

# **NOTICE OF PUBLIC MEETING**

## **PUENTE Charter School**

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

**Wednesday, September 18, 2024  
12:00 p.m.**

Join Zoom Meeting  
puente-org.zoom.us  
Meeting ID: 853 0317 2524

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

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

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

- [www.puente.org](http://www.puente.org)
- PUENTE Charter School, 501 S. Boyle Ave., Los Angeles, CA 90033 main doors and parent board
- All teleconference locations: 5110 La Calandria Dr, Los Angeles, CA 90032; 800 Corporate Pointe, Culver City, CA 90032; 777 S. Figueroa St, Los Angeles, CA 90017; 1410 Milan Ave, South Pasadena, CA 91030



# PUENTE Learning Center

## PUENTE Charter School Board of Directors Meeting Agenda

Wednesday, September 18, 2024

12 pm

501 S. Boyle Avenue, Los Angeles, CA 90033

### Join Zoom Meeting

<https://puente-org.zoom.us/j/85303172524>

**Meeting ID: 853 0317 2524**

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

If you require special accommodations in order to attend this meeting, please call Jerome Greening at (626) 260 – 0070 or e-mail at [jerome@puente.org](mailto:jerome@puente.org).

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

Agenda Item	Proposed Action	Attachments	Role(s)
1. Call to Order and Roll Call to Establish Quorum	Roll Call	Board Roster	Board Chair, Tyler Press
2. Minutes – June 12, 2024	Approval	Minutes	
<b>3. Public Comment</b> 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.			
<b>4. Operations &amp; Programs</b>			
<b>i. Data Dashboard</b> Enrollment & Student Subgroup data for the beginning of the 2024-25 academic year and updates from the 2022-2023 school year	Informational	PowerPoint Data Dashboard	Principal; Brenda Meza Director of Early Education, Dominic Armendariz CEO; Jerome Greening
<b>ii. 2024-2025 School Priorities for the Local Control Funding Formula &amp; LCAP Goals &amp; Activities</b> The PUENTE LCAP priority goals In alignment with the Eight California State priorities to guide the accountability of the school's operations	Informational		
<b>iii. 2024-2025 Compliance Monitoring Form</b> Ensuring critical organizational and management systems are in place (admin review of these systems)	Informational	Compliance Monitoring Form (Admin Review)	
<b>iv. 2024-2025 Charter Public School Transparency Document</b> Ensuring school information and data is available to the parent community	Informational	PUENTE Transparency Document	
<b>v. The Community School Initiative</b>	Informational	PUENTE	

Update on the PUENTE Community School planning and preparation for the submission for the implementation grant with the California Department of education		Community School Action Plan	
5. Finance Report			
i. <b>Charter Unaudited Financial Statements as of June 30, 2024</b> ii. <b>Charter Unaudited LAUSD Report as of June 30, 2024</b> iii. <b>FY23 Audit Update</b>	Informational	Financial Statements	Finance Committee Member, Jocelyn Rosenwald; VP of Finance/Administration, Angelica Castro; CEO, Jerome Greening
6. Adjournment			Board Chair, Tyler Press
Certification of Posting I, Isabel Ocampo, hereby certify that this agenda was posted on 9/13/2024 at 4 pm at: - PUENTE Learning Center website: <a href="http://www.puente.org">www.puente.org</a> - PUENTE Learning Center facility, 501 S. Boyle Ave. Los Angeles, CA 90033 - All teleconference locations: 5110 La Calandria Dr, Los Angeles, CA 90032; 800 Corporate Pointe, Culver City, CA 90032; 1410 Milan Ave, South Pasadena, CA 91030; 777 S. Figueroa St, Los Angeles, CA 90017			



**Governing Board Member Roster**

**PUENTE Charter School**

**PUENTE Learning Center**

**Board Meeting September 18, 2024 12:30pm**

<b>Board of Directors</b>
<b>Board Chair, Tyler M.P. Sutherland</b>
<b>Board Vice Chair, Jocelyn Rosenwald</b>
<b>Board Treasurer, Lara Lightbody</b>
<b>Board Secretary, Scott Williams</b>



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

**BOARD MEETING MINUTES**

**June 12, 2024**

**3:00 pm**

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

Meeting ID: 842 1518 8869

The PUENTE Charter School board meeting was conducted via Zoom on Wednesday, June 12, 2024 at 3:00pm.

**Board Members in Attendance:** Chun Wong, Tyler Sutherland, Oscar Cabrales, and Lara Lightbody

**Board Members not in Attendance:** Jocelyn Rosenwald and Scott Williams

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

**Call to Order**

Chun Wong called the meeting to order at 3:02pm. A quorum was established.

**Roll Call**

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

Absent: Jocelyn Rosenwald and Scott Williams

**Approval of Board Meeting Minutes from February 21, 2024**

Motion: A motion was duly made by Oscar Cabrales and seconded by Tyler Sutherland. The board moved to accept the minutes from February 21, 2024 as written. *Chun Wong "Abstain" Cabrales, "yes"; Lightbody "yes"; Sutherland, "yes"*

**Public Comment**

Chun 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 REPORT**

Ms. Meza shared PUENTE Charter School celebrated its second 5<sup>th</sup> grade culmination last Friday, June 7, 2024. An overall great celebration with so many families and student speeches. 2 Fifth Grade students received perfect scores on the SBAC assessment and this accomplishment was noted at the ceremony.

### **LAUSD Annual Performance Oversight Visit for 2023-2024**

LAUSD Charter Schools Division (CSD) visited PUENTE Charter on February 15, 2024 and conducted the Annual Performance Oversight, including interviewing leadership members, conducting classroom visits/observations, and reviewing operational documents and evidence, including fiscal documents. The relationship between the Charters Schools Division and PUENTE serves to align our collective priorities on compliant school operations that drive high performing student/family achievement. The final report was received in May, was immediately shared with board and staff, and reflected the feedback from our LAUSD colleagues. With the rating scale of 1-4 (4 being the highest and indicating “Accomplished” status, PUENTE Charter received “4s” = Accomplished in three oversight areas, 1. Programs, Management and Operations, 2. Governance, 3. Fiscal. PUENTE received a “3” in Student Achievement. From our previous academic year PUENTE improved in Fiscal and Ms. Meza thanked Ms. Castro and her team for her hard work in support of the PUENTE Financials. Student Achievement, the centerpiece of our school operations, will continue to have the improvement expectations as articulated in our LCAP and Community School Implementation Plan. In addition, creative strategies to address our chronic absenteeism rate is a priority.

### **Performance Category for Renewal**

Ms. Meza shared that the California Department of Education has designated PUENTE Charter as a High Performing, based on the analysis of the PUENTE’s data outcomes on the California State Dashboard. The two path ways to be recognized as “High Performing” include, 1. The charter school has received the two highest performance levels (blue or green) on all the state indicators or 2. For all measurement of academic performance, the Charter school has received performance levels schoolwide that are the same of higher than the state average and, for a majority of student groups. Based on the performance and criteria PUENTE Charter School qualifies for a six-year renewal and we will work with LAUSD CSD of the renewal process.



Ms. Meza shared students take standardized tests from third to fifth grade. In fifth grade, students take the math, language arts and science assessments. Throughout the year there is progress monitoring using the NWEA Map and other interim assessments that inform instruction. Ms. Meza congratulated Mr. Cabrales as his son Diego now a PUENTE alumni student was one of the two students with perfect SBAC scores.

### **State Initiatives – California Community Schools Partnership Program**

PUENTE Charter School has been selected as an implementation grantee in the California Community Schools Partnership Program. With this grant, PUENTE stands as a beacon of hope, embracing a transformative approach to education and we look forward to continue improving our practices to meet the needs of our students and families. We will be working from the PUENTE Community Schools Implementation Plan for the full execution of the goals and actions, which align with our LCAP.

### **Approval of Instructional Calendar for Upcoming 2024-2025 Academic Calendar**

Ms. Meza shared the proposed academic year 2024-2025 calendar. The school year will begin Monday, August 12, 2024 and will conclude June 5, 2025 and provide 180 instructional days.

*Board Chair Mr. Wong asked if there were any particular changes to this new academic calendar.*

*Ms. Meza shared PUENTE continues to share our calendar aligns closely to the LAUSD K-12 calendar in support of our parent community.*

*Board member Mr. Cabrales shared he compared the academic calendar and it is very similar to LAUSD.*

*Motion: A motion was duly made by Board Chair Chun Wong and second by Tyler Sutherland to approve the Instructional Calendar for the Upcoming 2024-2025 Academic Calendar. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

### **Approval of Special Education Services Renewal**

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



*Board Chair Mr. Wong asked if there were any particular changes to this new service contract including rates.*

*CEO Jerome Greening shared pricing went up 5% in response to labor issues including minimum wage rates.*

*Motion: A motion was duly made by Board Chair Chun Wong to approve and a second by Oscar Cabrales the Comprehensive Therapy Associates and Total Education Solutions Special Educational Renewal. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of School Nutrition Renewal**

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

*CEO Jerome Greening shared School Nutrition Plus is following CPI and rates have gone up 3.1%*

*Motion: A motion was duly made by Board Member Oscar Cabrales to approve and a second by Chun Wong the School Nutrition Renewal. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **After School Provider Think Together Renewal for 2024-2025**

Ms. Meza shared Think Together has been PUEENTE's After School provider for four years. Think Together offers extended school services until 6pm, Monday through Friday. It provides an on-site coordinator that classroom instructors, assisting PUEENTE with providing additional support for additional 30 days of instruction during summer, with each day operating for 9 hours. PUEENTE Charter has received favorable feedback from student and parent community. PUEENTE Charter will continue its contract with Think Together through June 2025.

#### **Community School & LCAP**

Our LCAP goals are aligned to our continuous improvement as a school operator, including our data-demonstrated performance indicators on the CA State Dashboard, our interim assessments and the LCFF priorities. Our first LCAP goal is to continue to implement a "whole child approach" in alignment with the CA Community Schools Framework and strengthen MTSS to identify and address the academic, social emotional, behavioral, and/ or mental health needs for our students to further re-engage them using real-world learning experiences.





Goal number two, is to 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 for our students are met; and address barriers to learning.

Goal number three, to 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.

Ms. Meza provided a description of how the LCAP was developed with feedback provided from our stakeholder community, including educational partners.

#### **Approval of EPA (Education Protection Account) Funding for 2024-24**

CEO Jerome Greening sharing the EPA Funding (Educator Protection Account), as per Proposition 30, ensures a mandated 17% of school revenue of the LCFF Base be allocated to teacher salaries and benefits.

*Motion: A motion was duly made by Board Chair Chun Wong to approve the EPA Funding and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **FINANCE REPORT**

##### **Financial Report Statement of Activities:**

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

##### **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 Local Indicators Report 2024 & the Local Control Accountability Plan (LCAP) 2024-25**

Principal, Brenda Meza, shared the PUENTE 2024 Local Indicator Report Brenda shared that the LCAP and Local Indicator Report and the PUENTE 2024-25 Local Control Accountability Plan (LCAP). Brenda presented the LCAP goals and supporting activities, describing in detail the actions for each goal. Brenda and Charter Advisory Committee member, Oscar Cabrales, reported out that the LCAP 24-25 and the Local Indicators was presented and discussed at the Advisory Committee meeting conducted earlier in the month.

#### **Approval of PUENTE Local Indicators Report**

*Motion: A motion was duly made by Board Chair Chun Wong to approve the PUENTE Local Indicators Report and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of 2024- 25 PUENTE LCAP Public Hearing**

*Motion: A motion was duly made by Board Chair Chun Wong to approve the PUENTE LCAP Public Hearing and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*



#### **Approval of 2024-25 PUENTE LCAP (Adoption)**

*Motion: A motion was duly made by Board Chair Chun Wong to approve the 2024-25 PUENTE LCAP (Adoption) and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of 2024-25 PUENTE LCAP Budget (Adoption)**

*Motion: A motion was duly made by Board Chair Chun Wong to approve the 2024-2025 PUENTE LCAP Budget (Adoption) and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of PUENTE Charter School Proposed Budget for FY25**

*Motion: A motion was duly made by Board Chair Chun Wong to approve the Charter School Proposed Budget for Fiscal Year 2025 and second by Board Vice Chair Tyler Sutherland. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of Accounting Policies & Procedures Updates**

Ms. Castro and CEO Greening provided the Accounting Policies and Procedures update reflecting the tracking of cash liquidity on a daily basis. This item was reviewed and discussed at the Finance Committee meeting conducted earlier in the month.

