CHARTER

OF

PUENTE Charter School

Los Angeles Unified School District
PUENTE Charter School

Table of Contents

Affirmations & Assurances.................................................................3
Preface.................................................................................................4
Element 1: The Educational Program.................................................5
Element 2: Measurable Student Outcomes.........................................30
Element 3: Method by Which Student Outcomes will be Measured.......35
Element 4: Governance.................................................................38
Element 5: Employee Qualifications..................................................44
Element 6: Health and Safety............................................................53
Element 7: Racial and Ethnic Balance................................................60
Element 8: Admission Requirements..................................................63
Element 9: Financial Audits..............................................................65
Element 10: Student Expulsions........................................................68
Element 11: Retirement Programs.....................................................73
Element 12: Attendance Alternatives................................................73
Element 13: Employee Rights...........................................................74
Element 14: Dispute Resolution........................................................75
Element 15: Employer Status and Collective Bargaining.....................79
Element 16: Procedures to be Used if the Charter School Closes.........80
References.........................................................................................90
Budget................................................................................................Attached
Attachments......................................................................................Attached
AFFIRMATIONS AND ASSURANCES

PUENTE Charter School (or “Charter School”) shall comply with all applicable State and Federal laws including, but not limited to, the following:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
PREFACE

PUENTE Learning Center is a nonprofit, nonsectarian educational organization that provides free, technology-enhanced instruction to more than 2,000 students daily, ages 4 to 84, from sites in East and South Los Angeles. With a rich, family-oriented history, PUENTE has become a vital community resource for education and empowerment that is widely recognized as a local and national leader in the delivery of family literacy, basic skills and language acquisition instruction.

Founded in 1985 by Sister Jennie Lechtenberg as a tutorial program for low-achieving elementary school children at four East Los Angeles schools, PUENTE is now a multi-generational educational organization that prepares students for, and is a supplement to, traditional and private schools.

Twenty-two years of experience and success in helping inner-city children to excel academically is one of many compelling reasons behind the 2002 creation of the PUENTE Charter School. We believe that a child’s earliest exposure to education is of utmost importance as it creates a lifelong quest for knowledge and a love of learning. The PUENTE Charter School offers kindergarten-age children access to early learning skills that are needed to establish a solid foundation for lifelong learning and appreciation of cultural diversity, reinforced by a blend of human compassion, inspiration, motivation, and modern educational technology. Instruction is provided in a safe, secure, and inviting environment.

Classes are offered at both PUENTE campuses, including the East Los Angeles site at 501 S. Boyle Avenue in Boyle Heights, and at 10000 S. Western Avenue in South Los Angeles. The state-of-the-art facilities, both of which were built to stringent seismic code and safety specifications, feature dual classrooms; 20-station, fully networked computer labs; children’s lavatories; and access to a multi-purpose room. The facilities also feature outdoor play yards. PUENTE Charter School can accommodate 130 kindergarten children. The School will rent space from PUENTE Learning Center for the delivery of the Charter Kindergarten program. No alteration or additions to the facility are necessary.
ELEMENT I
THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

Ed. Code § 47605 (b)(5)(A)

PUENTE Charter School we hold the following principles to be fundamental elements of academic achievement for youngsters, especially during the critical early years of learning:

- Education must take place in a safe, secure environment that demonstrates the importance of meaningful learning and speaks of dignity and respect.
- Technology is an integral part of our world, and therefore must be strategically and appropriately integrated into learning activities as a supplement to and enhancement of traditional methods of classroom instruction.
- Children learn best in a community of learners in which students of all ages are in pursuit of knowledge and they discover that education is indeed a lifelong process.
- As their first and most important teachers, parents/primary caregivers play a vital role in supporting the educational, emotional and physical development of their children. As such, they must be actively involved in their child’s learning.
- Parents who are involved in their children’s education also become motivated to improve themselves.
- Poverty and disadvantage are not insurmountable obstacles to achievement. Most children are infinitely capable of learning and should be motivated and challenged to acquire early learning skills that will provide a solid foundation for their academic pursuits and a love for lifelong learning.
- Each child’s acquisition of knowledge is distinct. Therefore, an integrated curriculum reinforced with technology affords each child the opportunity to individually pursue, explore and acquire skills that will contribute to his/her academic success.
- Students with learning challenges can be supported to achieve academic success with appropriate supports and interventions.

We established a charter kindergarten that serves between 120-130 children per school year at PUENTE’s facilities in East and South Los Angeles. At both locations, we serve children who have multiple risk factors of low academic achievement, including, but not limited to, poverty-level household income, inadequate English language proficiency, parents/caregivers who lack basic academic skills, and children who may have learning challenges. The economic profiles of the neighborhoods surrounding PUENTE’s two campuses provide strong evidence of the need for a high quality Kindergarten program. For example, median household income for families with children is $22,426 in East Los Angeles, and $20,582 in South Los Angeles, as compared to the median household income in Los Angeles County of $42,189. The percentage of public school students who are eligible for free or reduced-price lunches based on low household income is 93.5 percent in East Los Angeles, and 94 percent in South Los Angeles. PUENTE is committed to working with parents and students to ensure
that strong early literacy skills are achieved, thereby providing the foundation for learning to continue through the primary grades and beyond.

The 21\textsuperscript{st} century is a time of enormous technological advancements, with changes occurring on a continual basis. In the last quarter century, technology has transformed all aspects of our daily lives. To be an educated person in the 21\textsuperscript{st} century, individuals must have a mastery of basic literacy skills, in-depth knowledge of and experience using advanced technological tools, the ability to reason and draw logical conclusions, a desire for the lifelong quest for knowledge, and appreciation of and respect for diversity in our ever-changing world.

We believe that learning occurs best in an environment that is stimulating and welcoming, and that speaks of the respect and importance of education. While encouraging exploration and creativity, classes need to be structured to ensure that children feel safe and secure. Learning also occurs best when parents/guardians are actively engaged in the process of learning, both at home and in the classroom, as well as through their own pursuit of knowledge.

Parental involvement is important, not only prior to kindergarten, but also during kindergarten. In fact, a decrease in parent involvement and connection to the school that can happen with a child’s transition to kindergarten is considered to be a stressor in the transition experience (Pianta and Kraft-Sayre 2003). Parent involvement, overall, is a positive indicator of school success. PUENTE Charter School provides supports for parents to encourage their active participation. Parents who are active participants in their children’s kindergarten experience are supportive and caring, as well as involved in school activities and have direct and regular contact with the school (McWayne et al. 2004). Kindergarten students are more likely to succeed (i.e., they are tend to be socially competent, cooperative, self-controlled, and engage in pro-social behaviors) when parents talk to them about the importance of school and assist them with practicing learned skills (McWayne et al. 2004). Academic competence also is enhanced when parents are involved in their child’s kindergarten year.

The mission of the PUENTE Charter School is to give inner-city children an exceptional early learning experience that establishes a solid foundation in age-appropriate reading, writing, speaking, and calculation skills. With an emphasis on technology-enhanced, quality instruction and parental involvement, the PUENTE Charter School encourages the creative pursuit of knowledge, instilling a desire for creative exploration in a structured environment in which high standards of academic performance and individual behavior are embraced.

We respectfully propose the renewal be granted from July 2012 to June 2017.

The address of PUENTE Charter School is:
501 S. Boyle Avenue
Los Angeles, CA 90033
&
10000 S. Western Avenue
Los Angeles, CA 90047

PUENTE Charter School
The phone number of PUENTE Charter School is:
(323) 780-2961 East Los Angeles Campus
(323) 756-4921 South Los Angeles Campus

The contact for PUENTE Charter School is:
Mr. Jerome Greening
501 S. Boyle Avenue.
Los Angeles, CA 90033
323.780.2961
Jerome@puente.org

Class Schedule and Calendar

PUENTE affirms that it will offer, at minimum, the number of minutes of instruction set forth in Education Code Section 47612.5. The School calendar will be submitted annually to LAUSD for review and approval. The PUENTE Charter School will operate 5 days per week, 4.25 hours per day, for 180 days per year. A total of 43,200 annual instructional minutes is offered. For each school year, the PUENTE Charter School will be single-tracked.

