217
Dues & Subscriptions	66,323	1.48%	48,091	18,232	48,091
Accounting	24,219	0.54%	43,420	(19,201)	43,420
Security	51,516	1.15%	42,555	8,961	56,329
Depreciation	51,312	1.14%	37,500	13,812	50,000
Equipment/Bldg & Repairs	22,201	0.49%	29,102	(6,901)	34,922
Supplies	18,549	0.41%	21,341	(2,792)	28,436
Students Activities	22,875	0.51%	30,000	(7,125)	30,000
Texbooks	74,177	1.65%	55,850	18,327	55,850
Maintenance supplies	29,550	0.66%	21,000	8,550	27,850
Telephone	10,891	0.24%	6,994	3,898	9,157
Staff Development	48,320	1.07%	42,824	5,496	42,824
Advertising & Publicity	12,692	0.28%	11,016	1,676	12,735
Education supplies	8,131	0.18%	13,512	(5,381)	18,822
Payroll Fees	18,563	0.41%	8,617	9,946	11,520
Printing and Reproduction	4,114	0.09%	11,955	(7,841)	16,380
Gifts	4,838	0.11%	-	4,838	3,750
Postage & delivery	2,469	0.05%	2,518	(49)	3,186
LACOE - Administrative Fees	2,125	0.05%	2,500	(375)	2,500
Furniture & equipment	857	0.02%	-	857	-
Equipment lease	5,875	0.13%	3,290	2,584	4,387
Meetings & Workshops	1,367	0.03%	4,725	(3,358)	6,975
Property Tax	-	0.00%	2,131	(2,131)	2,624
Travel	4,901	0.11%	5,000	(99)	5,000
Total Operating Expenses	\$ 1,719,044		\$ 1,663,933	\$ 55,111	\$ 2,132,566
Total Expenses	\$ 4,495,036		\$ 4,454,174	\$ 40,862	\$ 5,891,227
Operating revenue in excess of operating expenses	\$ 15,294		\$ 11,947	\$ 3,347	\$ 63,597
(Other items considered to be nonoperating)					
Interest income	-		-	-	-
Change in net assets	\$ 15,294		\$ 11,947	\$ 3,347	\$ 63,597
Non-cash items - Depreciation	51,312		37,500	13,812	50,000
	\$ 66,606		\$ 49,448	\$ 17,159	\$ 113,598
Cost per Student	\$ 16,587		\$ 16,436	\$	\$ 20,817

PUENTE Charter School
Statement of Financial Position
As of March 31, 2024

ASSETS	Actual 3/31/2024	Actual 6/30/2023	Change \$
Current assets			
Cash (Charter School Savings)	\$ 549,900	\$ 1,305,939	\$ (756,040)
Cash (Capital Campaign)	5,816	5,803	13
Cash and cash equivalent	555,716	1,311,742	(756,027)
Accounts receivable, net	627,464	454,130	173,334
Due from other programs	73,110	0	73,110
Receivables (net)	700,574	454,130	246,444
Total Current Assets	1,256,290	1,765,872	(509,583)
Land, building and equipment			
Furniture, Fixtures & Equipment	533,223	464,250	68,973
Work in Process	811,418	538,172	273,246
Less: Depreciation	(203,879)	(153,501)	(50,378)
	1,140,762	848,921	291,840
TOTAL ASSETS	\$ 2,397,052	\$ 2,614,793	\$ (217,743)
LIABILITIES AND NET ASSETS			
Current liabilities			
Deferred revenue	555,495	757,448	(201,953)
Due to other programs	-	31,084	(31,084)
Total Current Liabilities	555,495	788,532	(233,037)
Net assets			
Change in Net Assets	\$ 15,294	\$ 88,996	\$ (73,703)
With donor restriction	500,136	500,136	-
Without donor restriction	1,326,126	1,237,130	88,996
Total net assets	1,841,556	1,826,261	15,293
Total liabilities and net assets	\$ 2,397,052	\$ 2,614,793	\$ (217,743)
Matrix Analysis:			
	-		
Working Capital	\$ 700,795		
Cash Ratio:	1.00		
Quick Ratio:	2.26		
Burn Rate	\$ 499,448		
Months of Cash on Hand	1.1		
Debt-to-equity ratio	0.302		

PUENTE Charter School
Statement of Cash Flow
For the Month Ended March 31, 2024

	3/31/2024	Audited 6/30/2023
Cash flows from operating activities:		
Change in total net assets	\$ 15,294	\$ 88,055
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	50,378	60,978
Changes in operating assets and liabilities:		
Accounts receivable	(173,334)	(90,722)
Contributions receivable	-	498,848
Due from other program to the Charter	(73,110)	-
Deferred revenue	(201,953)	521,641
Due to other programs to the Center	(31,084)	(212,282)
Net cash used by operating activities	(413,809)	866,518
Cash flows from investing activities:		
Purchase of property and equipment	(342,219)	395,011
Net cash used in investing activities	(342,218)	395,011
NET DECREASED IN CASH	(756,025)	471,507
CASH - BEGINNING	1,311,741	840,234
CASH - ENDING	\$ 555,716	\$ 1,311,741

PUENTE Charter School
Capital Expenditures
Work in Progress & Completion Percentage

Vendor	FY 2018-19	FY 2019-20	FY 2020-21	FY 2022-23	FY 2023-24	Total	% of Completion
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%
Grand Total	182,089	128,718	-	227,365	273,246	811,418	

MEMORANDUM

To: Finance Committee Members
From: Angelica Castro
Vice President of Finance, PUENTE Charter School
Date: June 12, 2024
Re: Summary of Financial Results as of March 31, 2024

The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of March 31, 2024. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended March 31, 2024 with comparative YTD Budget.
2. Statement of Financial Position as of March 31, 2024.
3. Statement of Cash Flow as of March 31, 2024.