*Motion: A motion was duly made by Board Chair Chun Wong to approve the Accounting Policies and Procedures Updates and second by Board Member Lara Lightbody. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Approval of Employee Handbook Updates**

CEO Greening shared a benefit to the PUENTE Charter School and PUENTE Learning Center collegial community who want to continue with academic milestones. The educational assistance is now articulated in the Employee Handbook. This item was reviewed and discussed at the Finance Committee meeting conducted earlier in the month.

*Motion: A motion was duly made by Board Chair Chun Wong to approve the Employee Handbook Updates and second by Board Member Oscar Cabrales. The board moved to approve: Chun, "yes"; Sutherland, "yes"; Cabrales, "yes" and Lightbody, "yes".*

#### **Adjournment of Meeting**

Board Chair Chun Wong thanked everyone for their participation and adjourned the meeting at 3:50 pm.

Submitted Respectfully,  
Isabel Ocampo



# **PUEENTE Charter Board Meeting**

**September 18, 2024**



# School Updates

2023-2024

2024-2025

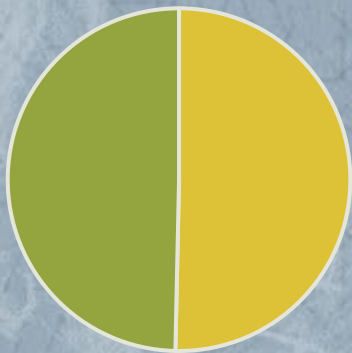
297 Students

300 Students

30% ELL

22% ELL

### Gender



Male 48.8% Female 51% Nonbinary

### Ethnicity



Hispanic 289 African American 3 White 7 Other 1



11%

## State Local Control Funding Formula Priorities

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

## PUENTE Local Control and Accountability Plan

- **GOAL #1:** Continue to implement a “whole child approach” in alignment with the CA Community Schools Framework and strengthening MTSS, to identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to further re-engage them using real-world learning experiences. (Priorities 4, 5, 6, 7, 8; CS Pillar 1,2,3,4)
- **GOAL #2:** Continue to provide evidence-based professional learning opportunities for all educators, instructional support staff and administrators on the academic content standards, evidence-based pedagogical strategies to ensure the diverse learning needs of our students are met; and address barriers to learning. (Priorities 1, 2, CS Pillar 2,3,4)
- **GOAL #3:** Engage parents/families as partners to support and educate students through home-school collaboration and culturally responsive community partnerships. Continue to provide learning opportunities for families as well as structures and opportunities to ensure authentic family engagement and a culture of trust to further re-engage and improve outcomes for all students. (Priorities 1,3,6, CS Pillar 1,2,3,4)



# LCAP Updates

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



1) Credentialed Teachers

- 2) Access to Common Core State Standards
- Professional Learning
- SMART Boards



## Year Long Professional Development

Date	PD or Planning	2024-2025 Focus/Topic	Participants
July 19	PD	<b>School Culture</b> -School Culture -Systems & Protocols -Academic Calendar -Year Long PD	Leadership Team
July 29	PD	<b>Community Building</b> -Building Relationships: Colleagues & Students <b>Mandated Trainings</b> -Youth Suicide Prevention -Child Abuse -Blood Borne Pathogens -ALICE	All School Staff
July 30	PD	<b>Community Building</b> -Building Relationships: Colleagues & Students <b>Mission &amp; vision + LCAP Goals</b> <b>Data &amp; Testing</b> <b>Orientation, Meet &amp; Greet, Intro Meetings</b>	All School Staff
July 31	PD	<b>Community Building</b> -Building Relationships: Colleagues & Students <b>SEL Structures</b> <b>Environments</b>	All School Staff
August 1	PD	<b>Reading Workshop</b> <b>Writing Instruction</b>	Instructional Staff
August 2	PD	<b>PUENTE ALL Staff #1</b>	All School Staff
August 5	PD	<b>Phonics Instruction</b>	Instructional Staff
August 7	PD	<b>MTSS Guide - SEL</b> <b>PBIS</b>	All School Staff
August 8	PD	<b>SPED</b> - Process -Snapshots -Bis -Eligibilities	All School Staff
August 9	PD	<b>School Operations Overview</b>	All School Staff





# LCAP Updates

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

- 3) Promotion of Parent Involvement**
- Monthly PUEENTE Community Workshops
  - Monthly Coffee with the Principal
  - ELAC
  - Monthly Family Nights
  - Student Led Conferences
  - Coffee with the Counselor
  - Boyle Heights 5K

20	Other Local Measure - Parent Survey: Sense of safety & school connectedness.	<u>2023-24:</u> 97% Sense of Safety
	Source: Local	96% School connectedness

Pg. 42 of LCAP

## What the Four Pillars of Community Schools Look Like in Action





## LCAP Updates

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



# LCAP Updates

## 4) Pupil Achievement

State

English Language Arts



Orange

Mathematics



Orange

English Learner Progress



Yellow

PUENTE

English Language Arts

All Students State



Orange

Mathematics

All Students State



Yellow

English Learner Progress

All Students State



Blue



# LCAP Updates

5) Attendance

6) Suspension/Expulsion

August 2024				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12 92.90%	13 97.26%	14 97.95%	15 96.26%	16 94.90%
19 93.27%	20 92.93%	21 94.30%	22 92.95%	23 90.27%
26 93.29%	27 91%	28 93.33%	29 92.33%	30 <b>Holiday</b>



## LCAP Updates

### 7) Academic Program Plan

- Social Emotional Learning
- Physical Education
- ELA
- ELD
- Math
- Science
- Social Studies
- Technology
- Arts – Music & Visual Arts
- Student Clubs





## LCAP Update

### 8) Pupil Outcomes

NWEA MAP TK – 5 <sup>th</sup> Grade			
Math-BOY	Math - EOY	English Language Arts -BOY	English Language Arts - EOY
<b>52%</b>	<b>61%</b>	<b>47%</b>	<b>52%</b>



# Measuring and Reporting Results

Metric	Desired Outcome for 2023–24	Preliminary Data
CAASPP ELA Source: CDE	45%	51%
CAASPP Math Source: CDE	40%	47%
CA Science Test: Gr 5 Source: CDE	2022-23 results will serve as a baseline	33%
% Of EL who made progress toward English Proficiency measured by ELPAC Source: CDE	15%	
Reclassification Rate	15%	27%



# Compliance Monitoring Form for 2024-25

## Ensuring critical organizational and management systems are in place

### COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2024-2025

School Name: PUENTE Charter School

Board President Name: Tyler Press

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

LAUSD Loc. Code: 2621

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

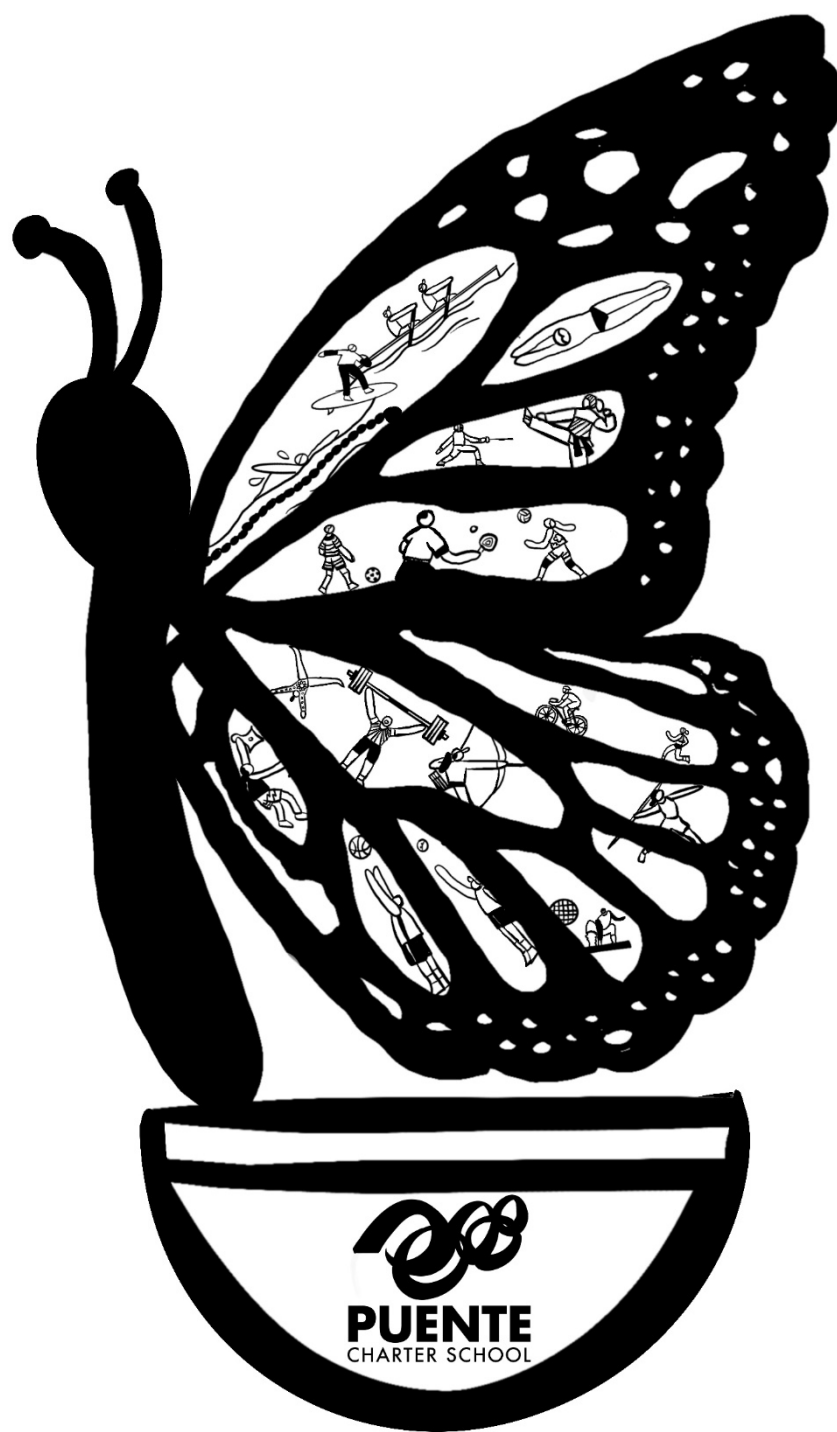
**First submission** should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2024 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed <b>Custodian of Records</b> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





**PUENTE**  
CHARTER SCHOOL

**2022-23 Teaching Assignment Monitoring Outcome (TAMO) for  
Puente Charter School**  
Source: [Dataquest](#)

The California Department of Education (CDE) recently released the 2022–23 Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalency data report on DataQuest, which will be reported on the 2024 California School Dashboard (Dashboard) as part of the Priority 1 Local Indicator. Detailed information about the TAMO reports and data is provided on the [Information about the Teaching AMO Report](#) web page.

Since the 2022–23 TAMO data was unavailable at the time that LEAs were reporting their local indicator data to the governing board/body of the LEA, LEAs must report the 2022–23 TAMO data at the next available meeting of the governing board/body. LEAs continue to have the option of providing an optional narrative related to the TAMO data within the Priority 1 Local Indicator.