The following daily schedule will be used for the 2012-2013 school year and may be slightly adapted each subsequent year. Students will be divided into three groups of 20 each and will rotate between all classroom facilities.

<table>
<thead>
<tr>
<th>TIME</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 7:45 a.m.</td>
<td>Family Arrival</td>
<td>Family Arrival</td>
<td>Family Arrival</td>
</tr>
<tr>
<td>7:45 – 8:00 a.m.</td>
<td>Class Activity</td>
<td>Class Activity</td>
<td>Class Activity</td>
</tr>
<tr>
<td>8:00 – 9:00 a.m.</td>
<td>Circle Learning</td>
<td>Computer Lab</td>
<td>Academics</td>
</tr>
<tr>
<td>9:00 – 10:00 a.m.</td>
<td>Academics</td>
<td>Circle Learning</td>
<td>Computer Lab</td>
</tr>
<tr>
<td>10:00 – 10:15 a.m.</td>
<td>Nutrition</td>
<td>Nutrition</td>
<td>Nutrition</td>
</tr>
<tr>
<td>10:20 – 11:20 a.m.</td>
<td>Computer Lab</td>
<td>Academics</td>
<td>Circle Learning</td>
</tr>
<tr>
<td>11:20 – 11:40 a.m.</td>
<td>Exercise/Play</td>
<td>Exercise/Play</td>
<td>Exercise/Play</td>
</tr>
<tr>
<td>12 noon – 12:30 p.m.</td>
<td>Optional Lunch</td>
<td>Optional Lunch</td>
<td>Optional Lunch</td>
</tr>
</tbody>
</table>
2012-2013 School Calendar (based on LAUSD proposed early start calendar)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6 – 10</td>
<td>Staff Development (pupil-free days)</td>
</tr>
<tr>
<td>August 13</td>
<td>First Day of Instruction</td>
</tr>
<tr>
<td>November 8</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>November 22, 23</td>
<td>Thanksgiving Holiday (no class)</td>
</tr>
<tr>
<td>December 17 – January 4</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin Luther King, Jr. Holiday (no class)</td>
</tr>
<tr>
<td>February 18</td>
<td>President’s Day Holiday (no class)</td>
</tr>
<tr>
<td>March 25 – March 29</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 1</td>
<td>Cesar Chavez Holiday (no class)</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day Holiday (no class)</td>
</tr>
<tr>
<td>June 4</td>
<td>Last Day of Class</td>
</tr>
</tbody>
</table>

Primary Educational Objectives

The following goals and objectives have been adopted for the PUENTE Charter School:

Goal 1: To encourage children to recognize and attain their full potential as learners.

Objectives:

- Provide an enriching kindergarten program for 120-130 youngsters that is goals-based, research-based and measurable.
- Provide educational activities for children that result in significant increases in reading, oral and written language, mathematics, science, music and art skills, leading to increased readiness for grade school.
- Provide activities that encourage pride in students’ cultural backgrounds and that celebrate diversity.
- Ensure that each child has a primary caregiver that is committed to be that child’s master teacher/mentor and a support network of adults who will guide the child’s educational, social, emotional, and physical growth.

Accomplishments:

As a charter school, we have:

- Implemented a curriculum aligned to state standards and culturally inclusive, theme-based learning activities to reinforce the standards.
- Achieved program test results that demonstrate 75-80% of the children exit the program with a reading proficiency at or above a 1st grade level.
- Established stimulating learning environments to promote students’ imagination, curiosity, and engagement while building a strong literacy foundation.
- Achieve annual in-seat student attendance rates of at least 96% every year, beginning with the 2012-2013 academic school year.
Established programmatic enhancements including weekly family newsletters, monthly family meetings, parent and child interactive literacy activity component, a take-home backpack reading program, parent/teacher conferences and available adult education classes that extend the learning environment into the home and position the parents and caregivers more effectively as the children’s first teachers.

Goal 2: To creatively incorporate advanced technologies into instructional programs, thereby ensuring access to the learning tools of the 21st century.

Objectives:

- Provide access to technology-enhanced learning opportunities that build confidence through the use of technology.
- Incorporate age-appropriate software into traditional methods of instruction in reading, oral and written language, mathematics, social studies, and science.

Accomplishments:

As a charter school, we have:

- Provided daily computer-based reading, writing, math, and science instructional materials to every child as part of the integrated curriculum, and access to fully-equipped 20-station computer labs with extensive educational software programs.
- Implement the 10-cycle computer and workbook-based IBM Writing to Read program.
- Utilize tape recorders to play words the children had dictated, and then wrote down, which modeled for children how the spoken word can turn into the written word. These activities integrated all aspects of literacy: speaking, listening, reading, and writing; provides children support in developing their storytelling ability and an understanding of how sound connects to print.
- Incorporated PowerPoint literacy presentations at family meetings featuring curriculum sight words, number concepts, vocabulary sentences, and stories into monthly family meetings to reinforce learning goals and position parents to extend student learning into the home.
- Showcase video-based student presentations for parents at family meetings

Goal 3: To provide a literacy-focused, family-centered kindergarten program for low-income, racially diverse children and their families.

Objectives:

- Recruit, enroll, and maintain a student population of 120-130 youngsters.
- Assess literacy skills of students.
- Administer the CELDT to all incoming students and use the results to inform instruction.
• Teach students in a literacy-rich environment with an emphasis on helping students to acquire reading, writing, and speaking proficiency in English.
• Administer on-going assessments and standards-aligned Reading First exit test to all students.

Accomplishments:

As a charter school, we have:

- Achieved student enrollment goals every year of operations and maintained required Class Size Reduction student/teacher ratios of 20 to 1 (2002-present).
- Enroll a student population of 70-80% whose family income is below the federal poverty guideline.
- Assessed all incoming students’ early literacy skills, administered the CELDT to all qualifying students for the purpose of informing English-language learning instruction, and conduct on-going assessments for all students.
- Maintained a consistent multilingual teaching staff to support the English-language proficiency goals for the yearly 70-75% of enrolled English Language Learners.
- Administered and tracked the outcomes for the standards-aligned SESAT Reading First test for all exiting students.

Goal 4: To empower families to become full partners in the education of their children.

Objectives:

• Actively engage parents or primary caregivers in the educational process by offering the following involvement opportunities: classroom assistance/child observation; field trip supervision; monthly family meetings; and student recognition ceremonies.
• Encourage increased understanding among parents/primary caregivers of student learning activities and objectives through distribution of a weekly parent bulletin.
• Continue support with the invitation to attend PUENTE’s After School Enrichment program, which provides students in the primary and elementary grades with homework assistance and academic enrichment.
• Involve parents in tracking students to their next school of attendance and validate long-term programmatic impact.

Accomplishments:

As a charter school, we have:

- Taught parents to be effective volunteers in the children’s classrooms by showing them how to help instructors with student learning and social development goals.
- Developed and implemented teacher-led, interactive, literacy-based monthly family meetings with documented average monthly attendance rates of 88.
percent. Themes included: *Western Rodeo*, *Fun with Colors*, *Pajama-mania*, *Rock & Roll Numbers* and *Disco ABC*.

- Established a weekly take-home book backpack program with family assessment reports, and showed families how to use it to promote at-home reading and discussions about literary concepts and children’s ideas.
- Published and distributed bilingual weekly family newsletters informing parents about program announcements and updates, classroom lesson plans, learning goals, and homework assignments.
- Celebrated students’ music class proficiency with work-in-progress performances for family members and invited guests.
- Established monthly and year-end academic recognition celebrations for all students and their families.
- Established student progress reports and held required parent/teacher conferences twice during the academic year.
- Taken annual family field trips to venues such as the Walt Disney Concert Hall and the California Science Center.
- Hosted yearly, on-site, family-oriented performances by the Los Angeles Opera including “Sing Out Loud” and “Don’t Be Afraid, It’s Just Opera.”
- Partnered with organizations to provide age-appropriate special presentations on child traffic safety and community helpers (police officers and fire personnel),
- Informed families of first grade school options including navigating the admissions process for magnet schools as stated in the CHOICES/OPCIONES brochure, charter school options, and neighborhood LAUSD options.
- Supported students’ ongoing academic and social development with enrollment in PUENTE Learning Center’s onsite After School Enrichment program, which provides homework tutorial assistance and academic enrichment.