1. Statement of Activities Analysis:

As of March 31, 2024, the Charter School reported total revenue of \$4,510,330 and expenses of \$4,495,036 for a net surplus of \$15,294.

Line items to highlight are as follow:

- Personnel cost: Personnel cost was \$2,775,992 or approximately 61.8% of expense allocation. Total actuals were below budgeted amount by \$14,249
- Special Ed Contract: Special Ed Contract was \$180,010 a 4% of expense allocation. Special Ed expenses were below budgeted amount by approximately \$58,686. 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 was \$168,317 or 3.74% expense allocation. It exceeded our annual budgeted amount by approximately \$35,491.
- Staff Development: Staff Development expenses were \$48,320 a 1.07% of expense allocation. It slightly exceeded YTD budgeted amount by approximately \$5,496. This was mainly due to the cost associated with the Community Training Workshop. In addition, the school is supporting the beginning teacher induction for teacher's credential program. Such expenses are generated at the beginning of the school year.

2. Statement of Financial Position

- Cash & cash equivalent: Cash balance was \$555,716. A decrease of \$756,027 from June 30, 2023. This was mainly due to the following:
 - Accounts Receivable: Increase of accounts receivable of \$173,334.
 - Due from Other Programs: Increase of Due from Other Programs of \$73,110.
 - Property Plan & Equipment: Net increase of PP&E of \$291,840
 - Deferred revenue: Deferred revenue was \$555,495. A decrease of \$201,953 in advance payments.

Financial Key Indicators

Working Capital

- The Working Capital: PUENTE has \$700,795 available for current and future use.

Asset performance.

- Cash Ratio is \$1.00: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$1.00 of liquid cash.
- Quick Ratio \$2.26: 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 \$2.26 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 1.1 months of cash on hand.

Capitalization structure assess long-term solvency and stability:

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.302. 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 \$0.302 of debt financing for every \$1 of equity financing.

3. Statement of Cash Flow

The Charter School's cash decreased by \$756,025. 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 \$50,378 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$173,334. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$173,334 is subtracted from the net surplus.
- c. Due from Other Programs increased by \$73,110. Increasing receivables means less inflow of cash through decrease in collections. As such, the Charter School has less cash on hand, as the \$73,110 is subtracted from the net surplus.
- d. Deferred revenue decreased by \$201,953. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$201,953 is subtracted from net surplus.
- e. Due to Other Programs decreased by \$31,084. Decreasing liabilities means that we are paying obligations sooner rather than later decreasing available cash. The \$31,084 is subtracted from the net surplus.
- f. Property & Equipment increased by \$342,219. This was mainly due to payments related to the purchase of laptops and desktop computers for our students and staff; as well as, construction payments (work in process) in the amounts of \$68,973 and \$273,246, respectively. The increase resulted in a decrease in cash. As such, the change is subtracted from the total change in net assets.
- g. The total decrease in cash of \$756,025 is subtracted from the beginning cash of \$1,311,741 resulting in ending cash balance of \$555,716.

**PUENTE Charter School
Proposed Budget
Fiscal Year Begins
FYE 2024-25**

Average Daily Attendance (ADA)	291.00	283
Revenue Per Student	\$ 21,722	\$ 21,042

	FYE 2024-25 Proposed Budget	FYE 2023-24 Proposed Budget	\$ VAR	% Var
Prop 30 - Education Protection Account	891,403	808,000	83,402	10%
LCFF - State Aid	2,335,620	2,300,619	35,001	2%
LCFF -Prior Year				
ECIA/ESEA/IASA	10,609	10,300	309	3%
Other Fed Income	213,647	180,877	32,769	18%
Special Ed: IDEA Basic Local Assistance - CY	276,697	274,685	2,012	1%
State Lottery - Charter Prop 20	13,872	13,468	404	3%
Non Prop 20 Lottery Education Apportionment K-12	49,921	48,467	1,454	3%
Other State Revenue	1,432,465	1,378,433	54,032	4%
District pymt in lieu of Prop Tax	1,096,913	939,975	156,938	17%
Charter School TOTAL	6,321,146	5,954,824	366,322	6%
TOTAL REVENUE	6,321,146	5,954,824	366,322	6%
EXPENSES				
Salaries	2,084,587	1,788,424	296,163	17%
Salaries - Certificated Charter Position	1,350,257	1,269,137	81,120	6%
Benefits	421,281	401,653	19,628	5%
Payroll Taxes	273,875	244,687	29,189	12%
Workers Comp Insurance	61,875	54,760	7,116	13%
Salaries, Wages & Benefits	4,191,876	3,758,660	433,215	12%
Building Lease	316,000	301,000	15,000	5%
Special Ed Fair Chair	232,137	177,101	55,036	31%
Food Service Contract	220,000	174,000	46,000	26%
Professional Services	407,116	486,730	(79,614)	-16%
Special Ed Contract	248,834	313,685	(64,851)	-21%
Utilities	54,000	75,075	(21,075)	-28%
Insurance	60,670	68,217	(7,547)	-11%
Equip & Furniture	22,000	22,000	-	0%
Security	64,003	56,329	7,674	14%
Accounting	42,140	43,420	(1,280)	-3%
Maintenance Supplies	23,250	27,850	(4,600)	-17%
Maintenance Contract	13,680	13,680	-	0%
Textbooks	57,850	55,850	2,000	4%
Dues & Subscriptions	43,588	48,091	(4,502)	-9%
Supplies	21,991	28,436	(6,444)	-23%
Telephone	9,010	9,157	(148)	-2%
Equipment & Bldg Repair	21,242	21,242	-	0%
Education Supplies	18,822	18,822	-	0%
Printing and Reproduction	13,650	16,380	(2,730)	-17%
Depreciation	50,000	50,000	-	0%
Payroll Fees	23,360	11,520	11,840	103%
Staff Development	36,019	42,824	(6,805)	-16%
Advertising & Publicity	12,735	12,735	-	0%
Meetings & Workshops	6,200	6,975	(775)	-11%
Equipment Lease	4,387	4,387	-	0%
Property taxes	1,458	2,624	(1,166)	-44%
Postage and Delivery	2,438	3,186	(748)	-23%
Student Activities	28,000	30,000	(2,000)	-7%
Gifts	4,750	3,750	1,000	27%
Travel	7,500	5,000	2,500	50%
LACOE - Administrative Fees	3,000	2,500	500	20%
Operating Expenses	2,069,831	2,132,567	(62,736)	-3%
TOTAL EXPENSES	6,261,706	5,891,227	370,479	6%
Total Revenue Less Expenses	59,440	63,597	(4,157)	
Plus/(Less): Non-Cash Items				
Depreciation	50,000	50,000	-	
Cash Surplus/Deficit (-)	109,440	113,597	(4,157)	