**2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)**

Puente Charter Report (19-64733-6120471)  
Disaggregated by Subject

- + [Report Description](#)
- + [Report Glossary](#)
- + [Report Options and Filters](#)

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	13.0	84.6%	0.0%	7.7%	0.0%	7.7%	0.0%	0.0%

**Report Totals**

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
<a href="#">Puente Charter</a>	13.0	84.6%	0.0%	7.7%	0.0%	7.7%	0.0%	0.0%
<a href="#">Los Angeles Unified</a>	27,077.9	82.6%	3.9%	4.1%	5.9%	3.4%	0.1%	0.0%
<a href="#">Los Angeles</a>	62,342.0	84.1%	4.0%	2.3%	5.2%	4.0%	0.3%	0.1%
<a href="#">Statewide</a>	277,698.0	83.2%	4.2%	2.0%	5.4%	4.7%	0.3%	0.2%

**Note:** Data for classroom-based teaching assignments taught by teachers without a Statewide Education Identifier (SEID) are not included in the Teacher Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) report. Data are not included for districts and independently reporting charter schools (IRCs) that did not certify their California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 submission. Due to rounding error, partial FTE counts by AMO may not sum exactly to the Total FTE displayed in the report for the selected reporting level and filters. For more information about this report, including data sources and timelines, data uses, downloadable files, and a description of the methodology and business rules for processing the data, please visit the [CDE Information about the Teaching Assignment Monitoring Outcome Report](#) webpage.

**COMPLIANCE MONITORING AND  
CERTIFICATION OF BOARD COMPLIANCE REVIEW  
2024-2025**

School Name: PUENTE Charter School

Board President Name: Tyler Press

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

LAUSD Loc. Code: 2621

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

**First submission** should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-29; school administrator needs sign and date the certification page and submit all pages no later than November 3, 2024 via Dropbox.

**Second submission** needs to be completed by checking each appropriate items 1-29 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 12, 2025 via Dropbox.

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

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(c) (5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2024-2025" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2024-2025 Board meetings calendar</b> .	Accurate and updated school contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).</i>	Board members and contact information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates and location(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Pupil Suicide Prevention Policy training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Co-located Charter Schools only-</b> The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school.	Participation in District and site level co-location meetings.			
	Review of Policy Bulletin-5532.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Meeting with local district site principal for additional information and questions.			
7. The charter school has either implemented the LAUSD <b>Master Plan for English Learners and Standard English Learners</b> or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection has been conducted annually; and other required documentation (for any school site not located on District property).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950, et seq.</li> </ul>	Board meeting agendas and minutes for the past 12 months.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
<ul style="list-style-type: none"> <li>Political Reform Act of 1974, Gov. Code §§ 81000, et seq.</li> <li>California Public Records Act, Gov. Code § 7920.000, et seq.</li> <li>Conflicts of Interest, Gov. Code § 1090. See current FSDRL.</li> </ul>	Verification of compliant public posting of Board agendas, including on the school website.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/organization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms	The governing board has reviewed the school's:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
and documents, readily available to stakeholders at the school site and on the school’s website, that are compliant with federal and state requirements., See, e.g., guidance provided at <a href="http://www.cde.ca.gov/re/cp/uc/">http://www.cde.ca.gov/re/cp/uc/</a>	<ul style="list-style-type: none"> <li>• UCP policies</li> <li>• UCP procedures</li> <li>• UCP forms</li> </ul>			
<p>17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b>. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.</p> <p>Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.</p>	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	☑	☐	☐
<p>18. The governing board oversees the development of and approves/adopts the <b>educational partner engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school’s <b>Local Control Accountability Plan (LCAP)</b> and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.</p>	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for Parents, Action Tables, etc.).	☑	☐	☐
<p>19. The charter school ensures compliance with the LAUSD’s <b>Keeping Parents Informed: Charter Public School Transparency Resolution</b> of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.</p>	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	☑	☐	☐
<p>20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48850, 48853, 48853.5, 49069.5, 51225.1, 51225.2 and , as amended from time to time.</p>	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school’s designee and the partial credit policy, if applicable.	☑	☐	☐



Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
21. <b>Schools Serving Grade 9 only:</b> The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 <i>Suicide Prevention, Intervention, and Postvention</i> ) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. <b>For High Schools Only:</b> The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY NOVEMBER 3, 2024		BOARD CERTIFICATION BY JANUARY 12, 2025
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 pertaining to statewide Universal Meals Program, whereby charter schools serving students in grades TK-12 provide 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.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the California Statewide Assignment Accountability System (CalSAAS) and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS.  Timely responses to the Monitoring Authority's questions/requests in the CalSAAS.  Documentation of corrected misassignments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, November 1, 2024)

The undersigned hereby certifies that, on September 10, 2024 the School Administrator of  
Date(s)

PUENTE Charter School

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Brenda Meza		9/10/2024
Printed Name of School Administrator	Signature of School Administrator	Date Signed

## CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 12, 2025)

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

Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

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

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



501 S. Boyle Ave.  
Los Angeles, CA 90033

## **Charter Transparency Resolution**

**PUENTE Charter School is charter public school governed by a nonprofit board of directors and overseen by the Los Angeles Unified School District. On January 12, 2016, the LAUSD board voted to approve a Board Resolution, “Keeping Parents Information: Charter Transparency” which was passed with the support of the LA charter community. The resolution highlighted information and data that charter public schools share with parents through their charter petitions, School Accountability Report Cards, Local Education Agency Plans, Local Control Accountability Plans, Annual Audits, and other publicly available documents.**

**This information is available from PUENTE Charter School electronically or manually by parent request. Per board resolution, parents may request this information in English and any single primary language meeting the requirements of Sections 45400 through 45403 of the California Education Code. PUENTE will respond to requests for public records in accordance with the terms of California Government Code Section 6253 - Public Records Act, as the Act now exists, or may hereafter be amended.**

**Please submit parent requests for translated information to [jerome@puente.org](mailto:jerome@puente.org) or call 323.780.0076.**

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# **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN PUENTE CHARTER ELEMENTARY SCHOOL**

## **CSPP: IMPLEMENTATION PLAN**

### **School Site Contact Information**

PUENTE Charter, Jerome Greening Superintendent, [jerome@puente.org](mailto:jerome@puente.org), 323-780-0076

PUENTE (People United to Enrich the Neighborhood Through Education) Charter Elementary School supports the Boyle Heights community of East Los Angeles. We are an independent charter school (Local Educational Agency) founded in 2002 by educators and parents wishing for a high-achieving community school. PUENTE Charter has the distinction of being the first charter school located in Boyle Heights. We are guided by our school's vision for a brighter future where the transformative power of high-quality education unlocks the full potential of every student. PUENTE Charter provides all students with an 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 is adopting the transformational Community School model using a holistic “whole child, whole family” approach to improve student educational outcomes and address identified needs so that every student and family is successful despite adversity. Our Community School vision is: by coordinating community resources and working in partnership with children, families, and community partners, the PUENTE Charter Community School Program will strengthen and expand educational possibilities and lead to better student outcomes, general health improvements for the neighborhood where PUENTE Charter is located, new opportunities for economic growth, and workforce development.

PUENTE Charter is proud to offer our community of learners an intentionally designed facility that incorporates literacy workstations and technology enhancements for an experiential and participatory learning program. Educators understand that students learn differently, so we offer rich and differentiated learning opportunities. Using all five senses provides an appropriate scaffolding approach as students build academic content knowledge, skills, and language. PUENTE Charter’s classrooms support multiple opportunities for students to express that understanding-- through the visual arts (hands-on project-based learning, mural and collage-making, realia) and the performing arts (music, creative dance, and drama). Students also participate in designing, engineering, and presenting projects that connect to our theme-based learning. Students can apply their content and

skill knowledge through these peer-based projects in purposeful and meaningful ways.

## Strategies, Priorities, and Goals

*Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.*

### Strategy 1: Shared Understanding and Commitment

*LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"*

#### **Shared Understanding and Commitment Built Around the Overarching Values**

*After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):*

1. *Racially-just, relationship-centered spaces*
2. *Shared power*
3. *Classroom-community connections*
4. *A focus on continuous improvement*

*Describe developmental plans for ensuring these values are reflected in your community schools work:*

PUENTE Charter Elementary School (a single-site LEA) needs a community school because it is located in an underserved community serving largely English language learners in households at or below the poverty line within the community of Boyle Heights and East Los Angeles. These households typically suffer from poor air quality due to their close proximity to freeways, higher rates of health disparities (e.g., obesity and COVID-19), lack of affordable housing, and lower rates of high school and post-secondary completion by residents. Post-pandemic, grade-level proficiency at our school has dropped, and the chronic absenteeism rate has risen, especially among English Learners (ELs) and Transitional Kindergarten (TK) to first-grade-level students. PUENTE Charter is located within PUENTE Learning Center, a Boyle Heights nonprofit organization that has provided high-quality community services through multi-generational educational programs and wraparound services for the past 39 years. This positions us as an exceptional site to implement the Community School model for our students and families.

In the current academic year (2023-24), PUENTE Charter is serving 300 students in grades TK-5. Our current student demographics are 97% Hispanic, 2% African American, 1% White, 12% Students with Disabilities, 26% English Learners, and 83% Socioeconomically Disadvantaged,

demonstrating the need for community school services. 82% of our students reside within the zip codes of 90023, 90033, and 90063. The COVID Vulnerability & Recovery Index for this service area was Tier 5 – the highest tier for community vulnerability and recovery.

Further community needs also underscore the urgency for community school services. Exposure to high levels of fine particulate matter (PM2.5), for example, poses a significant danger to human health, leading to higher rates of cardiopulmonary illnesses. More than 89.99% of Boyle Heights and East Los Angeles residents are exposed to high PM2.5 levels compared to half of Los Angeles County residents. In our service area, childhood obesity is 53.73% compared to 42.84% countywide, and the adult obesity rate is 32.91% compared to 26.81% countywide. Our service area has a lower average median income (\$54,440 compared to \$76,367 countywide), a high renter's rate (75% compared to 53.8% countywide), lower rate of residents over the age of 24 with a Bachelor's degree (10.8% compared to 34% countywide) and higher rate of residents with less than a high school diploma (45% compared to 20% countywide). Student grade-level proficiency coming out of the pandemic has fluctuated from 54.95% in ELA and 47.78% in Math in 2021-2022 to 42.97% in ELA and 39.06% in Math in 2022-2023. The challenge of lower grade-level proficiency rates is compounded by the increase in chronic absenteeism post-pandemic. In 2022-23, chronic absenteeism at our school was 34.1%, a dramatic rise of 12.9 percentage points from the previous year and a primary target of intended community school resources in community school implementation. For EL students, the chronic absenteeism rate was 41.4%, with a 21.4 percentage point increase from the prior year. We are committed to supporting the significant number of English Learner students at PUENTE Charter, reflected in our 26.19% ELPAC rate of English Learners reclassified to English proficient compared to nearby elementary schools (14% average), local school district (16.27% LAUSD), and the state (16.5%). Community School funds are essential to provide resources to address these needs.

PUENTE Charter is in the “transforming” phase of building trust and promoting a positive school climate in service to the community essential to creating *racially-just and relationship-centered spaces and school climates (Cornerstone Commitment)*. Established in 2002, PUENTE Charter provided kindergarten-only education services for seventeen years. In response to parent and community requests, in 2018, PUENTE Charter expanded from kindergarten to TK-5 following the slow-growth model and served its inaugural 5th-grade cohort in 2022-2023. Post-pandemic, PUENTE Charter and PUENTE Learning Center are dedicated to creating a racially just, positive, and safe school climate by designing and implementing a Bullying Prevention Plan incorporated within the comprehensive school safety plan, establishing student-led conferences where students demonstrate responsibility for their academic performance, providing free health screenings and services (free vision and oral exams) at our school for students and families, increasing parent engagement and participation opportunities, and maintaining a safe and clean facility. In 2022-23, student and parent internal surveys reported that 94% of students experienced a sense of safety at our school, while 97% experienced school connectedness. 99% of parents reported a sense of safety, and 92% reported school connectedness. There was 100% retention of all classroom teachers from 2022-23 into the 2023-24 school year, evidence of our strong foundation of positive school climate and culture and great success in a time of school staffing challenges. Currently, 60% of our PUENTE instructional team are from the community they now serve at PUENTE Charter, with 92% Latina/o, and 8% Asian American. This greatly supports our school in creating relationship-



centered spaces. Our school staff forms a collaborative relationship with our families through regular communication to discuss attendance expectations and resources and support services discussed below. We also utilize the ParentSquare application for daily communication, enabling the school to regularly engage with families. ParentSquare facilitates the sharing of information regarding their child's progress, upcoming events, and opportunities for involvement. Through ParentSquare, PUENTE ensures accessibility for all families, housing newsletters, parent-teacher communications, announcements, and bulletins.