**Academic Focus of the PUENTE Charter School**

The PUENTE Charter School curriculum is deeply entrenched in early mastery of basic skills, supplemented by the rich integration of technology-enhanced instruction. Early reading and writing skills are emphasized. Best practices in kindergarten, and those utilized at PUENTE Charter School, are defined as developmentally appropriate methods, activities and approaches that support students cognitively as well as social-emotionally. The ultimate goal of these practices is to facilitate children’s learning and long-term academic success.

To help children make a successful transition into kindergarten, teachers need to be aware of and prepared to meet the needs of children who do not always come from families who provide them with the kinds of experiences necessary to succeed in school. At a more intense level, to help insure that children enter kindergarten prepared to learn, systems should be established to promote emotional well-being prior to school entrance (Bagdi and Vacca 2005). Such systems should be family-centered, collaborative, and culturally appropriate. PUENTE Charter School incorporates parent–child visits to the kindergarten classroom prior to the beginning of the school year. Parents are invited to enroll their child for the summer program, which is intended to provide support for the child and parents as they begin the
transition, including the environment, the instructional staff, and the other students, into kindergarten. For those families who are unable to commit to having their child attend the summer program, yet will be attending in the fall, an invitation is extended to them to visit the classroom and spend the day discovering the kindergarten classroom and to promote the discussion in the home environment of starting school in the fall. With the classroom visit(s), the parents are better positioned to discuss specifics with their child about the kindergarten experience and assist with the transition process. Support for this comes from Shuling et al. (2005) who found that these kinds of pre-kindergarten enrollment visits significantly increased children’s academic achievement and parent initiated school involvement during kindergarten. Moreover, McIntyre et al. (2007) showed that parents tend to want more information than is provided about their child’s transition to kindergarten and to be more involved in that transition. In addition to the early visit, an extensive orientation is given to the parents/caregivers.

The school’s curriculum is developmentally appropriate. It is an integrated curriculum that incorporates active child involvement, exploration, interaction and advanced technological resources. We use hands-on projects, manipulative, technology-enhanced and other multi-sensory techniques/strategies to facilitate teacher-directed instruction. The staff employs instructional strategies to foster a balanced curriculum with phonics-based reading instruction and whole language, thematic instruction, cooperative learning, field trips, visual and performing arts, and outdoor activities.

With the research-based understanding that memory capacity has a direct effect on how children use strategies to solve problems in kindergarten (Kron-Sperl et al. 2008), instructional approaches that lead to increased memory capacity position a child for success for mastering new learning situations. Specifically, research has shown that mental processing is increased when the challenge of the exercise is increased and when the child engages in repeated and extended practice of a challenging task (Kron-Sperl et al 2008). Therefore, opportunities to engage in repeated practice will be offered and encourage the students’ use of rehearsal strategies. The use of multiple memory strategies on a given task, even in kindergartners, appears to be related to better recall memory (DeMarie et al. 2004).

Kron-Sperl and colleagues point out that as kindergarten children acquire new strategies, older and less effective strategies continue to compete for memory space until the more effective ones move in. This would help explain how children’s mental functions expand over time, with recall and problem solving abilities changing and growing as children age. Because DeMarie and colleagues hypothesize that a child who can explain the memory strategies they select will have better recall than a child with a similar number of strategies but who cannot explain the strategies he or she selected, future research needs to examine whether encouraging children to explain the choice of their strategies will improve their overall memory capacities. However, it is clear that repeated practice is a common learning approach in kindergarten to develop fluency in math and language arts (Kron-Sperl et al. 2008) and success in these two areas, achieved through repeated practice of kindergarten skills, provides them with a positive start to their school careers.

A structured daily class schedule helps to create a learning environment that builds comfort and familiarity, encouraging children to pursue knowledge in a safe and secure setting. Students will clearly know what is expected of them, thereby encouraging student achievement and increasing self-esteem, as well as development of social skills.
PUENTE Charter School uses standards-based district- and state-adopted materials that fulfill our goals and will continue using supplemental, standards-based materials to enhance instructional offerings. PUENTE Charter School will also fully implement a curriculum that is consistent with the Common Core Standards when adopted. Existing partnerships with Reading Is Fundamental, Theatre Of Hearts/Youth First, and the Los Angeles County Library provide critical programmatic enhancements that build early reading skills and appreciation of the arts.

The Kindergarten Curriculum

Language Arts

Reading and writing skills provide the most essential foundation for future academic achievement, and therefore are the primary focal point of the school. As reading and writing skills are intertwined with other curricula, they are integrated throughout the curriculum, linking reading and writing to mathematics, science, history-social science, and visual and performing arts. Not all students come into kindergarten speaking English and understanding the phonics associated with the English language. Instruction is focused on building English language skills, but Spanish is incorporated, as appropriate and as needed, to ensure that all students build a solid foundation for the acquisition of reading and writing skills in English.

Because most classroom instruction is in English, it is imperative to know if second language learners can transfer their existing phonemic awareness to English. PUENTE Charter School provides the environment for these children to make the transition from their native language to English. Limited phonemic awareness is linked to limited language ability, and with repeated practice in a new language in an effective kindergarten program, non-English speakers can learn to grasp this important element of literacy (Atwill et al. 2007). The degree of competency in a first language is indicative of the level of competency in a second language, and will be taken into consideration when assessing kindergartners who are candidates for targeted intervention (Atwill et al. 2007).

We use a variety of print and electronic resources to help students acquire early reading skills that combine the language competencies of listening, speaking, reading, and writing.

Our language arts program instills in youngsters a love for reading by incorporating compelling literary works as well as cultural materials that celebrate heritage and increase respect for diversity. Using texts rich in interesting ideas and information and moving through them at an appropriate pace ultimately helps to create lifelong readers.

The emphasis on the acquisition of the early literacy skills is supported by research. Targeting early literacy skills such as phonological awareness, alphabetic principle, and reading fluency early in the kindergarten year ensures a smooth transition to first grade and beyond. Reading, itself, is a developmental process (Burke et al. 2009) and is accomplished in kindergarten by mastering a distinct set of skills in a specific order. First, children learn phonemic awareness skills such as identifying sounds in words, blending phonemes, and segmenting words into sounds. Next comes alphabet work, relating letters with their sounds and identifying word patterns. When children have reached the automatic alphabet phase,
they are able to use prior knowledge to decode unknown words and, therefore, increase reading fluency (Burke et al. 2009). Speed and accuracy of decoding also must be mastered for children to become successful readers. Children must repeat practice of each of these skills to master each one before moving on to the next, beginning with phonological awareness. Research now provides compelling evidence that phonological awareness skill acquisition is a systematic process (Cassady et al. 2008). Developing phonological awareness itself has two main steps (Runge and Watkins 2006). First, children must learn to categorize, manipulate, segment, and blend sounds. The second step is to recognize and then create rhyming words. The skills involved in these steps include hearing the sounds and then performing a variety of mental tasks associated with them. Kindergarten curriculum provides opportunities to improve phonological awareness by helping students recognize and create rhyming words. Rhyming word identification and creation involves recognizing ending sounds, but the mental manipulation aspect is diminished (Runge and Watkins 2006). Explicit formal instruction in these aspects of phonological awareness has been shown to facilitate children’s rapid acquisition of these skills (Cassady et al. 2008).