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Puente Charter School	Jerome Greening, CEO	jerome@puente.org (323) 7880-0076

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Puente Charter School is situated within the community of Boyle Heights and East Los Angeles, serving 294 students in grades TK-5. Our current student demographics reflect 98% Hispanic, 1% White, 1% African American, 10% Students with Disabilities (SWD), 25% English Learners (EL), and 84% Socioeconomically Disadvantaged.

Puente provides all students with academically challenging curriculum that supports the intellectual, social, and emotional growth of each child. Our school is committed to achieving academic excellence by combining the Common Core state standards with project-based learning that promotes creative exploration, digital literacy, and problem-solving skills to help students develop a life-long love of learning.

Puente Charter Elementary was founded in 2002 by dedicated educators and parents wishing for a high achieving school in the community. Puente Charter Elementary has the distinction of being the first charter school located in Boyle Heights. Combined with Puente Learning Center, founded in 1985, purposeful partnerships have been established with community stakeholders and leaders to connect children and families to learning opportunities and resources, building bridges to education for students to lead and succeed.

As we reflect on the opening of our charter school over 20 years ago, it is incredible to see how far we have come. Established from our community’s request to continue supporting a strong early learning foundation from our Puente Preschool Readiness program, Puente Charter School offered kindergarten-grade services to the Boyle Heights community from 2002-2017, leaving families with limited high-quality options for their children's education beyond those early years. With the continued support from our community, and a successful material revision to our charter, Puente began the slow-growth expansion to add grades 1 through 5 and fulfill the pledge to support our students and families with high-performing school services, including meaningfully addressing the needs of our English Learners.

Puente Charter School was the recipient of the SUMS MTSS grant to provide comprehensive staff wide training on MTSS and implement the SWIFT Fidelity Integrity Assessment (FIA). Using the MTSS Framework ensures all student needs are met through targeted interventions across three levels of support. Our educators will design intervention plans using multiple types of data to make informed decisions and maximize student outcomes.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

Puente Charter School is the recipient of the CA Community Schools Partnership Program Implementation Grant and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. Puente will align its MTSS, Community Schools, and PBIS Initiative with Expanded learning Opportunities Program (ELOP) and its Universal transitional kindergarten program (UTK).

Puente's "whole child" approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities. Our goal is to create a supportive and inclusive educational environment while ensuring a whole-child approach.

Puente Charter School is not eligible for Equity Multiplier Funds. Puente Charter School has developed a one-year LCAP that also serve as the School Plan for Student Achievement (SPSA), that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Puente Charter School’s performance on the 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Blue	N/A	Orange	Yellow
English Learners	Blue	Red	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
Hispanic	N/A	Red	Blue	N/A	Orange	Orange
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	N/A	--	N/A	N/A	N/A

Chronic Absenteeism: On the 2023 CA Schools Dashboard, Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups. The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.

As a recipient of the [CA Community Schools Partnership Program \(CCSPP\)](#) Implementation Grant, a critical funding source that will support the expansion of our Community School using the CCSPP Framework program, Puente will implement strategies to ensure authentic family and community engagement, in alignment to the [4 Pillars of Community Schools](#).

Prior to the start of the 2024-25 school year, leadership will identify at-risk families in need of resources and focus on building stronger relationships with those families. By establishing regular communication channels, we aim to foster engagement and ensure that our interactions are not solely problem focused. Our team genuinely seeks to strengthen the relationship with these families to better understand and support their challenges. We will administer a Family Attendance Survey during orientation prior to the start of the school year, that will help us

understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.

Once the school year starts, we will implement a preventative approach through MTSS. This includes early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine our interventions. Teachers contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers will use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.

Our tracking system will help identify students at risk for chronic absenteeism early in the academic year. Preventative information letters will be sent to families after 1-2 days of absence, allowing for timely intervention. For 3-5 absences, Tier 1 letters will be issued to families emphasizing the importance of attendance, and for 5-7 absences, Tier 2 letters will include information from LAUSD regarding chronic absenteeism. Continued absences will trigger a Tier 3 response, involving a SART meeting to provide personalized support and develop tailored plans to address specific challenges. Puente will increase the frequency of home visits to connect with families more effectively, as needed.

To further motivate and engage students, Puente will implement PBIS practices, through positive reinforcement strategies and recognition initiatives, and incentives. Our students have access to various clubs including Cooking, Spanish, Bracelet Making, Sports, and Coding/Drone, contingent on good behavior and consistent attendance. These extracurricular opportunities, facilitated by dedicated teachers and staff, enhance student engagement and foster a positive school atmosphere. We are also considering adding additional morning activities, including clubs, to assist working parents and encourage daily student attendance. An analysis of absences revealed that most absences are from students in grades TK-1. Our maintenance team will ensure additional cleaning of school equipment, to prevent absences due to illness. Puente plans to expand student attendance incentives to maintain motivation and momentum. Puente will also host schoolwide events to engage families, build trust and community.