Based on the three phases of the CCSPP developmental rubric, PUENTE Charter has moved from the “visioning” to the “engaging” phase of demonstrating **shared power** and a *commitment to shared decision-making and participatory practices (Cornerstone Commitment)* in the school’s operation, with the involvement of parents and caregivers in decision-making through elements such as student attendance review meetings (SART meetings). This commitment is evidenced by the impact of the yearly student, parent, and staff surveys, with strong parent input in decision-making (through membership on the PUENTE Charter Board of Directors and on advisory committees at our school that include the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the English Learner Parent Advisory Council (EL-PAC), the Parent Advisory Council (PAC), and the new Community School Steering Committee. During CCSPP planning, PUENTE Charter established the Community Schools Steering Committee with a membership of six parents and five PUENTE Charter administrative staff (our Chief Executive Officer (CEO), Principal, Vice Principal, Community School Coordinator, and Director of Special Education). As we move to the implementation phase, the Community Schools Steering Committee will join the Charter School Advisory Committee and become the Charter Community School Advisory Committee with goals of increasing parent membership and include school instructional staff, community partners, and student representation while focusing on specific issues with tangible results annually. For students, shared power will target fifth-grade students, who will create and lead a Student Leadership Council. At least one student from the Council will participate in the Charter Community School Advisory Committee. Community members will be invited to every Charter Community School Advisory Committee with the goal of at least two partners attending each meeting to provide information on services and to share in decision-making.

Current **classroom-community connections** in place at PUENTE Charter include introductory meetings with each enrolled student’s family prior to the start of every school year, Coffee with the Principal, ParentSquare platform to view newsletters and flyers and keep up to date with school information, integrated services workshops, school-wide events, and use of teachers from diverse backgrounds that not only reflect the school community but reside in it and understand community challenges faced by students and families. Each August, our teachers meet virtually with each parent and family as the introductory meeting to welcome families to the school, communicate expectations, build positive relationships, provide information on school resources, and identify family/student needs. Monthly Coffee with the Principal, integrated services workshops (college and career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, and Tenants Rights), and schoolwide events (Meet & Greet, Family Nights, Literacy Night, and monthly recognitions) further strengthen this classroom-community connection. This is further supported by student and parent satisfaction levels, as demonstrated in surveys and our strong teacher retention track record. To support these connections, our teachers weave culturally relevant themes into the

school's curriculum. Our school will move from the “engaging” to “transforming” phase around classroom-community connections by providing professional development opportunities to PUENTE Charter staff, targeting community building, local history and knowledge, and civic engagement. In spring 2023, PUENTE Charter established a community garden as a way to promote healthy eating and habits by incorporating the cuisines and history, not just of Mexico and other Spanish-speaking countries, but from cultures from all over the world. Goals and actions for strengthening classroom-community connections will include input from the Charter Community School Advisory Committee and student leadership council. We have also established relationships with community partners like Comp Therapy, which have deepened our understanding and facilitated collaboration and engagement with underrepresented families at our school. PUENTE has a *commitment to powerful, culturally proficient, and relevant instruction (cornerstone commitment)*. We are implementing the Second Step SEL curriculum and the Calm Classroom mindfulness curriculum as part of MTSS and will combine this with robust counseling services for students and families. In the first year of implementation, we will implement the second year of the Abriendo Puertas family engagement program for TK/K families and expand it by ten parents annually. All students will participate in social skills groups twice per month and implement SEL practices daily in the classrooms. The full-time School Counselor will lead SEL sessions in all classrooms each month. Student engagement emphasizes *asset-driven and strength-based practices (cornerstone commitment)* to value the languages and cultures of students and families. We offer activities to honor our students' identities, such as regular and ongoing celebrations each year, like Hispanic Heritage Month, Dia de Muertos, African American History Month, and Women's History Month.

PUENTE Charter is in the “engaging” phase of demonstrating a **focus on continuous improvement**. We developed a baseline data portfolio and will annually update the Local Control and Accountability Plan (LCAP) based on academic success measured through five indicators of the CA School Dashboard (English Learner Progress, Suspension Rate, English Language Arts and Math Academics and Chronic Absenteeism). Our charter school will continue to share the progress of LCAP goals with various stakeholders through the various shared leadership structures (PUENTE Learning Center board of directors and committees, ELAC, DELAC, EL-PAC, Charter Community School Advisory Committee, and student leadership council as discussed above), and will establish at least one public presentation and annual reporting of Community School vision, plan, and progress each year during implementation. Community school implementation activities and services will be integrated into the LCAP, with alignment with its goals and outcomes each year.

## **Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment )**

*When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters a shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.*

**Part A:** *As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper into this needs and asset assessment process to engage the*

*entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members, and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.*

PUENTE Charter School is in the Engaging phase of Strategy 2. During the past two years of Planning, our school reached its goal of engaging 75% to 100% of students, staff, families, and community members in identifying their top community school priorities. We completed the needs and assets assessment to inform PUENTE Charter's Community School implementation plan and priorities in alignment with our LCAP. Common priorities expressed by students, families, and school staff included an expansion of support around social-emotional wellness and learning loss, governance opportunities and participation for parents and families, and community partnerships. The CSC will lead an annual update to the assets and needs assessment using this same process and then will update the implementation accordingly.

Our school will also take the following measures to engage our community in implementation.

- In January 2023, PUENTE Charter received the Phase 3 CA MTSS School grant through the California Department of Education (CDE). 90% of our school staff will complete the CA MTSS Pathway Certification by the conclusion of the academic year 2024-2025. Our staff, led by our CEO, is developing a common language and framework for thinking about systems of care across academics, behavior, and mental health. In implementation, our school staff will construct stronger prevention and early identification components in MTSS (Tier 1) while also expanding service referral community partners in Tiers 2-3.
- PUENTE Charter hired a full-time School Counselor to lead social skills groups for students using our MTSS Framework, SEL sessions in all classrooms, support teachers with Second Step SEL implementation, and quarterly Coffee with the Counselor workshops.
- We provided homework support and tutoring to students identified as English Learners or below grade-level proficiency at PUENTE Charter through a partnership with College Corps, who provide paid internships to students at East Los Angeles College and California State University Los Angeles to serve as tutors.
- Our charter school created a new governance opportunity with the Community School Advisory Committee, which transitions from the Community School Steering Committee in implementation. The Steering Committee held one meeting in 2021-22 and increased to three meetings in 2022-23. There are six parents involved in the committee, with the goal of increasing this number by two each year. There are currently no teachers or students on the Community School Steering Committee, and our goal is to increase their membership to at least one in each category during the first implementation year on the new Advisory Committee. There are also no community partners on the Committee, and the goal is to increase membership to include at least two community partners each year during implementation. At the same time, Committee membership requires additional professional development opportunities to increase participation and serve our community school. We are exploring resources that include RampUp for Student Success by Communities in Schools, the Professional Learning Series by the Learning Policy Institute, the Coalition for Community Schools, and the Institute for Educational Leadership.

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- In implementation, we will work to include our community school in the PUENTE Learning Center Board of Directors' meeting structure as PUENTE Charter's main partner.
- In an effort to increase parent and family participation, PUENTE Charter switched to student-led conferences during year one of the Community School planning phase, and parent participation increased by 46 percentage points from 42% in fall 2021 to 88% in spring 2022. Our goal is to see an overall increase in parent and family engagement with at least 90% participation in student-led conferences and at least 20% participation in Coffee with the Principal.
- We also welcome new community partners in support of health, wellness, and food security and will expand these efforts in implementation. In 2022, our school established a partnership with Herman Ostrow School of Dentistry at USC to provide free oral health care (informational workshops for students and families, and free exams and fluoride varnish for students) on-site at least three weeks annually. To address food insecurity, we secured a partnership with Food Finders and will continue to pursue other partners during implementation.
- Our school regularly engages with students and families from historically marginalized groups, so a critical need and services provided targeted teacher professional development support in areas such as cultural awareness. PUENTE works with parents and community partners to host multiple multicultural events on our campus, including Family Nights, Literacy Night, Meet & Greet, and monthly recognition ceremonies. These include Integrated Services Workshops such as College/career readiness, counseling services, Health & Wellness, Nutrition, Immigration Rights, and Tenant Rights.

**Part B:** *As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families, and community members.*

*One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families, and community members.*

**Draft Collective Priority**

**Outcome/Indicators you aim to improve**

<p>Integrated student supports: Develop an MTSS inclusive of mental health and SEL to address key barriers to learning with systems that ensure a safe, welcoming, supporting learning environment for all.</p>	<ul style="list-style-type: none"> <li>- Continue staff training on MTSS through June 2025, with 90% of teachers completing CA MTSS Certification.</li> <li>- Identify and prioritize agencies and service providers for partnership, referral, and executed service MOUs, at least one in the area of dental health and mental/behavioral health.</li> <li>- Collect data on community school service utilization using the Panorama data system.</li> <li>- Decrease chronic absenteeism to a rate at or below 10% by year three of implementation, as detailed in our LCAP.</li> </ul>
<p>Strengthen collaborative leadership at PUENTE Charter focused on Charter Community School Advisory Committee</p>	<ul style="list-style-type: none"> <li>- The Community School Steering Committee will become the Charter Community School Advisory Committee by June 2024, embedded within the board structure of PUENTE Learning Center to report at every quarterly board meeting.</li> <li>- Increase Charter Community School Advisory Committee membership by two annually in each of the following categories: students, parents, teachers, and community partners.</li> <li>- Provide at least one professional development opportunity for the Charter Community School Advisory Committee.</li> </ul>
<p>Improve Family and Community Engagement through staff professional development and multiple modes of family communication and involvement</p>	<ul style="list-style-type: none"> <li>- At least one professional development opportunity for PUENTE Charter staff to improve family and community engagement is completed each year.</li> <li>- At least 90% participation in student-led conferencing and 20% participation by school parents in Coffee with the Principal each year.</li> <li>- Secure during implementation at least one new partner to assist with expanding family access to educational workshops that prioritize home-school connections, healthy food &amp; nutrition, immigration &amp; legal support, how to understand and support Math in home settings, and college preparation for elementary parents.</li> </ul>

What new services will be provided under each of the four pillars of community schools?

Services to be provided by PUENTE Charter School during community school implementation include the following services.

- **Integrated Student Supports-** MTSS provides data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, mental health services, and positive behavioral supports. It offers a commitment to *assets-driven and strength-based practice* (cornerstone commitment) and includes screening, progress monitoring, a multi-level prevention system, and data-based decision-making, with a continuum (Tiers 1, 2, & 3) of academic, social, emotional, and behavioral instructional and intervention supports. Continued improvement of a Coordination of Services Team (COST) as a monthly forum for identifying and assessing students in need of Tier 2 or 3 supports in Year 1 with review and refinement of duties and services in Years 2 and 3, and additional staff will join COST (Director of Special Education and Intervention and Instructional Coach will join Principal, Vice Principal, and School Counselor) in Year 1. We are implementing the Second Step SEL curriculum and the Calm Classroom mindfulness curriculum in implementation Year 1 as part of MTSS and combined with more robust counseling services for students and families. All students participate in social skills groups twice per month and implement SEL practices daily in the classroom. The full-time School Counselor will lead SEL sessions in all classrooms each month. According to parent/family surveys in Spring 2023, the most important services to provide include social-emotional learning, wellness, and mental health services. We will reinforce and plan out Tier 1 of MTSS on early identification and prevention, including de-stigmatization, wellness, and SEL for all and continue to increase awareness and knowledge of SEL, Mental Health, and Wellness among PUENTE charter school families.
- **Family and Community Engagement-** Increased parent stakeholder engagement meetings provided each year as our school climate survey suggests parents want more opportunities for volunteerism and governance participation. These avenues include our English Language Advisory Committee (ELAC) (monthly), Charter School Advisory Committee and Wellness Committee meetings (quarterly), All-Parent Meetings (quarterly), Coffee with the Principal meetings (monthly), and Governing Board meeting (quarterly). Increased student-led conferencing in Family-Teacher conferences is provided twice annually. An increased number of monthly workshops (Community Connection Nights) will be hosted by PUENTE and our community nonprofit agency (PUENTE Learning Center). New professional development trainings and opportunities are provided for parents and community partners, as discussed above. As part of Family Engagement, parents in Planning, parents generally believe that PUENTE does a good job of keeping families informed with surveys, Coffee with the Principal, Parent Square, and student-led conferencing. Based on feedback, the school will work with parents to set up a parent volunteer group that coordinates a schedule of volunteer opportunities in and outside of classrooms, as well as training/workshops on Home-School Connections, Healthy Foods/Nutrition, Immigration/Legal Support, Math in the Home, Bullying Prevention, Career and College Planning, Health/Wellness, and Adult Education.
- **Collaborative Leadership and Practices of Educators and Administrators-** expanded professional development on MTSS in Year 1, leading to 90% of teachers completing CA MTSS certification and earning badges that encourage reflection on their beliefs and attitudes

with the goal of creating a more inclusive and equitable school environment. Additional professional development will be provided in the areas of Community School implementation and continuous improvement, school culture, community building, increased PD for supporting English Language Learners, and social-emotional learning. Professional development opportunities for staff will continue to deepen their understanding of the experiences and needs of underrepresented families. This includes training on cultural competence, implicit bias, and effective family engagement strategies. For Collaboration and Shared Leadership, parents in Planning surveys stressed the importance of school meetings and workshops for families (92% considered Important or Very Important), twice-yearly surveys and monthly Coffees (94%), and expanded opportunities for school governance involvement (81%).