By the conclusion of the school year PUENTE Charter School students, based on the California State Standards English Language Arts (2006), will be proficient in:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print
1.1 Identify the front cover, back cover, and title page of a book.
1.2 Follow words from left to right and from top to bottom on the printed page.
1.3 Understand that printed materials provide information.
1.4 Recognize that sentences in print are made up of separate words.
1.5 Distinguish letters from words.
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f/, s, th/, /f/, d, j/).
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.9 Blend vowel-consonant sounds orally to make words or syllables.
1.10 Identify and produce rhyming words in response to an oral prompt.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
1.12 Track auditorily each word in a sentence and each syllable in a word.
1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition
1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Vocabulary and Concept Development
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
1.18 Describe common objects and events in both general and specific language.
2.0 Reading Comprehension
Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Literature, Kindergarten Through Grade Twelve (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

Structural Features of Informational Materials
2.1 Locate the title, table of contents, name of author, and name of illustrator.

Comprehension and Analysis of Grade-Level-Appropriate Text
2.2 Use pictures and context to make predictions about story content.
2.3 Connect to life experiences the information and events in texts.
2.4 Retell familiar stories.
2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis
Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text
3.1 Distinguish fantasy from realistic text.
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
3.3 Identify characters, settings, and important events.

Writing
1.0 Writing Strategies
Students write words and brief sentences that are legible.

Organization and Focus
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
1.3 Write by moving from left to right and from top to bottom.

Penmanship
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

Written and Oral English Language Conventions
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions
Students write and speak with a command of standard English conventions.

Sentence Structure
1.1 Recognize and use complete, coherent sentences when speaking.

Spelling
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking
1.0 Listening and Speaking Strategies
Students listen and respond to oral communication. They speak in clear and coherent sentences.
**Comprehension**
1.1 Understand and follow one-and two-step oral directions.
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

**2.0 Speaking Applications (Genres and Their Characteristics)**
Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.
Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
2.2 Recite short poems, rhymes, and songs.
2.3 Relate an experience or creative story in a logical sequence.

Computer-assisted instruction is an integral part of the acquisition of reading and writing skills, with every child using PUENTE’s technological resources on a daily basis. Software incorporated into learning activities include:

- Alphabet, by Scholastic
- An Island Adventure, by Edmark
- An Ocean Adventure, by Edmark
- Arthur’s Teacher Trouble, by The Learning Company
- Big Red Dog, by Scholastic
- Consonant Sounds, by Scholastic
- Dr. Seuss’ ABC’s, by Broderbund
- Dr. Seuss’ Green Eggs & Ham, by Broderbund
- First Thousand Words, by Scholastic
- Fisher-Price 123’s, by Davidson
- Fisher-Price ABC’s, by Davidson
- Just Grandma & Me, by Broderbund
- KnowZone
- Magic School Bus – Earth, by Scholastic
- Magic School Bus – Rainforest, by Scholastic
- Magic School Bus – Solar System, by Scholastic
- Math Heroes, by Edmark
- Math Journey, by The Learning Company
- Millie & Bailey Kindergarten, by Edmark
- Numbers 1-100, by School Zone
- Phonemic Awareness, by School Zone
- Read with Pooh, by Disney
- Reader Rabbit 1, by Davidson
- Reader Rabbit 2, by Davidson
- Reader Rabbit Math Ages 4-6, by Davidson
- Science, by Scholastic
- Sheila Rae the Brave, by Broderbund
- Short Vowels AI, by School Zone
- Spelling Puzzles 1, by School Zone
- Stellaluna, by Broderbund
Beyond teaching basic skills, children need to see the bigger picture with respect to reading skills. This occurs when kindergartners learn phonemic awareness from lessons that are explicit, systematic, and contextualized (Craig 2006). One such method is a computer assisted instruction program (CAI). For example, Macaruso and Walker (2008) provided evidence that kindergarten children in an urban setting who were taught using CAI showed significant increases in oral language concepts tests which assess phonological awareness relative to comparison children who were not taught with CAI. Computer assisted instruction may lead to improvements in children’s literacy skills because it provides a form of individualized instruction so that each child can approach it at his or her own developmental level.

Mathematics

The Mathematics curriculum is focused on the concept of number values and operations, measurements, logic, making sense of data and geometry, and spatial sense. By the end of their Kindergarten year, students will understand small numbers, quantities, and simple shapes. They will count, compare, describe and sort objects, understand the concept of time, and understand properties and patterns. Finding ways to help children achieve math competence early is important because researchers have shown that level of math skills in kindergarten is a predictor of later math ability (Locuniak and Jordan 2008).

To solve math problems, it is important for students to develop fluent basic math calculations and rehearsing number facts and combinations is an effective way to increase fluency. Furthermore, number knowledge, in combination with strong memory skills, is predictive of increased math fluency by second grade (Locuniak and Jordan 2008).

Student practice in addition and subtraction is an important element of the kindergarten math curriculum. It should be noted that simple counting has not been shown to have any effect on fluency. Rather, strategic counting to solve problems and practice with number combinations (observing patterns) is more important for predicting number fluency. By applying these strategies, the kindergarten students increase number fluency and, therefore, chances of later math skills mastery. However, it also should be noted that finger counting is quite adaptive (with respect to achieving accuracy in number combinations) when children are first learning number combinations (e.g., in kindergarten: Jordan et al. 2008). Finally, not only is number competence in kindergarten important for later math skills, but also the rate of growth in early number competence is a strong predictor of math performance through 3rd grade in children from low-income backgrounds (Jordan et al. 2009). Helping them achieve an adequate rate of growth as well as number competence in kindergarten may improve their math skills trajectory across their school career.

By the conclusion of the school year, PUENTE Charter School students, based on the California Mathematics Standards for Kindergarten (2006), will be proficient in:

- The Cat in the Hat, by Broderbund
- The Tortoise and The Hare, by Broderbund
- Touch Typing for Beginners, by IBM
- Writing to Read, by IBM
Number Sense
1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
   1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
   1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
   1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Students understand and describe simple additions and subtractions:
   2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:
   3.1 Recognize when an estimate is reasonable.

Algebra and Functions
1.0 Students sort and classify objects:
   1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Measurement and Geometry
1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:
   1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
   1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
   1.3 Name the days of the week.
   1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

2.0 Students identify common objects in their environment and describe the geometric features:
   2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
   2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Statistics, Data Analysis, and Probability
1.0 Students collect information about objects and events in their environment:
   1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

**Mathematical Reasoning**

**1.0 Students make decisions about how to set up a problem:**

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

**2.0 Students solve problems in reasonable ways and justify their reasoning:**

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

Traditional mathematics instruction will be reinforced by advanced technological resources, incorporating math-based, age-appropriate software that includes:

- Millie’s Math House, by Edmark
- Fisher-Price 123’s, by Davidson
- Millie & Baily Kindergarten, by Edmark
- Math Rabbit, by Davidson

**Science**

Science is an integral part of the integrated curriculum offered at the PUENTE Charter School. Students explore and discover the natural world through textbooks, computer-assisted learning, and hands-on experiments. They learn about the physical and biological sciences by building upon their understanding of science concepts as they relate to the world around them. The science curriculum promotes intuitive, imaginative thought, encouraging children to learn to ask Who?, What?, When?, Where?, Why?, and How?

Students work in groups using hands-on materials to reinforce their understanding of basic scientific concepts. Guest speakers, field trips, and videos are incorporated as appropriate. Students will demonstrate their knowledge through follow-up activities that include show and tell, making drawings, dramatic performances, and discussion of what they observed.

Recently the White House has announced it will launch a campaign, Educate to Innovate, to improve children’s mathematical and science education (Office of the Press Secretary 2009). Although the focus of that campaign is on older grades, there is evidence to suggest that science education can and should begin in Kindergarten. For example, Samarapungavan et al. (2008) found that ethnically and economically diverse kindergarten students successfully mastered functional concepts of both scientific inquiry and life science using an inquiry based unit to investigate the life cycle of the monarch butterfly.

By the conclusion of the school year, PUENTE Charter School students, based on the California Science Standards for Kindergarten (2006), will be proficient in:
**Physical Sciences**
1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
   a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
   b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.
   c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.

**Life Sciences**
2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
   b. *Students know* stories sometimes give plants and animals attributes they do not really have.
   c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

**Earth Sciences**
3. Earth is composed of land, air, and water. As a basis for understanding this concept:
   a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
   b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
   c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

**Investigation and Experimentation**
4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Observe common objects by using the five senses.
   b. Describe the properties of common objects.
   c. Describe the relative position of objects by using one reference (e.g., above or below).
   d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
   e. Communicate observations orally and through drawings.