Puente plans to build strong and intentional community partnerships to ensure student learning and whole child and family development through home-school collaboration combined with culturally responsive community partnership.

English Language Arts: This school year, the focus was on using the Benchmark Phonics program, which offers a structured literacy approach with an emphasis in applying learning to reading and writing; and unit topics designed for building vocabulary and content knowledge. This evidence-based initiative is aligned to a balanced literacy approach, and identifies individual strengths and areas for improvement, offering personalized instructional strategies for effective phonics instruction.

The integration of the Benchmark Phonics program, Data Review Meetings, systemized SST procedures, and MTSS training reflects our holistic and forward-thinking approach to supporting student outcomes in English Language Arts. Through evidence-based practices, collaboration, and ongoing professional development, we are committed to providing a supportive and enriching educational experience for all students.

Mathematics: Puente has adopted Eureka Math, a comprehensive and research-based program that aims to deepen students' comprehension of mathematical concepts, promoting a more profound mastery of mathematical skills and problem-solving.

To enhance our data-driven decision-making process, we established Data Review Meetings with each grade level. These collaborative sessions involve a thorough analysis of student performance data in ELA and Math, enabling educators to address specific challenges and implement timely interventions for continuous improvement.

Our commitment to student support is further strengthened by the implementation of systemized SST procedures. This structured framework enhances our ability to identify and assist students in need of additional support in ELA & Math. Beyond traditional classroom boundaries, we've expanded our intervention programs to include targeted tutoring, small-group instruction, and technology-assisted learning opportunities. This comprehensive approach, combined with collaborative efforts among educators, parents, and support staff, ensures a well-coordinated strategy to address the diverse needs of our students.

In addition to these initiatives, we've placed a significant focus on providing Multi-Tiered System of Supports (MTSS) training for charter team staff members. This training equips our staff with the necessary knowledge and tools to implement a tiered support system, aligning interventions with individual student needs. By investing in professional development, we empower our educators to effectively support students in ELA.

Puente Charter School's intervention program includes one-on-one tutoring and small group instruction, provided by teachers, support staff, and CSLA tutors during the after-school programming.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Puente Charter School is not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators, Principals	<p>Date: January – May 2024 (weekly meetings)</p> <p>Process used: In-person meetings discussed the 2023-24 LCAP Midyear Update; 2024-25 LCAP Goals, Actions, metrics, local data, survey data, including survey results.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • There is a need to add a Dean of Engagement to lead the schoolwide initiative to strengthen daily student attendance and reduce chronic absenteeism rates. • There is a need to provide additional professional development to deepen practice for core instruction resulting from new curriculum adoption in Math, and Science. • Need Counselor to lead SEL; and connect with families. • Need for an EL Intervention Coach to provide tiered support for ELs; and provide instructional coaching for all teachers on designated ELD, and strategies to support ELs.

Teachers	<p>Date: 5/3/24 Survey administered</p> <p>Process used: Survey administered to solicit input for the 2024-25 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested professional development for Eureka2 Math Implementation; and coaching on addressing student behavior challenges • Requested BII's to support in the classroom with student behavior challenges. • Requested to continue with paraprofessionals in every classroom to support with tiered instruction to accelerate student learning. • Requested to expand enrichments: music, art, and dance programming.
Other School Personnel	<p>Date: 5/3/24 Survey administered</p> <p>Process used: Survey administered to solicit input for the 2024-25 LCAP goals, actions, metrics and schoolwide initiatives.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested full-time campus aides to provide supervision throughout the day. • Requested to continue to participate in professional development with teachers • Requested coaching on schoolwide initiatives: Phonics, math, behavior challenges (intervention coach, Vice Principal and Principal)
Students	<p>Date: 1/30/24 Survey administered</p> <p>Process used: Survey administered to solicit input on school programming, school safety, and connectedness.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Requested additional field trips. • Would like larger playground • Requested additional clubs • Would like to continue with the Counselor/counseling services
Parent Advisory Committee (PAC)	<p>Date: 2/21/24</p> <p>Process used: In-person meetings discussed the 2023-24 LCAP Midyear Update; 2024-25 LCAP Goals, Actions, metrics, and solicit input for the 2024-25 LCAP</p> <p>Feedback provided:</p>

	<ul style="list-style-type: none"> • Expansion athletics programming • Requested additional tutors; continue with paraprofessionals • Identified the need to provide academic intervention, and Intervention Teacher • Continue to provide ELOP • Need to strengthen daily attendance, and reduce chronic absenteeism (Dean of Engagement) <p>Date: 5/29/24</p> <p>Process used: 2024-25 LCAP was presented to the PAC for review and approval for submission to the governing board.</p> <p>Feedback provided:</p>
ELAC, DELAC & EL-PAC	<p>Date: Meetings February – May 2024</p> <p>Process used: Discussion took place on the development of the 2024-25 LCAP, schoolwide initiatives, EL student academic achievement and needs.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents would like workshops to address how to support their child with homework if parents are Spanish speakers • Need to strengthen daily attendance, and reduce chronic absenteeism: Dean of Engagement • Need to provide additional academic support for ELs: Rosetta Stone, Intervention Coach, and provide reading books/materials to support with language acquisition.
Parents including those representing Unduplicated Pupils	<p>Date: 3/11/24</p> <p>Process used: Needs assessment survey was administered.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to implement bullying prevention (SEL) • Expand tutoring services after-school • Requested that Counselor provide parent workshops on Bullying and behavior challenges
SELPA Administrator	<p>Date: Ongoing throughout the year via zoom and email on the school's SPED Program; On 5/13/24, SPED Action (Goal 1, Action 4) was submitted to the SELPA Administrator via email.</p> <p>No feedback was provided.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Intervention services, tutoring – ELOP programming, phonics, and intervention platforms
- Goal 1, Action 3: Counselor, and Dean of Engagement; Address Chronic Absenteeism – home visits, and workshops; provide training for teachers and support staff on addressing student behavior challenges.
- Goal 1, Action 5: Rosetta Stone; and EL Intervention Coach
- Goal 1, Action 6: Enrichments – Music, Dance, and Visual Art
- Goal 2, Action 2: Professional Development and Coaching for teachers and support staff: Eureka math, Strategies to Support SWD & EL; Behavior challenges, & Behavior Intervention Plans.
- Goal 3, Action 1: Afterschool clubs, Field trips, and campus aides (Supervision)
- Goal 3, Action 3: Parent workshops, Coffee with the Counselor