- **Extended Learning Time-** PUENTE will work with our after-school provider, Think Together, to increase extended learning time and opportunities to create a true nine-hour school day (including three hours of extended learning). This will include professional development for greater alignment between the core school day and expanded learning time, with increased ELA and math tutoring options, PUENTE teachers working with extended day staff to identify opportunities for academic reinforcement of English Language Development (ELD), and clubs and extracurricular activities to meet student and parent interest. According to our parent/family surveys (Spring 2023), the most important resources to target include academic tutoring (67%), sports/recreation (65%), Visual Arts (62%), Homework Help (59%), and College Readiness (59%).

### **Strategy 3: Collaborative Leadership**

*Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves the coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.*

*At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.*

*Describe your goals for strengthening collaborative leadership. Site Level Goals and Measures of Progress*

Goals	Action Steps
<p>Strengthen the structure and impact of the Charter Community School Advisory Committee by the end of the 2024-25 school year. This will include establishing key communications channels regarding activities between the committee and key stakeholder groups as described in Action Steps at right.</p>	<p>Development of a communication structure between the Charter Community School Advisory Committee and multiple stakeholders (students, families, teachers, and community partners) and more democratic engagement on major decisions at the school and LEA levels.</p> <p>Monthly social media posts on Community School activities.</p> <p>Updates on Community School progress and activities in the quarterly newsletter available through Parent Square, PUENTE Charter and PUENTE Learning Center websites, and News/Events page on Community School activities.</p> <p>Quarterly one-on-one meetings with community partners before Committee meetings (service plans, finalizing MOUs). Reformat PUENTE Charter and PUENTE Learning Center website to include a webpage dedicated to the Community School vision, plan, goals, and progress.</p>
<p>Increase the membership of the Charter Community School Advisory Committee by the end of the 2024-25 school year through actions at right.</p>	<p>Recruit at least two 5th-grade students each year via presentations in classrooms and teacher recommendations.</p> <p>Recruit at least one teacher each year via school leadership and teacher recommendations.</p> <p>Recruit at least two community partners each year through parent input (e.g., Coffee with the Principal), and recommendations from the Charter Community School Advisory Committee.</p>

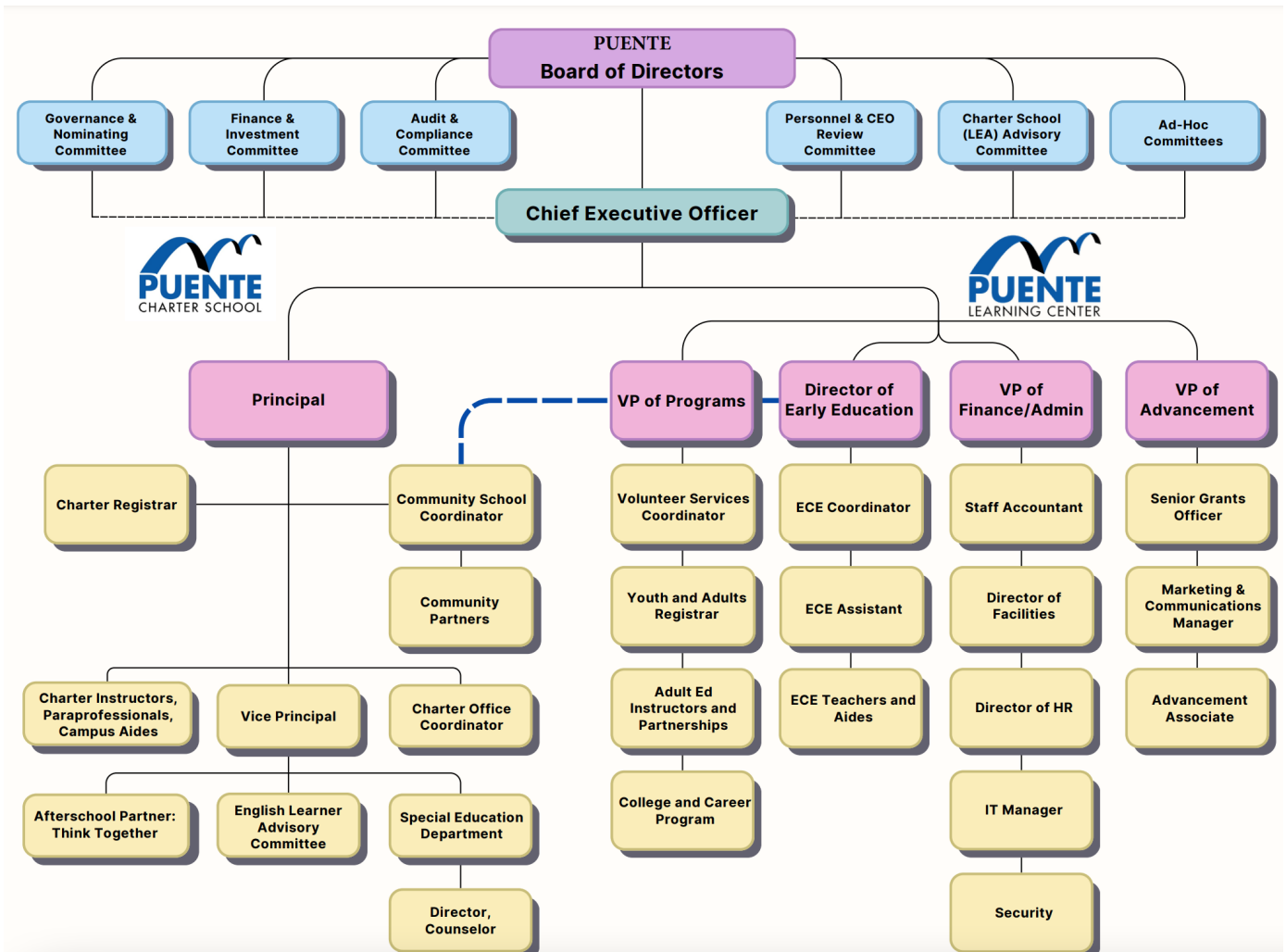
*Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):*

PUENTE Charter School is a single-site independent charter school and Local Educational Agency (LEA) affiliated with PUENTE Learning Center, a 501(c)(3) nonprofit organization serving the Boyle Heights and East Los Angeles community. PUENTE Learning Center is governed by its Board of Directors with several standing committees: Audit and Compliance, CEO Review, Charter School Advisory, Advancement, Finance and Investment, and Governance and Nominating. PUENTE Charter and PUENTE Learning Center host separate, quarterly meetings. Our Charter School Board of Directors currently has six members, one of whom is a Charter School parent. Within PUENTE Charter, there are multiple advisory committees: the English Language Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), the English Learner Parent Advisory Council (EL-PAC), the Parent Advisory Council (PAC), the Charter School Advisory, and the new Community School Advisory Committee (CSAC). ELAC, DELAC, and EL-PAC provide an authentic



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parent voice on matters important to the EL student community, host a total of eight meetings annually, and currently have 13 members. CSAC focuses on monitoring effectiveness and evaluation framework, partnerships and engagement, continuous improvement, and accountability, hosts three meetings annually, and currently has 12 members (7 parents, Principal, Vice Principal, Director of Special Education, Community Services Coordinator, and PUENTE Learning Center’s Chief Executive Officer). As PUENTE Charter moves from the planning to the implementation phase of the Community School model, the Community School Steering Committee will join and become one with the Charter Community School Advisory Committee. Each of these Advisory Committees, during implementation will create a streamlined review and recommendation process for recommended services and partnerships to be presented to the Charter Community School Advisory Committee. These recommendations will be sent to the Board for consideration each quarter.



## Strategy 4: Coherence: Policy and Initiative Alignment

*Establishing coherence and alignment across policies and initiatives is critical to the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.*

*A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s), such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.*

### Site Level Goals and Measures of Progress

Goals	Action Steps
Charter Community School Advisory Committee will develop and formalize the Community School Visioning document and Implementation Plan in alignment with PUENTE’s LCAP by the end of the 2024-25 school year.	<ul style="list-style-type: none"> <li>- Establish a clear timeline for the Implementation Plan and visioning document completion each year by August.</li> <li>- Review LCAP requirements for the upcoming year and align Community School services to address LCAP goals and outcomes by July.</li> </ul>
The Community School Implementation Plan is reviewed by the school community and updated annually.	<ul style="list-style-type: none"> <li>- Create a webpage on the PUENTE Learning Center website focused on the PUENTE Charter Community School model to ensure plans are accessible to all stakeholder groups. This will be completed by July 2024.</li> <li>- CSC will develop a process for reviewing information from yearly surveys and focus groups regarding needs and interests completed by August 2024</li> <li>- Create a clear authority plan with information and flow of recommendations advisory committees to the charter school Board for decisions to be completed by July 2024.</li> </ul>

## Strategy 5: Staffing and Sustainability

*A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time and to sustain continuous progress and improvement.*

*Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.*

**Site Level Goals and Measures of Progress**

Goals	Action Steps
<p>Hire and expand the role of Community School Coordinator to lead the LEA and single school site implementation plan</p>	<p>Define expanded duties with school leadership and Charter Community School Advisory Committee with the review and hiring of the Community School Coordinator supported by the PUENTE Community Services Coordinator. Completed by July 2024. Performance reviews of CSC completed by the Principal each year by June.</p>
<p>Build sustainability of mental health services through Early and Periodic Screening, Diagnostic and Treatment (EPSDT), or other billing through an executed MOU with a nonprofit partner by the end of the 2024-25 school year.</p>	<p>Recruit a nonprofit partner to provide services on the PUENTE campus for students and families. Non-profit partner will handle administrative and billing functions and receive reimbursement through a contract with the LA County Department of Mental Health through funding streams such as EPSDT, MHSA, PEI, and targeted case management funds. MOU with nonprofit partner executed by June 2025.</p>
<p>PUENTE Charter will develop a long-term sustainability plan to ensure continued funding after CCSPP funds end completed by June 2024 and updated by June each subsequent implementation year.</p>	<p>The Principal will work with the CSC and PUENTE Learning Center Vice President of Advancement to develop a long-term sustainability plan of blended public and private implementation funding that will be updated each year based on community school needs and services.</p>

**Key Staff/Personnel**

Brenda Meza	School Site Principal
Diana Juarez	Vice Principal
Lilia Lopez	Community Services Coordinator
Javier Ibarra	School Counselor
Dominic Armendariz	Director of Early Education
TBD	Community School Coordinator
Matt Wells	Vice President of Advancement, PUENTE Learning Center
Michele Wolfe	Vice President of Programs, PUENTE Learning Center
Maria Esparza	Volunteer Services Manager

*Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:*

PUENTE Charter School revenue in place that demonstrates our strong financial position include State of California Local Control Formula Funds (LCFF), Proposition 30 - Education Protection Account, Special Education income, State Lottery, and Non-property Lottery Education Appointment, Block Grant K-12, other state revenue, and district payment in lieu of property tax. PUENTE Charter receives Expanded Learning Opportunities Program (ELO-P) funds and Elementary and Secondary School Emergency Relief (ESSER) I & II funds. Our charter school has secured Phase 3 of CA Multi-Tiered Systems of Support (MTSS), After School Education & Safety (ASES), and California State Preschool Program (CSPP) funding. Through an MOU with the Los Angeles Unified School District (LAUSD) Division of Adult and Career Education (DACE) East Los Angeles Occupational Center (ELAOC), PUENTE Learning Center serves as an off-site Adult Education Program of ELAOC to offer English as a Second Language, high school diploma and equivalency, and training in career technical education programs.