Traditional classroom instruction is supplemented with technology-based learning through software programs that include the following:

- Sammy’s Science House, by Edmark
- The Magic School Bus – Rainforest, by Scholastic
- The Magic School Bus – Ocean, by Scholastic
• The Magic School Bus – Dinosaurs, by Scholastic
• Kid’s Zoo, by Knowledge Adventure

History/Social Science/Geography

A balanced, integrated, literature-enriched social science and history curriculum helps students to develop their potential for personal, civic, and vocational pursuits throughout life. The curriculum is centered in a core of historical and geographical knowledge, integrating the social sciences and humanities, with an emphasis on ethics, character, and appreciation of culture, especially the diverse cultures that make up the City of Los Angeles.

Subject matter emphasizes cultural leaders, heroes, inter-cultural interaction, far away lands, and distant times so that students’ imaginations are captured, broadening their perspective of their community, their nation, and the world. The curriculum closely follows City, State, and National holidays that are of historical and societal significance.

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

By the conclusion of the school year, PUENTE Charter School students, based on the California State History-Social Science Standards for Kindergarten (2005), will be proficient in:

K.1 Students understand that being a good citizen involves acting in certain ways.
   1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
   2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
   3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
   1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
   2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
   3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

**K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**

**K.6 Students understand that history relates to events, people, and places of other times.**

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Educational technology will supplement traditional instructional methods incorporating the following software titles, or other similar software:

- Travel the World with Timmy, by Edmark
- Trudy’s Time and Place House, by Edmark
- Kid’s Zoo, by Knowledge Adventure

**Visual and Performing Arts**

Music, art, and drama are all powerful manifestations of cultural heritage. Studying the visual and performing arts helps students learn about the traditions and modes of thought of their native cultures as well as those of other cultures. The arts provide a means for creativity and self-expression. Young students learn that their thoughts and feelings can be communicated nonverbally through music, art, and drama. Visual and performing arts are appropriately integrated throughout the curriculum, including both opportunities to learn about the arts and to personally participate in weekly music and drama instruction including percussion, musical theatre, and storytelling. Students display their proficiency and collaborative efforts at celebratory work-in-progress performances for family members and invited guests at the conclusion of each music and drama instructional cycle. Musical theatre work-in-progress performances have included, *The Lion King, The Sound of Music, Annie,* and *Mary Poppins.* Yearly on-site performances from the Los Angeles Opera feature family-friendly presentations intended to foster family appreciation for opera. Family field trips to attend child-friendly music performances at local Los Angeles-area venues like the Walt Disney Concert Hall extend the learning environment to include an important community resource for families.
By the conclusion of the school year, the PUENTE Charter School students, based on the California Visual and Performing Arts Standards (2004), will have received comprehensive arts education instruction including:

1) Subject-centered arts instruction in dance, music, theater and the visual arts
2) Instruction connecting the arts disciplines
3) Instruction connecting the arts and other core subjects

Culturally Relevant and Responsive Education/English Proficiency/Academic Achievement/Critical Thinking

Instructional materials are selected that are sensitive to issues of cultural diversity. Appropriate, culture-specific holidays are incorporated into lesson plans, engaging young children in a celebration of our cultural differences. Examples include Chinese New Year, Kwanza, Cinco de Mayo, and St. Patrick’s Day. Arts and music instruction is also culturally-based, increasing awareness of ancestry and of differing cultures.

As 75 percent of PUENTE Charter School students are Latino, English proficiency is a programmatic priority. English proficiency is a critical factor for student achievement; therefore, an age- and developmentally-appropriate command of the English language, both written and spoken, is a focused outcome. Teacher-directed lessons occur in all classrooms using standards-based, state-adopted materials which build phonological awareness, word recognition, vocabulary development, reading comprehension, writing strategies, sentence structure, spelling, and listening and speaking strategies. Supplemental theme-based activities reinforce the learning goals and engage the students in understanding the relationships among academic subjects, technical and life skills, and the world around them.

Family involvement in education is fundamental to strong schools and higher levels of academic achievement. PUENTE Charter School instructors prepare weekly bilingual family newsletters informing parents and guardians of the theme, lesson plan, class activities, homework assignments, and class updates. Emphasis on quality parent communication and a strong home to school connection positions the parent to be an effective first teacher and enhances the “open” school environment that strengthens high parent involvement. In addition, parents attend monthly family meetings designed to model effective strategies of extending the learning environment into the home, participate in a take-home bilingual reading backpack program, and attend two parent/teacher conferences during the academic year. This high parent involvement has a positive impact on academic success and is a key factor in meeting defined student outcomes.

Critical thinking is encouraged through classroom environments that promote choices and active involvement. As children learn best in a stimulating yet orderly environment, each classroom is designed to provide children with the opportunity to make and act upon some of their own choices with access to learning centers for hands-on experiences and manipulation of materials. The children’s computer lab is equipped with extensive educational software programs that offer a variety of choices in technology-enhanced learning opportunities to support the achievement of academic goals. Furthermore, the use of a thinking curriculum holds that the mastery of facts and traditional academic skills are best acquired in the context
of meaningful learning experiences that harness the child’s inquisitive nature in response to the task at hand. Project-based cooperative learning activities will reinforce the “community of learners” classroom environment and foster the creation of positive connections between students and their teachers.

Technology

Technology is woven throughout all aspects of the integrated curriculum, ensuring that youngsters understand that technology does not replace a teacher, but rather is a powerful tool of learning. The use of technology for active learning and discovery focuses on building language, mathematics, and science skills, and is directly connected to the classroom curriculum. Examples include the Writing to Read computer program, which reinforces teacher-led phonics instruction and positions students to continue working with teachers to write their own stories both on and off the computer, and numeracy software programs that help children master the concepts of “more than,” “less than,” and “the same as” and learn this necessary skill for understanding mathematics. Learning to identify and sort objects by their attributes is basic to both science and math, and classification software encourages children to group objects by attributes such as size, color, and shape as well as to create groupings of their own objects, while patterning and drawing software promotes the practice of seeing relationships and predicting what comes next in a series, helping to build a concrete understanding of math. In addition, students who use computers also learn the basic fundamentals of computers, and this knowledge will become an increasingly vital resource in their daily lives.

Cooperative Play

It is becoming clear that it is important to retain cooperative play in the kindergarten classroom. It is during play situations that children have the opportunity to cooperate and engage in conversation with their peers without distraction (Leseman et al. 2001). Moreover, it appears that it is the child-directed play, rather than the teacher-directed play, that is associated with a balanced development of both cognitive and affective domains in kindergarten students (Gmitrova and Gmitrova 2004). Therefore, we will provide children the opportunity for self-initiated play activities, including access to play activity stations, toys, manipulative, costumes, and props.

Sample Circle Learning Lesson Plan

Opening Routines

- Welcome
- Opening songs (“Growing;” “Do, Re, Me;” “The World is a Rainbow.”)
- Discuss upcoming events, including Earth Day
- Attendance
- Overview of calendar
  - Days of the week song and discussion
  - Count days that have passed in the month of April
  - Counting by 5’s and 10’s chant; “Inchworm” song
  - Review months of the year (sing months of the year song)
• Stretching/Breathing Break

Anticipatory Set

• Introduce weekly topic: Plant Growth
• Visuals to discuss parts of a plant (review) and how seeds travel

Shared Reading

• Introduce Houghton Mifflin Big Book, “Jasper’s Beanstalk”
• Discuss book. It is about a cat named Jasper. Jasper is quite a cat. He also likes to plant flowers and vegetables and watch them grow.
• Teacher modeling
  Think Aloud
  When I retell this story, I’ll want to tell who the story is about. I’ll also want to tell what happens at the beginning, in the middle, and at the end of the story. I’ll think about these things as I read.

Story Structure
  Tell the children that a story has characters, as well as a setting. The setting is when and where the story takes place. The beginning of a story usually introduces the characters and the setting. Often in a story, one character has a problem. The middle of the story tells how the character tries to solve the problem. The end tells whether or not the character solves the problem.