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Strengthening MTSS in alignment with the 4 Pillars of Community Schools, is essential to improve academic and SEL outcomes for all students. The academic and SEL universal screeners will serve to identify areas of strength and growth, and where to focus the school’s resources to support our student’s needs, while measuring program effectiveness, and ensure data-driven decision-making at all levels. Post-pandemic our staff has worked diligently to accelerate student learning, but obstacles including escalating chronic absenteeism rates have further exacerbated learning gaps, and there is a need to identify and address student barriers to daily attendance. There is also a need to provide tiered academic intervention to improve academic outcomes, increase reclassification rates so that all students can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline																								
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-9.5</td> </tr> <tr> <td>Hispanic</td> <td>-11.5</td> </tr> <tr> <td>EL</td> <td>-34.2</td> </tr> <tr> <td>SED</td> <td>-15.7</td> </tr> </tbody> </table>	2022-23 ELA CAASPP		Student Group	DFS	All Students	-9.5	Hispanic	-11.5	EL	-34.2	SED	-15.7			<table border="1"> <thead> <tr> <th colspan="2">2023-24 ELA CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>-7.5</td> </tr> <tr> <td>Hispanic</td> <td>-9.5</td> </tr> <tr> <td>EL</td> <td>-32.2</td> </tr> <tr> <td>SED</td> <td>-13.7</td> </tr> </tbody> </table>	2023-24 ELA CAASPP		Student Group	DFS	All Students	-7.5	Hispanic	-9.5	EL	-32.2	SED	-13.7	
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3	% Proficient CAST Source: CAASPP website	<table border="1"> <thead> <tr> <th colspan="2">2022-23 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>20.93%</td> </tr> <tr> <td>Hispanic</td> <td>19.05%</td> </tr> <tr> <td>SED</td> <td>13.89%</td> </tr> </tbody> </table>	2022-23 CAST % Proficient		Student Group	%	All Students	20.93%	Hispanic	19.05%	SED	13.89%			<table border="1"> <thead> <tr> <th colspan="2">2023-24 CAST % Proficient</th> </tr> <tr> <th>Student Group</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>32.0%</td> </tr> <tr> <td>Hispanic</td> <td>30.0%</td> </tr> <tr> <td>SED</td> <td>25.0%</td> </tr> </tbody> </table>	2023-24 CAST % Proficient		Student Group	%	All Students	32.0%	Hispanic	30.0%	SED	25.0%					
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	75.6% Source: 2023 Dashboard			2023-24: 76% Source: 2024 Dashboard																									
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 26.2%			2023-24: 28%																									
6	Reclassification Rate Source: Dataquest	2022-23: 21.2%			2023-24: 28%																									

7	Attendance Rate Source: CALPADS	2022-23: 92%			2023-24: 92.5%																															
8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="3">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Total</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>102</td> <td>34.1%</td> </tr> <tr> <td>Hispanic</td> <td>96</td> <td>33.1%</td> </tr> <tr> <td>EL</td> <td>36</td> <td>41.4%</td> </tr> <tr> <td>SED</td> <td>90</td> <td>35.9%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism			Student Group	Total	Rate	All Students	102	34.1%	Hispanic	96	33.1%	EL	36	41.4%	SED	90	35.9%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>24%</td> </tr> <tr> <td>Hispanic</td> <td>23%</td> </tr> <tr> <td>EL</td> <td>31%</td> </tr> <tr> <td>SED</td> <td>26%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	24%	Hispanic	23%	EL	31%	SED	26%	
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9	Suspension Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																															
10	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																															
11	% students participating in enrichment. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																															
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%			2023-24: 100%																															

NOTE: Puente Charter School currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- **Priority 4:**
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (Gr 11 SBAC)

- **Priority 5:**
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ASSESSMENTS OF LEARNING	<p>To measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support via the MTSS:</p> <ul style="list-style-type: none"> • NWEA MAP Reading & Math: TK-5 (3 times/year) • Fountas & Pinnell Running Records (TK-5): every 6-8 weeks • Sound/Letter & Number recognition: TK/K\ • Reading, Writing, Math Unit Assessments (K-5) • Interim Comprehensive Assessments: Gr 3-5 (twice per year) • State-mandated assessments: CAASPP/SBAC, ELPAC, & CAST <p>Puente will continue to implement its 5-step data analysis protocol for reviewing, analyzing, and discussing student assessment results in alignment with MTSS, and the CA Community Schools Framework. This process will be used to measure student progress, identify gaps in learning for tiered intervention, monitor student and schoolwide growth, and measure program effectiveness. Data review meetings will take place every 6-8 weeks.</p>	\$	
2	MTSS: ACADEMIC INTERVENTIONS	<p>Puente will utilize universal academic screeners (NWEA MAP, F&P) to establish student baseline performance, identify learning gaps, MTSS referral, establish annual growth targets for students, and measure program effectiveness.</p> <p>Using the MTSS framework, all classroom teachers provide Tiers 1 and 2 support; and the Intervention teacher will provide Tier 3 academic support for identified students in reading and math. Paraprofessionals will assist classroom teachers and provide Tier 1 support through small-group instruction. An intervention block is embedded throughout the instructional day to support struggling learners including intervention platforms (iXL Math, iXL ELA ELA, Raz Kids, Epic) to further reinforce skills and gaps in learning. Puente provides students with additional academic</p>	\$	