Our charter school is committed to implementing the Community School model in partnership with our main partner, PUENTE Learning Center. Annually, the PUENTE Learning Center raises over \$2.2 million in private donations, special events, and grants from foundational, government, and nonprofit entities. PUENTE Learning Center employs a four-member Advancement Department to also support the charter school that includes the Vice President of Advancement, Senior Grants Officer, Marketing and Communications Manager, and an Advancement Associate to develop and expand fundraising for the nonprofit and our charter school. The Senior Grants Officer is responsible for soliciting and monitoring grants and report submissions. The Chief Executive Officer and Vice President of Advancement work with the Board of Directors to leverage connections in the philanthropic community of Los Angeles and beyond. Their annual development plan has a focus on major gifts, corporate and foundation grants, and individual giving strategies. Notwithstanding ongoing fundraising efforts, PUENTE Learning Center leadership will sustain the roles of Community Schools Coordinator, Data Management Specialist, Vice President of Advancement, Vice President of Programs, Community Services Coordinator, Volunteer Services Manager, and Vice President of Finance and Administration after community school funding ends either with an allocation from the organization's general funds or by focusing resources on priority components such as staff, college counseling, and scholarships.

Current and most recent funders in support of PUENTE Charter Elementary, family engagement, health and wellness initiatives, and programs, extended learning opportunities, and early childhood education include BCM Foundation, Blue Shield of California, California Community Foundation, Johnny Carson Foundation, Citi Foundation, The Carl & Roberta Deutsch Foundation, Carrie Estelle Doheny Foundation, Dollar General Literacy Program, Dwight Stuart Youth Fund, William H. Hannon Foundation, LA84 Foundation, The Ralph M. Parsons Foundation, The Riordan Foundation, The Rose Hills Foundation, Sidney Stern Memorial Trust, Snell & Wilmer, UnidosUS, and USC Office of Civic Engagement.

Additional funding that our Advancement team will seek out to support the long-term sustainability of community school operations includes the following. The federal Full-Service Community Schools

program is operated by the U.S. Department of Education and funds services and support identical to those supported by CCSPP. Other U.S. Department of Education funding includes School Climate Transformation funding (last awarded by the federal government in 2019) which provides strong support for social-emotional learning (SEL), including resources such as PBIS. Additional U.S. Department of Education funding to review for sustainability will include the Mental Health Service Professional Demonstration Grant Program and the School-Based Mental Health Services Grant Program for mental health resources with very strong alignment to the mental health resources in the community school model. LCFF funding discussed above can be used to target services for high-need students, including English Learners, low-income students, and foster youth. Other federal funding can include Title I, Part A and Title IV, Part A (schoolwide or targeted programs).

Additional sustainability funding for consideration will include State of California Universal Prekindergarten funds for LEAs, Medi-Cal funds available through the Billing Option program, and Schools Medi-Cal Administrative Activities Program (CA Department of Health Care Services). These programs reimburse LEAs for direct and administrative services and provide essential community school supports. The California Universal Meals Program provides funding for school meals for low-income students and families, while the Educator Effectiveness Block Grant supports professional development for teachers and other educators in public schools. The Community Engagement Initiative supports the capacity of LEAs to maintain school and community partnerships.

## **Strategy 6: Strategic Community Partnerships**

*Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators, and families and to foster a more inclusive, democratic, and supportive learning environment that benefits everyone in the community.*

*In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.*

## Site Level Goals and Measures of Progress

Goals	Action Steps
Increase partnerships with finalized MOUs to expand Integrated Support Services, increase family engagement, and assist with learning recovery strategies each year of implementation.	At least two new partner MOUs finalized annually by July of each Implementation year, with an initial focus in Year 1 on partnerships around health and wellness, food security, and after-school and summer programming.
Consistently high engagement of community school partners as measured through communication and participation benchmarks discussed at right.	<p>Develop and implement regular communication methods with students and families, school staff, and community partners that include increased use of email newsletters (monthly), text messaging daily to weekly), and social media posts (weekly to monthly) by June 2025.</p> <p>Increase membership of the Community School Advisory Committee by two community partners each year.</p> <p>Regular attendance at or above 75% at the Committee meetings established during Year 1 (2024-25) for community partners.</p>

*Describe partnerships you have established or plan to establish and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families, and community members:*

PUENTE Charter School established partnerships that will continue during implementation:

- **Extended learning time and opportunities:**
  - *Think Together* (regular school year 2:30 to 6 pm), summer schedule (12:30 to 5 pm).
  - *College Corps* (CSULA and ELAC) college students serve as paid interns and are placed at PUENTE Charter to serve a 12-month period, 15 hours/week, for a total of 450 hours. They serve as mentors and tutors, paired with students who need extra academic support (based on testing and grade-level proficiency).
  - *LAPD Hollenbeck PAL* provides physical education during the regular school year and summer camp.
  - *Neighborhood Music School* provides performing arts during regular school and summer schedules.
  - *Theatre of Hearts/Youth First* provides performing arts during the regular school year.
  - *Common Threads* provides health and nutrition classes during the summer schedule.
  - *Reading is Fundamental Southern CA* provides free book giveaways during the regular school year.
  
- **Integrated Student Supports:**
  - *Comprehensive Therapy Associates Inc.* provides mental and behavioral health support.

- *Vision to Learn* provides free eye exams and eyewear.
- *Care Solace* is a new health partner addressing more high-needs mental services for students and families.
- *UCLA Stein Eye Institute* provides free eye exams to TK/K students only.
- *Herman Ostrow School of Dentistry of USC* provides free oral healthcare workshops, dental exams, and fluoride varnish.
- *White Memorial Community Health Center* provides free health screenings and health workshops.
- *Blue Shield of CA* provides health workshops and financial support for Community Unity garden and nutrition classes.
- *MADRES Center for Environmental Health Disparities at USC* provides health workshops.
- *LA Food Bank and Food Finders* provide free food boxes.
- *PUENTE Learning Center's Preschool program* is a state-licensed child-care provider for children ages 3 to 5.
- *PUENTE Learning Center's College and Career Program* provides college readiness workshops for parents and students.
- *PUENTE Learning Center's Adult Programs* partner with Los Angeles City College and LAUSD Adult Education to provide adult education programs such as ESL, high school diploma/certificate, workforce readiness classes, and citizenship.
- UnidosUS provides financial resources in support of oral and mental health and parent engagement curriculum called *Abriendo Puertas/Opening Doors*.
- Two LA County Departments, the Department of Mental Health and the Department of Public Health, provide health resources and workshops.

PUENTE Charter School is in the process of completing Planning services and is seeking to expand our community partnerships in light of the Needs Analysis and Asset Mapping completed by our community school team. Our CSC will be a liaison between parents and students with community partners providing needed services at our school. Our school parents and students will join regular quarterly Community School Committee meetings to review needs based on the Needs Analysis updated each year and recommend partnerships with community agencies defined in the updated Assets Map. This will be facilitated by the CSC, who will coordinate meetings and finalize MOUs with agencies for services each implementation year.

Current partnerships to be expanded based on needs and community assets include free food distribution partners, dental care partners, healthy nutrition classes partners, legal partners to provide essential and no-cost legal advice on issues like immigration and housing, afterschool (expanded academic and assessment services to provide a true nine-hour school day) and summer program provider partners.

## **Strategy 7: Professional Learning**

*Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.*

*Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also, consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic, and community-based.*

**Site Level Goals and Measures of Progress**

Goals	Action Steps
<p>Complete required assessments and MTSS supports required to support the highest-need students at our school.</p> <p>Continue MTSS Certification of PUENTE Charter school staff through June 2025 to equip them with skills needed to support students and families.</p>	<p>PUENTE Charter will utilize universal screeners (NWEA MAP, F&amp;P) to identify learning and achievement gaps and identify struggling students for academic intervention and support (LCAP).</p> <p>Provide Tier 1 and Tier 2 support in reading and mathematics for Unduplicated Pupils and struggling learners through small group instruction (LCAP).</p> <p>By the end of the 2024-25 school year, 90% of school staff, including teachers, paraprofessionals, and administrators, will complete the CA MTSS Pathway Certification.</p>
<p>Increase professional development resources to support staff capacity in equitable and culturally responsive practices, restorative practices, trauma-informed practices, and social-emotional learning through professional development and coaching each implementation year.</p>	<p>The Charter School Principal will incorporate at least two PD opportunities beginning in 2024-25 related to Community School capacity building and building skills of staff. All paraprofessionals participate in the same PD as teachers while receiving coaching and planning support for small group instruction from the Intervention Coach.</p> <p>Complete key PD, including diversity, equity, and inclusion, culturally relevant curriculum, health standards, non-violent crisis intervention, behavior intervention plans, social-emotional learning, and Positive Behavioral Interventions and Supports (PBIS).</p> <p>The Community School Coordinator and Charter School Principal will strategize and identify PD partners August 2024. Additional professional development will be provided in the areas of culturally relevant teaching, DEI, foundational skills, strategies to support ELs, and strengthening designated and integrated ELD (LCAP).</p>



## **Strategy 8: Centering Community-Based Curriculum and Pedagogy**

*Community-based curriculum and pedagogy build on the rich, diverse cultural, and linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting them to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.*

*Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.*

We address the Four Key Conditions for Learning in our community school development and implementation. *Supportive environmental conditions that foster strong relationships and community* include hiring a Community School Coordinator to engage with parents during and outside of school hours and to communicate regarding opportunities for services and involvement at our school. Our charter school is also hiring a full-time Counselor and Assistant Principal to support student counseling and supportive services for their social-emotional health. PUENTE embraces parent and family engagement through the lens of the ecology of parent engagement (Hong 2011). This guides parents through participation Tiers that include *Induction* (introducing parents to the world of schools), *Integration* (developing their school presence), and *Investment* (parents development leadership roles). Our school provides staff training to implement trauma-informed Positive Behavioral Interventions and Supports (PBIS), SEL supports for students (such as Second Step), restorative practices, and regular virtual and in-person communication with parents/guardians. PD for teachers targets behavior management and program alignment of the MTSS and PBIS models. Staff receive trainings in trauma-informed and community challenges such as equity and diversity.

*Productive instructional strategies that support motivation, competence, and self-directed learning* include the use of student assessment data, teacher observations, school climate surveys, evidence of implementation from professional development sessions, and stakeholder feedback. It includes classroom observations, feedback, and PD support that covers practices like promoting a growth mindset and resilience while ensuring student collaboration and voice throughout our charter school.

*Social and emotional learning that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior* is provided through facilitated social-emotional learning workshops for students through the implementation of the Second Step SEL Curriculum and Calm Classroom mindfulness training. This includes SEL sessions in all classrooms, support for teachers with Second Step SEL implementation, and family workshops. We will add a full-time Counselor and an Assistant Principal to support school culture with enhanced and robust counseling services. Our parent organization (PUENTE Learning Center) will provide *Unidos US* parent engagement programs, *Abriendo Puertas* for parents of children ages 0-5, and *Padres Comprometidos*, a program to build a college-going culture.

*Systems of support that enable healthy development, respond to student needs, and address learning barriers* are provided through the implementation of multi-tiered systems of support to maximize resources for students most in need while addressing academic, behavioral, and socioemotional needs of students. Following the MTSS model, service classifications move from Tier 1 (serving all students) through Tier 2 (targeted supports individually and in small groups) to Tier 3 (intensive one-on-one supports to students and families in high need). There is also a great need for expanded teacher professional development and activities to ensure that services in each of the three MTSS Tiers are implemented in ways to engage students and families. PUENTE received the Phase 3 CA MTSS Pathway Certification for Schools grant in January 2023. By the end of the 2024-25 school year, 90% of school staff, including teachers, paraprofessionals, and administrators, will complete the CA MTSS Pathway Certification.