• Review Concepts of Print
  ▪ Front of the book, back of the book, spine, title page
  ▪ Look for capital letters that begin sentences and names
  ▪ Periods to end sentences
• Read “Jasper’s Beanstalk”

Responding

• Retelling
  Remind children that thinking about the beginning, the middle, and the end of the story will help them retell it. Ask children questions such as:
  What character is introduced at the beginning of the story?

Responding/Comprehension

• Retelling
  Where was Jasper at the beginning of the story? What did he find?
  What did Jasper do with the bean?
  What problem did Jasper face in the middle of the story?
  What did Jasper do to solve this problem?
  What happens at the end of the story?
• Literature Discussion
  Why do you think Jasper wanted to grow a beanstalk?
  Do you think Jasper will see any giants? Why or why not?
Exercise

- Stretching and counting while exercising
- “Put Your Hands Up in the Air”

Phonics

- Alphabet review: review letter and sound (use flower alphabet)
- Alphabet song, “A says a, B says b…”
- Vowel chant

Phonemic Awareness

- Blend phonemes
  Example: Say: I have a word. Listen: /b//u//g/. Have children say the individual sounds, blend them, and then say the word bug. Repeat with: /p//o//t/, /j//u//g/, /p//l//a//n//t/, /b//u//z/, /j//o//b/, /d//i//g/, /kw//i//t/

Math Review

- Prepare children for math lesson in academic room
- Review money values (chapter 7); problems and applications

Meeting the Needs of All Students

Instructors and administrators at PUENTE Charter School convene prior to the start of the academic year for a professional development summit that addresses:

- Curriculum development
- Appropriate and effective assessments
- Research-based instructional strategies

One goal is to ensure that instructors design innovative instructional strategies that offer differentiated instruction to students in order to provide equal access to standards-based education for all learners, including English Learners gifted students, and students with special needs. Instructors prepare effective standards-based lesson plans; implement research-based instructional strategies proven to increase student achievement in a standards-based system; and create learning experiences that promote understanding, interest, and excellence. This process serves as the tool for on-going conversations among staff at weekly professional development meetings that includes the examination of student work in order to critically assess lessons to determine their effectiveness and to plan for interventions, if needed. Differentiated instruction will include modifying the use of technology and computer software in the classroom to address individual student need.

On-going communication to parents with weekly bilingual newsletters with class lesson plans and program updates, weekly homework packets, weekly take-home reading backpacks, monthly literacy-based interactive family meetings, students’ progress reports, scheduled
parent/teacher conferences, and access to adult academic program classes on site, will continually encourage and motivate parents to engage in their child’s educational journey and position them with extensive resources and tools to extend the learning environment into the home and fully embrace their role as their child’s first teacher. This strong home-to-school connection instills a support system for each child and serves to be an important tool in attaining student academic achievement.

To further support the goal of student academic achievement, PUENTE also offers a summer program for incoming kindergarten students that thoughtfully supports the transition from preschool to kindergarten or from home to kindergarten. During this program time, the instructors are able to diagnose the students’ skill level and assist in preparing them and their parents for the transition to the school environment.

Academically Low-Achieving Students

In an effort to identify and support academically low achieving students, student assessments will be critically reviewed and an intervention action plan developed. Professional development will include training staff to identify indicators of identifying students’ needs, and to provide intervention, support and resources. Instructional activities will vary to accommodate different learning styles to capitalize on students’ various strengths. PUENTE Charter School staff will work in collaboration with students’ parents to provide the additional assistance in particular skill areas students need. When additional interventions are needed, the staff will be proactive in coordinating support services, including special education resources.

Professional Development

Staff development built on true collaboration, respect, and adequate time benefits the whole school community. In order to attract and retain a united and high caliber teaching staff, professional development is essential. The outreach for effective recruitment includes advertising on the school’s website, professional organizations’ websites, including the California Charter Schools Association, and other electronic and print resources. The PUENTE Charter School executes professional development with attention to quality and detail. The foundation of the professional practice model is a community of adult learners who engage in continuous inquiry to improve their collective and individual professional knowledge and capacity. Teachers are the connection between the community of adults and the enactment of new classroom practice resulting from refined professional knowledge, skills, and abilities, all of which should be aligned to the goal of assisting students in meeting state content standards. The model of professional development as something performed upon instructional staff by an external expert has so permeated public and professional perception that Fullan (2007) identifies the use of the term professional development as a “major obstacle to progress in teacher learning”. PUENTE believes that both the language and the substance of teacher learning must provide opportunities for authentic development of professional expertise and supported by policy and practice. A planning, organization, and training summit is held before each school year. Mid-year retreats help further communication, assessment, commitment, and dedication for the entire faculty. The Administrator and Lead Teachers clearly articulate the goals and measurable student outcomes, based on California’s Common Core State Standards and research-based evidence,
during the training summits at the beginning and middle of the year. In addition, weekly Friday afternoon paid professional development time facilitates ongoing teacher communication, lesson planning, and research-based strategies on topics such as English Learners, literacy and numeracy, early intervention for learners exhibiting difficulties, and gifted learners. Over 50% of the instructors at PUENTE Charter School have completed the LAUSD-sponsored BTSA program. PUENTE supports the concept of these professional practices which promote the type of teacher learning which leads to improved instruction and improved outcomes in student achievement, within the structural and contextual supports necessary to sustain it. Emphasis is placed on the quality assessment of ongoing student achievement of academic learning goals through the collective efforts of the instructional team and providing feedback to the young learners and their parents/caregivers.

Teachers who feel valued and involved in the process will be increasingly likely to gain more from professional development, which then leads to a positive and nurturing environment, achievement of desired outcomes and a positive school culture.

*Special Education Program*

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, PUENTE Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and PUENTE Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools will apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.
*Modified Consent Decree Requirements*

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.
PUENTE Charter School students finish their Kindergarten experience with a solid foundation in the major academic disciplines in order to help prepare them for success in their academic pursuits. Students enrolled at the PUENTE Charter School will demonstrate the following outcomes upon completion of their Kindergarten year:

**Language Arts**

**Reading**

- Students will recognize letters, words and sounds and will read simple sentences in English.
- Students will develop listening skills and respond to culturally appropriate stories.
- Students will identify facts, ideas and themes in what they have read or heard.
- Students will identify the sequence of stories.
- Students will possess decoding skills through phonetic/whole language instruction.
- Students will recognize sight words based on the Dolch list.

**Writing**

- Students will have mastered the printing of all letters of the alphabet.
- Students will independently and legibly write words and brief sentences.
- Students will recognize upper- and lower-case letters.
- Students will develop manuscript writing skills.

**Written and Oral Language Conventions**

- Students will write and speak with a command of Standard English conventions.
- Students will listen to, understand and respond to oral communication in English. They will speak clearly.
- Students will demonstrate early mastery of language conventions by delivering brief recitations and presentations that are related to classroom activity and learning activities.
- With teacher’s help, students will connect what is read to them with real life experiences.
Mathematics

Number Sense

- Students will count to 30 with and without manipulatives.
- Students will read and write numerals to 30.
- Students will match corresponding numerals to sets of objects.
- Students will understand and describe simple additions and subtractions.
- Students will count by 10s to 100.
- Students will solve mathematical problems that involve numbers that use the ones and tens places, but not regrouping.

Measurement

- Students will tell time by hour intervals.
- Students will recognize U.S. coins.
- Students will identify seasons of the year.
- Students will identify common objects in their environment and describe geometric figures.
- Students will understand that objects have properties such as length, weight and capacity.

Making Sense of Data

- Students will collect data that is individually and collectively related to objects and events in their school and home environments.

Geometry and Spatial Sense

- Students will match real objects in their school and home environments to represent shapes and sizes.
- Students will recognize and classify geometric shapes by manipulating concrete and electronic-based materials.