		support through the expanded learning opportunities program that takes place afterschool, and through summer programming.		
3	MTSS: SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS	<p>An area of focus is the chronic absenteeism indicator on the 2023 CA Schools Dashboard. Puente received a RED Performance level for all students (34.1%), English Learners (41.1%), Socioeconomically Disadvantaged (35.9%), and Hispanic (33.1%) student groups.</p> <p>The leadership team conducted a needs assessment and root cause analysis to identify root causes of the escalating chronic absenteeism rates. We identified that chronic absenteeism is a case-by-case situation, and Puente is moving towards individualized attendance plans is our next step to improve overall daily attendance. Our goal is to provide targeted assistance and correct misconceptions about attendance protocols and the importance of regular attendance, particularly in grades TK-1.</p> <p>Prior to the start of the 2024-25 school year, leadership will identify at-risk families in need of resources and focus on building stronger relationships with those families. By establishing regular communication channels, we aim to foster engagement and ensure that our interactions are not solely problem focused. Our team genuinely seeks to strengthen the relationship with these families to better understand and support their challenges. We will administer a Family Attendance Survey during orientation prior to the start of the school year, that will help us understand each family's perspective on attendance policies and their views on school attendance so that our team can effectively address this early in the school year.</p> <p>Once the school year starts, we will implement a preventative approach through MTSS. This includes early identification of at-risk students, targeted communication with families, personalized support from the Student Attendance Review Team (SART), and ongoing data analysis to refine our interventions. Teachers contact families when students are absent, delivering positive messages to show that the student was missed. Additionally, teachers will use attendance charts and provide incentives for regular attendance, further strengthening our relationship with families.</p> <p>Puente is committed to providing and strengthening social-emotional supports through schoolwide implementation of Second Step SEL Curriculum, Calm Classroom, and restorative justice community circles.</p>	\$	

		<p>The Counselor will lead monthly theme-based class lessons, and regular social skills groups for students identified for Tier 3 supports using the MTSS Framework. The Counselor will also lead SEL curriculum implementation with teachers; and host monthly Coffee with the Counselor to meet with families and refer families to Care Solace for mental health services.</p> <p>The Dean of Engagement and Vice Principal lead student discipline, PBIS, and school culture initiative. In addition, will provide professional development on addressing student behavioral challenges, and implementing classroom structures to ensure consistency, facilitate parent/staff engagement activities and events to foster a culture of community and respect. They will also monitor daily student attendance, implement and lead SART meetings, meet with families, including home visits, and ensure the school’s attendance policy is adhered to.</p> <p>The Community Schools Coordinator (CSC) serves as the foster youth and homeless liaison. The CSC will connect families with resources, lead parent workshop to support the SEL and mental health needs of our students and families.</p>		
4	SPECIAL EDUCATION SERVICES	<p>Puente Charter School participates in Option 2 – LAUSD SELPA. Puente Charter School is dedicated to improving the state testing scores of students with disabilities by implementing a multifaceted approach. This involves the recruitment of additional resource teachers and a heightened focus on delivering direct instruction tailored to individual student needs. Through the continued use of highly qualified related service providers, administrators, classified staff and personalized teaching strategies the school aims to empower students with disabilities to achieve greater success in state assessments, ultimately ensuring their proficiency in meeting state content standards.</p>	\$	
5	EL/ELD SUPPORT SERVICES	<p>Puente Charter School will provide the following services to support ELs with language acquisition:</p> <ul style="list-style-type: none"> • A 4-week summer program for newcomers (new to the U.S. within 12 months). ELs will utilize Rosetta Stone language program. • Benchmark Phonics with one-to-one support with a paraprofessional 	\$	

		<p>The Intervention Coach will provide targeted tiered academic support to address language acquisition for ELs, including small group instruction, to improve performance on CAASPP and Summative ELPAC performance and increase reclassification rates. The Intervention Coach will provide training for teachers and paraprofessionals on evidence-based pedagogical strategies to support EL diverse language learning needs.</p> <p>Teachers will provide designated and integrated ELD for ELs. To support with language acquisition, teachers will participate in professional development on effective strategies to support vocabulary and reading comprehension. Teachers will administer Interim ELPAC assessment tool to familiarize ELs with the assessment format; and reduce student testing anxiety.</p>		
6	BROAD COURSE OF STUDY	<p>Puente will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, and PE) that include the following:</p> <ul style="list-style-type: none"> • Music: Grades TK-5 • Dance: Grades TK-2 • Visual Arts: Grades 3-5 	\$	

Goal

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

<p>Priority 1: Basic</p> <p>Priority 2: Implementation of the State Standards</p>

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 81.8%			2022-23: 100%	
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
15	Implementation of the State Academic content & performance standards for	<u>2023-24</u> ELA: 5			<u>2024-25:</u> ELA: 5	