**Site Level Goals and Measures of Progress**

Goals	Action Steps
<p>Our school will support an increased number of parents with resources to address challenges faced by students and families each implementation year.</p>	<p>Implement the second year of the Abriendo Puertas family engagement program for TK/K families in 2024-25 and expand by ten parents each subsequent implementation year.</p> <p>The Community School Advisory Committee and the Student Leadership Council will provide two recommendations each quarter on effective community-based learning initiatives and activities to be provided at PUENTE Charter beginning in the first implementation year</p>
<p>Increase staff and parent time devoted to communication and incorporation of community school and community-based learning resources.</p>	<p>PUENTE staff, working with parents and community partners, will complete the six-part Professional Learning Series on community schools by the Learning Policy Institute by August 2024.</p> <p>PUENTE teachers and administrative staff complete the Communities in Schools <i>RampUp for Student Success</i> program in 2024-25 and 2025-26.</p>

**Strategy 9: Progress Monitoring and Possibility Thinking**

*When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allow for the celebration of successes, the development of new strategies, structures, and practices, and builds stronger relationships and partnerships among interest-holders.*

*Describe how your site, with educational partners, will explore the development of an evaluation plan*

*for the community schools initiative, rooted in local data and measures that allow for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.*

**Site Level Goals and Measures of Progress**

CCSPP: PUENTE Charter Elementary School Implementation Plan

Goals	Action Steps	Outcome/Indicators
<p>Schedule twice annual focus groups with school committees and community partners for feedback and service recommendations beginning in 2024-25 and continuing each implementation year.</p>	<p>Calendar meetings. Review the implementation plan to continually solicit feedback. Progress monitoring of desired performance goals.</p>	<p>Regular Meeting agendas and notes are completed with action steps each quarter.</p>
<p>Coordinate &amp; schedule school site surveys twice annually with staff, parents, and students for essential feedback and services and needs.</p>	<p>Coordinate and publicize surveys in the fall and spring to all community school members.</p> <p>The Community School Committee reviews results twice annually after completion</p>	<p>Survey (Panorama, LCAP, Community School Needs and Assets) results are completed each year.</p> <p>Survey completion percentage above 75%</p> <p>Increasing satisfaction with school services throughout community school Implementation as reflected in the survey results in each implementation year.</p>
<p>PUENTE will align community school services and supports as articulated in the Implementation Plan with LCAP goals and outcomes as shown at right. Community school-specific activities, outcomes, and indicators will be integrated into LCAP during during 2024-25 and reviewed each subsequent implementation year.</p>	<p>The CSC and Principal will update the Implementation Plan with approved services and outcomes each year.</p> <p>Community School activities will align with LCAP goals and outcomes, while LCAP metrics will inform activities selected in the Implementation Plan</p>	<p>As per outcome measures established by CDE, PUENTE will measure the following to determine community school success.</p> <p>School Attendance rates</p> <p>Chronic absenteeism rates</p> <p>Proficiency for 3rd-5th grades, using CAASPP standardized tests for English Language Arts and Mathematics</p> <p>Pupil suspension and expulsion rates</p>

CCSPP: PUENTE Charter Elementary School Implementation Plan

<p>Create an evaluation plan in 2024-25 and update each subsequent implementation year with with baselines and measures of success based on the outcomes and indicators at right.</p>	<p>The CSC will work with the school Principal to gather the information each quarter on measures right and complete a year-end assessment of the effectiveness of community school services.</p>	<p>Panorama school climate surveys  <i>Local measures for community school success include:</i>                      Charter Community School Committee meetings each year                      Number of parents in community school leadership positions.                      Number of parents participating in community school activities.                      Yearly evaluation plan assessment is completed each year.                      Asset Map and Needs Assessment update completed each year.</p>
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**PUENTE Charter School**  
**Interim Financial Statements**  
*As of and for the period Ended June 30, 2024*  
*with comparative financial information for June 30, 2023*

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**PUENTE Charter School**  
**Statement of Activities**  
**July 1 through June 30, 2024**  
*with Comparative YTD Budget*

	ADA	271		283	
	<u>Actual</u>			<u>Annual Budget</u>	
	<u>6/30/2024</u>			<u>6/30/2024</u>	
					<u>Variance</u>
<b>Operating revenue</b>					
LCFF - State Aid	\$	2,582,151	43.27%	\$ 2,300,619	\$ 281,532
Prop 30 - Education Protection Account		408,210	6.84%	808,000	(399,790)
Other Fed Income		383,357	6.42%	191,177	192,180
Special Ed Current Yr		352,459	5.91%	274,685	77,774
State Lottery - Charter Prop 20		33,636	0.56%	13,468	20,168
Non-Prop Lottery Education Appointment		66,556	1.12%	48,467	18,089
Other State Revenue		1,121,296	18.79%	1,378,433	(257,137)
District pymt in lieu of Prop Tax		1,038,641	17.41%	939,975	98,666
<b>Total operating revenue</b>	<b>\$</b>	<b>5,966,965</b>		<b>\$ 5,954,824</b>	<b>\$ 12,141</b>
<b>Operating expenses and losses</b>					
Salaries		2,979,365		3,057,561	(78,196)
Employee benefits		389,606		401,653	(12,047)
Taxes		222,671		244,687	(22,016)
Workers Compensation		49,776		54,760	(4,984)
<b>Total personnel cost</b>	<b>\$</b>	<b>3,641,417</b>	61.7%	<b>\$ 3,758,660</b>	<b>\$ (117,243)</b>
Building Lease		300,996	5.10%	301,000	(4)
Professional Services		475,472	8.06%	486,730	(11,258)
Special Ed Contract		290,948	4.93%	313,685	(22,737)
Special Ed Fair Share		241,371	4.09%	177,101	64,270
Food Service Contract		261,145	4.43%	174,000	87,145
Utilities		72,942	1.24%	75,075	(2,133)
Insurance		64,319	1.09%	68,217	(3,898)
Dues & Subscriptions		83,638	1.42%	48,091	35,547
Accounting		32,080	0.54%	43,420	(11,340)
Security		34,312	0.58%	56,329	(22,017)
Depreciation		79,978	1.36%	50,000	29,978
Equipment/Bldg & Repairs		32,632	0.55%	34,922	(2,290)
Supplies		27,783	0.47%	28,436	(653)
Students Activities		30,667	0.52%	30,000	667
Texbooks		60,349	1.02%	55,850	4,499
Maintenance supplies		27,139	0.46%	27,850	(711)
Telephone		16,729	0.28%	9,157	7,572
Staff Development		51,047	0.87%	42,824	8,223
Advertising & Publicity		8,194	0.14%	12,735	(4,541)
Education supplies		13,540	0.23%	18,822	(5,282)
Payroll Fees		16,915	0.29%	11,520	5,395
Printing and Reproduction		5,753	0.10%	16,380	(10,627)
Gifts		5,142	0.09%	3,750	1,392
Postage & delivery		3,041	0.05%	3,186	(145)
LACOE - Administravie Fees		2,875	0.05%	2,500	375
Meals & Entertainment		2,380	0.04%	-	2,380
Furniture & Fixtures		3,844	0.07%	-	3,844
Computer supplies		(994)	-0.02%	-	(994)
Furniture & equipment		1,154	0.02%	-	1,154
Equipment lease		7,783	0.13%	4,387	3,396
Furniture & equipment rental		-	0.00%	22,000	(22,000)
Meetings & Workshops		419	0.01%	6,975	(6,556)
Property Tax		-	0.00%	2,624	(2,624)
Travel		2,086	0.04%	5,000	(2,914)
<b>Total Operating Expenses</b>	<b>\$</b>	<b>2,255,678</b>		<b>\$ 2,132,566</b>	<b>\$ 123,112</b>
<b>Total Expenses</b>	<b>\$</b>	<b>5,897,096</b>		<b>\$ 5,891,227</b>	<b>\$ 5,869</b>
<b>Operating revenue in excess of operating expenses</b>	<b>\$</b>	<b>69,869</b>		<b>\$ 63,597</b>	<b>\$ 6,272</b>
<b>(Other items considered to be nonoperating)</b>					
Interest income		-		-	-
<b>Change in net assets</b>	<b>\$</b>	<b>69,869</b>		<b>\$ 63,597</b>	<b>\$ 6,272</b>
Non-cash items - Depreciation		79,978		50,000	29,978
	<b>\$</b>	<b>149,848</b>		<b>\$ 113,598</b>	<b>\$ 36,251</b>
<b>Cost per Student</b>	<b>\$</b>	<b>21,761</b>		<b>\$ 20,817</b>	



**Statement of Financial Position  
As of June 30, 2024**

<b>ASSETS</b>	<b>Actual 6/30/2024</b>	<b>Actual 6/30/2023</b>	<b>Change \$</b>
<b>Current assets</b>			
Cash (Charter School Savings)	\$ 801,998	\$ 1,305,939	\$ (503,942)
Cash (Capital Campaign)	5,820	5,803	17
<b>Cash and cash equivalent</b>	<b>807,818</b>	<b>1,311,742</b>	<b>(503,925)</b>
Accounts receivable, net	544,921	454,130	90,791
Due from other programs	-	0	-
<b>Receivables (net)</b>	<b>544,921</b>	<b>454,130</b>	<b>90,791</b>
<b>Total Current Assets</b>	<b>1,352,739</b>	<b>1,765,872</b>	<b>(413,135)</b>
Land, building and equipment			
Furniture, Fixtures & Equipment	533,223	464,250	68,973
Work in Progress	811,418	538,172	273,246
Less: Depreciation	(230,608)	(153,501)	(77,107)
<b>TOTAL ASSETS</b>	<b>1,114,033</b>	<b>848,921</b>	<b>265,111</b>
<b>TOTAL ASSETS</b>	<b>\$ 2,466,771</b>	<b>\$ 2,614,793</b>	<b>\$ (148,024)</b>
<b>LIABILITIES AND NET ASSETS</b>			
<b>Current liabilities</b>			
Deferred revenue	505,134	757,448	(252,314)
Due to other programs	65,504	31,084	34,420
<b>Total Current Liabilities</b>	<b>570,638</b>	<b>788,532</b>	<b>(217,894)</b>
<b>Net assets</b>			
Change in Net Assets	\$ 69,869	\$ 88,996	\$ (19,127)
With donor restriction	500,136	500,136	-
Without donor restriction	1,326,126	1,237,130	88,996
<b>Total net assets</b>	<b>1,896,132</b>	<b>1,826,261</b>	<b>69,869</b>
<b>Total liabilities and net assets</b>	<b>\$ 2,466,771</b>	<b>\$ 2,614,793</b>	<b>\$ (148,024)</b>
<b>Matrix Analysis:</b>			
Working Capital	\$ 782,100		
Cash Ratio:	1.42		
Quick Ratio:	2.37		
Burn Rate	\$ 491,425		
Months of Cash on Hand	1.6		
Debt-to-equity ratio	0.301		

**PUENTE Charter School**  
**Statement of Cash Flow**  
For the Month Ended June 30, 2024

	<b>Actual</b> <b>6/30/2024</b>	<b>Audited</b> <b>6/30/2023</b>
<b>Cash flows from operating activities:</b>		
Change in total net assets	\$ 69,869	\$ 88,055
Adjustments to reconcile in net assets to net cash (used in) provided by operating activities:		
Depreciation	77,107	60,978
Changes in operating assets and liabilities:		
Accounts receivable	(90,791)	(90,722)
Contributions receivable	-	498,848
Due from other program to the Charter	-	-
Deferred revenue	(252,314)	521,641
Due to other programs to the Center	34,420	(212,282)
<b>Net cash used by operating activities</b>	<b>(161,708)</b>	<b>866,518</b>
<b>Cash flows from investing activities:</b>		
WIP Contingency purchases	(273,246)	-
Purchase of property and equipment	(68,973)	395,011
<b>Net cash used in investing activities</b>	<b>(342,219)</b>	<b>395,011</b>
<b>NET DECREASED IN CASH</b>	<b>(503,924)</b>	<b>471,507</b>
<b>CASH - BEGINNING</b>	<b>1,311,741</b>	<b>840,234</b>
<b>CASH - ENDING</b>	<b>\$ 807,818</b>	<b>\$ 1,311,741</b>