Science

- Students will learn fundamental concepts of science and understand how these concepts relate to and affect their daily lives.
- Students will learn to become inquisitive, asking questions about the world around them.
- Students will use computers to increase understanding of basic scientific principles.
- Students will demonstrate sensitivity towards their environment.

History/Social Science
- Students will gain an appreciation, respect and understanding of diversity.
- Students will exhibit greater understanding of cultural history through literature, art and music.

**Technology**

- Students will be able to identify and name the primary physical components of a computer, including a monitor, keyboard, disk drive, mouse, printer and power switch.
- Students will understand and explain what “print,” “save,” and “software” mean.
- Students will demonstrate proper use and care of a computer by pressing keys gently and keeping items away from the keyboard.
- Students will develop basic keyboarding skills, including identification of letters, numbers, return, space bar and arrows.

After forty (40) weeks of schooling, each kindergarten student will demonstrate on average a growth rate of at least one year, as measured by developmental scales, research-based assessments, electronic case histories, behavior, attitudes, progress reports, journals, portfolios and mastery of technology-based educational software. Progress reports sent home to parents and paired with parent/teacher conferences document student mastery of math, science, history, social science and reading. At the completion of the program, at least 80% of the students enrolled will read at a level comparable to that of first graders beginning their second semester of first grade studies. The SESAT Reading First assessment test is administered in June and results are communicated to parents and included in each student’s cum file.

Additionally, daily attendance is also measured as an indicator of a student’s commitment to his/her education and the commitment of the student’s primary caregiver as an integral part of the child’s education. The strong attendance has led to consistently low attrition rates and high promotion rates based on learning mastery, documented on students’ progress reports. According to the National Center for Children in Poverty (NCCP), chronic early absence matters because it adversely affects academic successes and affects large numbers of children, especially in some communities and schools. NCCP’s national data analysis found that chronic absence in kindergarten is associated with lower academic performance in first grade for all children regardless of gender, ethnicity or socioeconomic status. The relationship is especially strong for Latino children, who had much lower first grade readings scores if they were chronically absent in kindergarten. This relationship appears to reflect the consequences of less time on task. Going to school regularly in the early years is especially critical for children from families living in poverty, who are less likely to have the resources to help children make up for lost time in the classroom. Among poor children, chronic absence in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade.
PUENTE Charter School faculty works collectively with the School Administrator to identify and select curriculum, instructional materials, educational software, and classroom activities that are relevant to the students and that will fulfill educational goals. Curriculum, materials, and activities are presented to the PUENTE Charter School Governing Advisory Council to allow feedback and encourage participation by all stakeholders. Final approval is granted by the PUENTE Learning Center Board of Directors.

Using Assessment Data to Inform Instruction

An assessment is conducted by teachers at the beginning of the school year for grouping purposes, and continues throughout the school year, in order to track student progress and to identify and execute interventions as needed to assist low-achieving students.

In an effort to ensure that every student is reaching his or her attainable level of proficiency, PUENTE Charter School will continue to use formative and summative data obtained both formally and informally to measure student progress. The assessment tools utilized will be conducive to individual assessment, such as the CELDT, portfolios, projects, achievement assessments, parent feedback, progress reports, performance and IEP goals, and the SESAT Reading First test. Data from the assessments will be used to address the needs of all students, including English Learners and students with exceptional needs. There is a strong emphasis on achieving favorable pupil outcomes for at-risk students.

The data will be collected and studied by the instructors and administrator in an on-going manner throughout the year. In addition, daily assessments from observations, periodic assessments following a pacing plan, and yearly summative testing will be used to direct instruction and identify immediate interventions needed.

PUENTE Charter School staff will continue to develop additional strategies for measuring student achievement and will continue to participate in staff development training that supports the goal of having every student attain academic proficiency.

Plan for Collecting, Analyzing and Reporting Data on Pupil Achievement

The cycle of assessments at PUENTE Charter School will include the intake assessments, the CELDT, monthly teacher-created assessments aligned to state standards, student work, and the end of the year SESAT Reading First test. In preparation for the academic year, instructional staff will create a year-long pacing plan to enumerate the coverage of the state standards. Results of the intake assessments and the CELDT will be included in the discussion of initial competencies at the beginning of each school year. Intervention plans will be designed and implemented as needed. Monthly assessments directly aligned to state standards will be administered to all students. Results will be charted and discussed at weekly staff development meetings. All instructional staff members will be responsible to engage in lesson study and the examination of outcomes and student work in order to critically examine lessons to assess effectiveness.
Parents will receive written student progress reports three times during the academic school year and will commit to attending parent-teacher conferences to discuss the reports. Consistent and productive communication between the instructional staff and parents will support the goal of achieving desired student outcomes. All intervention recommendations will be discussed with parents.

The educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and assessments are prepared. PUENTE Charter School staff will use the cycle of assessments to evaluate and monitor the effectiveness of classroom materials and instructional strategies and engage in continuous quality improvement of the educational program.
ELEMENT 3
METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

Ed. Code § 47605 (b)(5)(C)

Testing

The PUENTE Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If PUENTE Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, PUENTE Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as PUENTE Charter School.

Assessment of student accomplishments will be ongoing throughout the year and will involve a variety of assessment tools including, but not limited to, a pre-kindergarten writing, reading, oral, and number concept assessment, the CELDT, electronic case histories, anecdotal records, developmental scales, portfolios, parent/teacher/student interviews and conferences, standardized tests (including the SESAT Reading First assessment test), and electronic assessment.

The PUENTE Charter School will not use a traditional grading system, but rather will identify strengths and weaknesses of student performance/progress in narrative form and through the use of rubrics that are aligned with state standards. Electronic case histories will be maintained on each student that serves to assess ongoing achievement of learning goals, with a final written assessment prepared upon completion of the school year. Samples of rubrics and evaluation tools are attached.

At the end of the academic year, each kindergarten student will demonstrate on average a growth rate of at least one year, as measured by developmental scales, anecdotal records, electronic case histories, behavior, attitudes, progress charts, journals, portfolios and mastery of technology-based educational software. Emphasis is placed on the quality assessment of ongoing student achievement of academic learning goals through the collective efforts of the instructional team and providing feedback to the young learners and their parents. 80% of the students enrolled will read at a level comparable to that of first graders beginning their second semester of first grade studies. The SESAT Reading First assessment test is administered in June and results are communicated to parents and included in each student’s cum file.

The PUENTE Charter School staff will be fully aware of the requirements of the California Education Code Section 6060.5 and will assume full responsibility for the education of every child enrolled.

If PUENTE Charter School were not test (i.e., STAR, CELDT, CAHSEE) with the District, a copy of the school’s test results will be submitted to the District on a CD on or before September 30, immediately following that spring’s test administration, except that the CELDT results will be submitted to the District no later than two weeks after receipt of the CD from the state’s vendor. The CD will be sent to:
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In an effort to ensure that every student is reaching his or her attainable level of proficiency, PUENTE Charter School will continue to use formative and summative data obtained both formally and informally to measure student progress. The assessment tools utilized will be conducive to individual assessment, such as the CELDT, portfolios, projects, achievement assessments, parent feedback, progress reports, performance and IEP goals, and the SESAT Reading First test. Data from the assessments will be used to address the needs of all students, including English Learners and students with exceptional needs. There is a strong emphasis on achieving favorable pupil outcomes for at-risk students.

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effectiveness of classroom materials and instructional strategies and engage in continuous quality improvement of the educational program.
PUENTE Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

PUENTE Charter School will comply with the Brown Act.

Members of PUENTE Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

The PUENTE Charter School will be a public school authorized by the Los Angeles Unified School District Board of Education. PUENTE Charter School will be governed under the auspices of PUENTE Learning Center, a 501(c)(3) California Public Benefit Corporation. Separate financial records and accounts will be established for the PUENTE Charter School in order to keep all financial transactions between the two entities distinct. The renewal of the Charter shall be granted for a period of no less than five (5) years, commencing July 2012.