	<p>all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p>ELD: 4 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 3 PE: 4 VAPA: 4 World Language: NA</p>			<p>ELD: 5 Math: 5 Social Science: 4 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA</p>	
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Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	CORE EDUCATIONAL PROGRAM: EDUCATORS	<p>Puente Charter School will employ a principal, and appropriately credentialed teachers, that will teach all core subject areas: ELA, Math, Science & Social Studies, and Physical Education serving grades TK-5, as part of the school’s base educational program.</p> <p>Puente Charter School will provide all students with a longer school day and longer school year that includes 180 instructional days exceeding the CA State requirement of 175.</p> <p>The principal and all teachers will participate in 10 days of intensive summer professional learning: in addition to 5 non-instructional days, and weekly professional development during the academic school year.</p>	\$	
2	PROFESSIONAL LEARNING	<p>To strengthen and build teacher capacity, expertise, and maintain high teacher retention rates, Puente will provide all teachers with robust professional learning opportunities including instructional coaching, classroom observations, lead instructional labs, model lessons, feedback cycles, and encourage peer observations.</p> <p>All teachers and Instructional support staff will participate in 10 days of intensive summer professional learning: in addition to 5 non-instructional days, and weekly professional development during the academic school year.</p>	\$	

Based on a needs assessment, findings from classroom observations, and feedback from teachers, the following include the professional development areas of focus:

- Diversity, Equity, Inclusion, Justice (DEIJ)
- Culturally Relevant curriculum
- Foundational skills: literacy & math
- CA Frameworks: Health Standards
- Non-violent crisis intervention: prevention and verbal de-escalation skills, disengagement safety techniques, physical intervention techniques
- Behavior Intervention Plans
- SWD: IDEA & FAPE
- SWD: Accommodations & Modifications
- Co-teaching models
- Understanding and deciphering IEPs.
- Differentiated Instruction: ELA & Math
- Cognitively Guided Instruction (CGI) Math
- Eureka2 Math Curriculum Implementation
- Strategies to improve designated/integrated ELD
- Social-emotional learning & Wellness
- Positive Behavioral Intervention & Supports (PBIS)
- Health & Safety including CPR, & active shooter

As the recipient of the MTSS Grant – all staff will continue to participate in comprehensive MTSS training to further strengthen and systematize our MTSS implementation.

To support the teacher pipeline, Puente has partnered with LACOE's Intern Program for teacher candidates to obtain a preliminary credential; and LACOE's Induction Program for teachers to clear preliminary credentials.

3	CORE CURRICULAR NEEDS	Puente Charter School will provide all students with access to standards aligned curriculum and instructional materials for all disciplines. Annual purchases will be made as needed including consumables.	\$	
4	CLOSING THE DIGITAL DIVIDE	Puente Charter School will ensure technology devices are available for all students to access curricular and instructional materials; including IT Tech support, and subscriptions as needed for virtual meetings. Teachers will implement the ISTE Standards for the use of technology in teaching and learning. SMART Boards will be made available schoolwide.	\$	

Goal

Goal #	Description	Type of 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.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Good	
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	<u>2023-24:</u> 9. 4 10.5 11.5 12.4			<u>2024-25:</u> 9. 5 10.5 11.5 12.4	

	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 5 2. 5 3. 4 4. 5			<u>2024-25:</u> 1. 5 2. 5 3. 5 4. 5	
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 100% Sense of Safety 100% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 97% Sense of Safety 96% School connectedness			<u>2024-25:</u> >90% Sense of Safety >90% School connectedness	
21	Other Local Measure - Staff Survey: Sense of	<u>2023-24:</u>			<u>2024-25:</u>	

	safety & school connectedness Source: Local	92% Sense of Safety 92% School connectedness			>90% Sense of Safety >90% School connectedness	
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Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY	<p>Promoting a welcoming and positive school climate is essential to providing a conducive learning environment for students. Puente will continue to implement a Bullying Prevention Plan that will be incorporated in the comprehensive school safety plan. The School Safety Plan will be reviewed and revised with input from our educational partners. Security guards and campus aides will provide additional supervision to promote a safe learning environment, as requested from feedback of our educational partners.</p> <p>To promote student engagement and a positive school climate, Puente Charter School will host anti-bullying assemblies, monthly student recognition ceremonies and will administer school climate surveys that will be reviewed and analyzed to assess areas of growth. Students will participate in student-led conferences reflecting on their learning and next steps with parents and the teacher as their audience. Students will also have the opportunity to participate in extended learning experiences through field trips aligned to content standards, providing real-world learning experiences.</p> <p>Puente Charter School has partnered with the UCLA Eye Institute and the USC Dental Clinic to conduct health screenings for our students. Puente participates in the universal meals program schoolwide.</p>	\$	
2	PARENT INPUT IN DECISION-MAKING	<p>Puente Charter School provides parents with opportunities to provide input in decision-making through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Advisory Council • CCSPP Steering Committee <p>Interpreters are available at all committee meetings and upon request.</p>	\$	

3	PARENT ENGAGEMENT & PARTICIPATION	<p>Prior to the start of the school year, teachers will schedule introductory meetings with all families to welcome them to our school, communicate expectations, build positive relationships, inform them of school resources, the attendance policy, and identify family/student needs.</p> <p>Puente Charter School will continue to provide numerous opportunities for parents (including those of Unduplicated Pupils and Students with Disabilities) to participate in their child’s education and engage in schoolwide activities and events through the following venues:</p> <ul style="list-style-type: none"> • Monthly Coffee with the Principal • Integrated Services Workshops: College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, Tenant Rights, social media • Schoolwide events: Monthly Family Nights, Back to School Night, Open House, Meet & Greet, Monthly recognition ceremonies, Winter & Spring Student Showcases • Student Led Conferences <p>The Operations Coordinator is tasked with conducting outreach efforts with families, provide interpreter services, distribute the monthly newsletter, monitor ParentSquare, including the calendar of events. Parents will have access to Infinite Campus Parent Portal where they can view their child’s academic progress, attendance and communicate with staff.</p> <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the “15% and above translation needs” criteria. Interpreter services are available for all parent events and upon request, including ASL.</p>	\$	
4	MAINTAINING A SAFE & CLEAN FACILITY	<p>Puente strives to provide its community with a safe and clean school facility site including security measures and daily maintenance. Annually, Puente completes the Facility Inspection Tool (FIT) report, which is reported on the SARC, LCAP, and Local Indicators Report (CA School Dashboard).</p>	\$	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools



Accounting Policies and Procedures Updates for 2023-24

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Accounting Procedure

Account reconciliations for the preceding month are to be completed by the 20th working day of the month following or as requested by the VP of Finance. WFB Operating & Charter School accounts are reconciled, reviewed, and approved by the VP of Finance and CEO, on a daily basis using the Cash Flow Projection worksheet. At a minimum, each bank account is to be reconciled monthly along with selected balance sheet accounts with significant balances. At year-end, all balance sheet accounts are reconciled as part of external audit requirements

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CHECKS RECEIVED IN THE MAIL

To maintain separation of duties (SoD) and reduce risks, PUENTE divides responsibilities among different staff within the organization as follow:

- All unopened mail is forward to the Director of Human Resources.
- The director of HR will forward all unopened checks to the CEO for review and signature.
- The CEO will forward all checks to the Finance Department to record and be deposit.
- A staff accountant records the checks on the remittances (log), endorses checks by stamping “For Deposit Only” on the back, prepare the deposit slip, forward copies of checks to Development, and make the deposit.

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Direct Deposit

Direct deposits are processed and approved through the payroll system by the Director of HR. In order to receive deposits directly, the employees have the following two options:

- Complete direct deposit process via self-service ADP portal.
- Complete the direct deposit authorization hard copy form by manually imputing with bank account and routing number. The Director of HR enters the completed direct deposit request into the payroll system. The direct deposit becomes effective approximately two weeks after the direct deposit authorization form is received.



7.10 Educational Assistance Policy

PUENTE believes in the continuing education of its employees. In the situation where the Organization sends you to a class or training program during normal working hours related to your employment and you are a non-exempt employee, you will be paid training pay (which may be a different rate than your usual working time rate) for that time. (Exempt employees will be paid their usual salary for any such training time, consistent with applicable law.)

Meanwhile, if you are interested in attending an outside class and will request that the Organization reimburse the expenses for your attendance, you must obtain written approval in advance, prior to registering for, or participating in, the class, and comply with the other requirements accordingly. In particular, you are required to provide advance written notice, which request should be submitted as far in advance of the course as reasonably practicable, and fully complete the Educational Assistance Agreement, which requires that you provide a description of the class, including the subject matter, length, and all expenses reasonably expected to be incurred, as well as the business reason for your attendance. If the educational coursework is approved, subject to the other conditions set forth herein, the Organization will reimburse you for the full costs of the course, up to a maximum of \$5,250.00, which shall serve as a one-time benefit during your employment tenure. The continuing education must be sponsored through an accredited program that either offers growth in an area related to your current position or that may lead to promotional opportunities for you within the Organization. This education may include college credit courses, continuing education unit courses, seminars and certification tests that involve job-related subjects.

You must secure a passing grade of at least a "B" or its equivalent in a graded course, or actually obtain a certification for all other types of courses, in order to receive any reimbursement. In addition, before any reimbursement will be provided for qualifying courses, such expenses must be validated by receipts and a copy of the final grade or certification received.

Eligibility

Full-time, regular employees who have completed at least 2 years of employment are eligible to participate in this program, as set forth under this policy and consistent with the terms set forth in the Educational Assistance Agreement.

Procedures

To receive reimbursement for such educational expenses, employees must comply with the procedures listed here:

- Prior to enrolling in an educational course, the employee must provide his or her supervisor with information about the course for which he or she would like to receive reimbursement and explain the job-relatedness of the continuing education.
- A reimbursement request form and Educational Assistance Agreement should be fully completed by the employee, and the appropriate signatures obtained.
- A copy of the fully-completed tuition reimbursement request form and Educational Assistance Agreement must be submitted to human resources. The employee should maintain the original signed forms until he or she has completed the educational course.
- Once the course is successfully completed, the employee should resubmit the original tuition

reimbursement request form and Educational Assistance Agreement with the reimbursement section filled out and fully completed, including appropriate signatures, as well as receipts and evidence of a passing grade of at least a "B" or its equivalent in a graded course, or certification obtained for all other types of courses, attached.

- The human resources department will coordinate the reimbursement with the finance department, once all of the other conditions have been satisfied by the requesting employee.
- As further set forth in the Educational Assistance Agreement, the employee must satisfy the continuing employment obligations and work for the Organization for the specified periods of time, in order to fully earn the entire reimbursement amount and avoid being responsible for repaying at least some portion of the educational assistance reimbursement. Specifically, the employee must remain with the Organization for a minimum of two years after completion of the class/program.

Any questions or comments related to this policy should be directed to the human resources department.

Charter School Classified/Credentialed Employee Program

PUENTE Learning Center offers a career pathway program for classified and/or credentialed employees, in the PUENTE Charter School, leading to a teacher preparation program and teaching credential. Eligible program participants may receive stipends for up to \$5,250.00 to cover tuition, fees, and books paid directly to the accredited or official learning institution.

Participants who meet all the requirements must complete one school year of classroom instruction in the school for each year that financial assistance was received.

Program Eligibility Requirements:

1. Employed by PUENTE and working as a classified or credentialed employee (e.g., paraprofessional/paraeducator, instructional aide, intern or preliminary teacher);
2. Completion of BA degree from an accredited post-secondary educational institution;
3. Agrees to become Multiple Subjects, TK, or Special Education teacher;
4. Enrolled in an accredited university/credential program;
5. Cumulative GPA of 2.7 or higher;
6. Pursue and obtain a California intern credential, preliminary multiple subjects teaching credential, clear teaching credential, TK, or educational specialist teaching credential;
7. Complete a school year of classroom instruction for each year of financial assistance received after obtaining the California intern, preliminary or clear multiple subjects, TK, or educational specialist teaching credential; and
8. Completion of application for educational assistance.