**PUENTE Charter School**  
**Capital Expenditures**  
**Work in Progress & Completion Percentage**

<b>Vendor</b>	<b>FY 2018-19</b>	<b>FY 2019-20</b>	<b>FY 2020-21</b>	<b>FY 2022-23</b>	<b>FY 2023-24</b>	<b>Total</b>	<b>% of Completion</b>
Berliner Architects	109,403	27,002	-	1,874	27,868	166,148	100%
Brandow & Johnston	5,310	-	-	-	-	5,310	100%
BTC	756	-	-	-	-	756	100%
City of Los Angeles	25,437	34,530	-	-	-	59,967	100%
Craig Lawson & Co, LLC	32,508	33,842	-	-	-	66,350	100%
Department of Transportation	1,175	7,480	-	-	-	8,655	100%
GeoSystems Inc.	3,500	3,225	-	-	1,000	7,725	100%
Gibson Transportation	4,000	12,639	-	-	-	16,639	100%
Ter Molen Watkins	-	10,000	-	-	-	10,000	100%
Mata Construction				194,491	148,378	342,869	100%
Marx Okubo				31,000	96,000	127,000	100%
<b>Grand Total</b>	<b>182,089</b>	<b>128,718</b>	<b>-</b>	<b>227,365</b>	<b>273,246</b>	<b>811,418</b>	

## MEMORANDUM

**To:** Finance Committee Members  
**From:** Angelica Castro  
Vice President of Finance, PUENTE Charter School  
**Date:** September 13, 2024  
**Re:** Summary of Financial Results as of June 30, 2024

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The purpose of this memo is to summarize the financial results of PUENTE Charter School Unaudited Financial Statements as of June 30, 2024. Please find a copy of the following reports in this Committee Packet:

1. Statement of Activities for period ended June 30, 2024 with comparative YTD Budget.
2. Statement of Financial Position as of June 30, 2024.
3. Statement of Cash Flow as of June 30, 2024.

### 1. Statement of Activities Analysis:

As of June 30, 2024, the Charter School reported total revenue of \$5,966,965 and expenses of \$5,897,096 for a net surplus of \$69,869.

Line items to highlight are as follow:

- Personnel cost: Personnel cost was \$3,641,417 or approximately 61.7% of expense allocation. Total actuals were below budgeted amount by \$117,243.
- Special Ed Contract: Special Ed Contract was \$290,948 a 4.93% of expense allocation. Special Ed expenses were below budgeted amount by approximately \$22,737. 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 \$241,371 or 4.09% expense allocation. It exceeded our annual budgeted amount by approximately \$64,270.
- Dues and Subscription: Dues & Subscription exceeded budgeted amount by \$35,547. This is mainly due to the addition of new subscription such as Panorama Education, STEM for the Future & Care Solace.
- Staff Development: Staff Development expenses were \$47,197 a 0.8% of expense allocation. It slightly exceeded YTD budgeted amount by approximately \$4,373. 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 \$807,818. A decrease of \$503,925 from June 30, 2023. This was mainly due to the following:
  - Accounts Receivable: Increase of accounts receivable of \$90,791.
  - Property Plan & Equipment: Net increase of PP&E of \$265,111.
  - Deferred revenue: Deferred revenue was \$505,134. A decrease of \$252,314 in advance payments.

## Financial Key Indicators

### Working Capital

- The Working Capital: PUENTE has \$782,100 available for current and future use.

### Asset performance.

- Cash Ratio is \$1.42: This is another indicator of future cash flow. This means that for every \$1 of liability, the Charter School has \$1.42 of liquid cash.
- Quick Ratio \$2.37: 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 \$2.37 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 1.6 months of cash on hand.

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

- Debt-to-equity Ratio: Debt-to-equity Ratio of \$0.301. 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 \$0.301 of debt financing for every \$1 of equity financing.

## 3. Statement of Cash Flow

The Charter School's cash decreased by \$503,92. 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 \$77,107 is added to the net deficit to reconcile the cash from operations.
- b. Accounts receivable increased by \$90,791. Increasing receivables means less inflow of cash through decrease in collections. Therefore, the \$90,791 is subtracted from the net surplus.
- c. Due from Other Programs increased by \$34,420. Increasing receivables means less inflow of cash through decrease in collections. As such, the Charter School has less cash on hand, as the \$34,420 is subtracted from the net surplus.
- d. Deferred revenue decreased by \$252,314. Decreasing deferred revenue means that a portion of this unearned revenue was recognized as earned resulting in a decrease in cash. The \$252,314 is subtracted from net surplus.
- e. Due to Other Programs increased by \$34,420. Increasing liabilities means that we are paying obligations later rather than sooner increasing available cash. The \$34,420 is added to the net surplus.
- f. Property/Equipment & WIP increased by a total of \$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 \$503,923 is subtracted from the beginning cash of \$1,311,741 resulting in ending cash balance of \$807,818.

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,004,436.00	4,323,936.00	8.0%
2) Federal Revenue		8100-8299	486,354.53	343,669.00	-29.3%
3) Other State Revenue		8300-8599	1,226,713.50	1,376,844.00	12.2%
4) Other Local Revenue		8600-8799	249,461.00	276,697.00	10.9%
5) TOTAL, REVENUES			5,966,965.03	6,321,146.00	5.9%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	1,255,135.38	1,493,658.00	19.0%
2) Classified Salaries		2000-2999	1,724,229.82	1,941,187.00	12.6%
3) Employee Benefits		3000-3999	662,052.20	756,933.00	14.3%
4) Books and Supplies		4000-4999	387,482.26	367,905.00	-5.1%
5) Services and Other Operating Expenses		5000-5999	1,788,218.16	1,629,926.00	-8.9%
6) Depreciation and Amortization		6000-6999	79,978.00	72,000.00	-10.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,897,095.82	6,261,609.00	6.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			69,869.21	59,537.00	-14.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			69,869.21	59,537.00	-14.8%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,783,231.24	1,896,128.77	6.3%
b) Audit Adjustments		9793	43,028.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,826,259.24	1,896,128.77	3.8%
d) Other Restatements		9795	.32	14,012.00	4,378,650.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,826,259.56	1,910,140.77	4.6%
2) Ending Net Position, June 30 (E + F1e)			1,896,128.77	1,969,677.77	3.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	1,114,033.14	0.00	-100.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	782,095.63	1,969,677.77	151.8%
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	807,817.95		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	544,920.84		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	533,223.34		
g) Accumulated Depreciation - Equipment		9445	(230,607.79)		
h) Work in Progress		9450	811,417.59		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,466,771.93		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	570,643.16		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			570,643.16		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
(must agree with line F2) (G11 + H2) - (I7 + J2)			1,896,128.77		
<b>LCFF SOURCES</b>					
Principal Apportionment					
State Aid - Current Year		8011	2,557,585.00	2,335,620.00	-8.7%
Education Protection Account State Aid - Current Year		8012	408,210.00	891,403.00	118.4%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,038,641.00	1,096,913.00	5.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,004,436.00	4,323,936.00	8.0%
<b>FEDERAL REVENUE</b>					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	220,730.53	211,673.00	-4.1%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	102,998.00	69,824.00	-32.2%
Title I, Part A, Basic	3010	8290	59,013.00	50,225.00	-14.9%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,954.00	1,338.00	-88.8%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	11,288.00	0.00	-100.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,609.00	6.1%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	70,371.00	0.00	-100.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>486,354.53</b>	<b>343,669.00</b>	<b>-29.3%</b>
<b>OTHER STATE REVENUE</b>					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	150,870.60	92,260.00	-38.8%
Mandated Costs Reimbursements		8550	5,226.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	100,191.86	63,793.00	-36.3%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	970,425.04	1,220,791.00	25.8%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>1,226,713.50</b>	<b>1,376,844.00</b>	<b>12.2%</b>
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	249,461.00	276,697.00	10.9%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>249,461.00</b>	<b>276,697.00</b>	<b>10.9%</b>
<b>TOTAL, REVENUES</b>			<b>5,966,965.03</b>	<b>6,321,146.00</b>	<b>5.9%</b>
<b>CERTIFICATED SALARIES</b>					
Certificated Teachers' Salaries		1100	1,063,097.20	1,174,426.00	10.5%
Certificated Pupil Support Salaries		1200	21,762.00	184,400.00	747.3%
Certificated Supervisors' and Administrators' Salaries		1300	170,276.18	94,382.00	-44.6%
Other Certificated Salaries		1900	0.00	40,450.00	New
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>1,255,135.38</b>	<b>1,493,658.00</b>	<b>19.0%</b>



Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Instructional Salaries		2100	1,317,598.47	776,443.00	-41.1%
Classified Support Salaries		2200	179,596.44	424,218.00	136.2%
Classified Supervisors' and Administrators' Salaries		2300	94,597.88	369,953.00	291.1%
Clerical, Technical and Office Salaries		2400	132,437.03	370,573.00	179.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>1,724,229.82</b>	<b>1,941,187.00</b>	<b>12.6%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	222,670.86	230,812.00	3.7%
Health and Welfare Benefits		3401-3402	334,680.27	421,282.00	25.9%
Unemployment Insurance		3501-3502	810.71	42,965.00	5,199.7%
Workers' Compensation		3601-3602	49,775.68	61,874.00	24.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	54,114.68	0.00	-100.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>662,052.20</b>	<b>756,933.00</b>	<b>14.3%</b>
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	60,349.43	57,850.00	-4.1%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	40,328.94	68,813.00	70.6%
Noncapitalized Equipment		4400	25,659.25	21,242.00	-17.2%
Food		4700	261,144.64	220,000.00	-15.8%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>387,482.26</b>	<b>367,905.00</b>	<b>-5.1%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,085.58	54,469.00	2,511.7%
Dues and Memberships		5300	81,458.69	43,588.00	-46.5%
Insurance		5400-5450	0.00	60,670.00	New
Operations and Housekeeping Services		5500	313,349.49	63,010.00	-79.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	300,996.00	357,317.00	18.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,090,328.40	1,050,872.00	-3.6%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>1,788,218.16</b>	<b>1,629,926.00</b>	<b>-8.9%</b>
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	79,978.00	72,000.00	-10.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION AND AMORTIZATION</b>			<b>79,978.00</b>	<b>72,000.00</b>	<b>-10.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENSES</b>			<b>5,897,095.82</b>	<b>6,261,609.00</b>	<b>6.2%</b>

Description	Resource Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Unaudited Actuals	2024-25 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	4,004,436.00	4,323,936.00	8.0%
2) Federal Revenue		8100-8299	486,354.53	343,669.00	-29.3%
3) Other State Revenue		8300-8599	1,226,713.50	1,376,844.00	12.2%
4) Other Local Revenue		8600-8799	249,461.00	276,697.00	10.9%
5) TOTAL, REVENUES			5,966,965.03	6,321,146.00	5.9%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		2,929,681.44	3,296,669.00	12.5%
2) Instruction - Related Services	2000-2999		1,237,182.36	1,479,700.00	19.6%
3) Pupil Services	3000-3999		341,813.49	472,945.00	38.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,388,418.53	1,012,295.00	-27.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			5,897,095.82	6,261,609.00	6.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			69,869.21	59,537.00	-14.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			69,869.21	59,537.00	-14.8%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,783,231.24	1,896,128.77	6.3%
b) Audit Adjustments		9793	43,028.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,826,259.24	1,896,128.77	3.8%
d) Other Restatements		9795	.32	14,012.00	4,378,650.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,826,259.56	1,910,140.77	4.6%
2) Ending Net Position, June 30 (E + F1e)			1,896,128.77	1,969,677.77	3.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	1,114,033.14	0.00	-100.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	782,095.63	1,969,677.77	151.8%

Resource	Description	2023-24 Unaudited Actuals	2024-25 Budget
Total, Restricted Net Position		0.00	0.00