**Public Laws**

PUENTE Charter School agrees to comply with all laws that apply to public agencies. The PUENTE Charter School Governance Advisory Council will be a committee of PUENTE Learning Center’s Board of Directors. PUENTE Learning Center’s Board of Directors will have full fiduciary responsibility for the PUENTE Charter School and will be responsible for establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget and overseeing the school’s fiscal affairs. Any amendments to the charter school’s bylaws, or the bylaws of a “parent” nonprofit corporation, that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

The PUENTE Charter School Governance Advisory Council’s primary responsibilities include: providing insight into admissions procedures; parental involvement; curriculum and instruction; student assessment; and any other aspect of PUENTE Charter School operations identified by the Board of Directors. The Council will be established to provide feedback and guidance to the PUENTE Learning Center Board of Directors and will not have any direct responsibility for establishing or approving operating procedures or policies.

Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws,
nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

PUENTE Charter School agrees to provide the names of those individuals appointed to sit on the board of directors of the nonprofit corporation and the name of those individuals appointed to sit on the PUENTE Charter School Governance Advisory Council. PUENTE further agrees to provide copy of the bylaws of its nonprofit corporation to the District’s Charter Schools Division.

Due to the greater autonomy enjoyed by charter schools, researchers have found that these schools tend to adopt stronger and more specific parent involvement policies than traditional public schools (Bulkley & Wohlstetter, 2004; Finn, Manno & Vanourek, 2000). An early study of charter schools – one of the few that compared charter school parent involvement to that of traditional public schools in the same neighborhood – reported greater parent involvement in charter schools. Using nine measures, including volunteering and attendance at school events, the authors found that across the board, parents spent more time at the charter schools filling a variety of roles (Becker, Nakagawa & Corwin, 1997). Other researchers also have found that parents are more involved in charter schools and most importantly, they are involved in more significant ways: for example, serving on charter-school governing boards (Finn et al., 2000). While charter school laws vary a great deal across the nation, many states emphasize the role of parents in the creation as well as the governance of a charter school, as noted above. The involvement of parents in the governance of charter school is particularly significant for minority parents. A study found that when minority parents are represented in the governance of a school, the overall parent involvement increases and better cultural understandings exist between school staff and parents (Marshall, 2006).

The PUENTE Charter School Governance Advisory Council will be comprised of the following:

- President and selected members of the PUENTE Learning Center Board of Directors.
- Two Kindergarten Teachers, one representing the East Los Angeles site, one representing the South Los Angeles site.
- Two parents/guardians, one representing the East Los Angeles site, one representing the South Los Angeles site.
- Administrator of the PUENTE Charter School.

The PUENTE Charter School Governance Advisory Council will meet bimonthly. A person or persons will be elected to serve as the recorder for the Council at each meeting and will publish/post a set of minutes/meeting summary within 96 hours of the meeting. The minutes/meeting summary will include a list of all those in attendance at each meeting. Notification of meetings will be made public prior to the meeting, with parents and other stakeholders welcome to attend. Meetings will be held at both the East Los Angeles and South Los Angeles campuses. The meetings will provide a forum for an exchange of information regarding the school’s operation between all stakeholders and will fully comply with the Brown Act by adhering to the following:
- **post notice and an agenda** for any regular meeting (§§ 54954(a), 54954.2(a)); mail notice at least three days before regular meetings to those who request it. (§ 54954.1); post notice of continued meetings, (§ 54955.1); deliver notice of special meetings at least one day in advance to those who request it, (§ 54956); and deliver notice of emergency meetings at least one hour in advance to those who request it. (§§ 54956, 54956.5)
- **notify the media** of special or emergency meetings if requested, (§§ 54956, 54956.5); allow media to remain in meetings cleared due to public disturbance. (§§ 54957.9)
- **hold meetings in the jurisdiction** of the agency except in limited circumstances, (§§ 54954(b)- (e)), and in places accessible to all, with no fee. (§ 54961(a))
- **not require a "sign in"** for anyone. (§ 54953.3)
- **allow non-disruptive recording** and broadcast of meetings, (§ 54953.5(a)), and let the public inspect any recording made by the agency of its open meetings. (§ 54953.5(b)) The agency may destroy recordings it made after 30 days. (§ 54953.5(b))
- **allow the public to address** the covered board at regular or committee meetings on any item in the agency's jurisdiction not addressed by the agency at an earlier open meeting.. (§ 54954.3(a))
- **conduct only public votes**, with no secret ballots. (§ 54953(c))
- **treat documents as public** "without delay," if distributed to all or a majority of members of a board before or at the meeting, unless they are also exempt under the Public Records Act. (§ 54957.5)

Issues arising from the Charter School Governance Advisory Council meetings that require formal action will be presented to the PUENTE Learning Center Board of Directors, whose meetings are conducted pursuant to the Brown Act.

Organizational Chart

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+----------------+                        +-----------------+
|                |                        | PUENTE Charter   |
| PUENTE Learning |                        | School Governance|
| Learning Center |                        | Advisory Council |
| Board of Directors |                    |                  |
|                  |                        | BUENTE Charter   |
|                  |                        | School Administrator |+
|                  |                        |                    |
| Classified Staff,|                        |                    |
| Students, and   |                        |                    |
| Community        |                        |                    |
| At-large         |                        |                    |
|                  |                        | PUENTE Learning   |
|                  |                        | Center Executive |
|                  |                        | Director |
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PUENTE Charter School 40
As parents/guardians are critical partners in the education of their children, parental involvement will be an integral part of the PUENTE Charter School experience. All parents will be strongly encouraged to participate in their child’s education by engaging in a variety of the following options:

- Monthly interactive, literacy-based, teacher-led family meetings.
- Parent Orientation meeting.
- Weekly Parent Activity class.
- Weekly participation in the classroom to engage in Parent and Child Interactive Literacy Activities (PCILA)
- Review of weekly Family Newsletter highlighting weekly classroom educational activities and homework.
- Participation in their child's academic and social development on a daily basis at home with the goal of strengthening the home-to-school connection.
- Attendance at school assemblies, field trips and class performances.

The PUENTE Charter School will be nonsectarian in its programs, admissions policies, employment practices, and operation. Tuition will not be charged. The PUENTE Charter School will not discriminate in enrollment or hiring practices on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. The school will comply with all State and Federal laws relating to public agency operations.

The PUENTE Charter School will operate independently from the LAUSD and will be direct-funded from the State of California, Office of Education. The school will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the model, which includes, but is not limited to, the following: general purpose block grant, categorical block grant, economic impact aid and state lottery funds. The PUENTE Charter School will receive revenue payments based on Average Daily Attendance records and eligibility requirements. PUENTE Charter School must apply directly for funds not included in the charter school categorical block grant that are deemed eligible to Charter Schools.

**Selection of Governance Advisory Council**

The PUENTE Charter School Governance Advisory Council’s primary responsibilities include: providing insight into admissions procedures; parental involvement; curriculum and instruction; student assessment; and any other aspect of PUENTE Charter School operations identified by the Board of Directors. The Council will be established to provide feedback and guidance to the PUENTE Learning Center Board of Directors and will not have any direct responsibility for establishing or approving operating procedures or policies.

The PUENTE Charter School Governance Advisory Council will be comprised of the following:

- President and selected members of the PUENTE Learning Center Board of Directors.
- Two Kindergarten Teachers, one representing the East Los Angeles site, one representing the South Los Angeles site.
- Two parents/guardians, one representing the East Los Angeles site, one representing the South Los Angeles site.
- Administrator of the PUENTE Charter School.

Governance Advisory Council members will be elected from their constituencies by a simple nomination (including self-nomination), seconding, and then voting by ballot.

**Responding to Inquiries**

PUENTE Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. PUENTE acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

As the PUENTE Charter School will operate as a California Non-Profit Public Benefit Corporation through its founding organization, PUENTE Learning Center, the Los Angeles Unified School District will be indemnified for any and all payment defaults incurred by the school. Responsibility for payment will rest with PUENTE Learning Center. The Charter School will be covered by all PUENTE Learning Center insurance, including Workers’ Compensation, Comprehensive Bodily Injury and Property Damage Liability, and Fidelity Bond coverage. LAUSD and the Board of Education will be named as “other named insured.” PUENTE Charter School will furnish copies of insurance policies to LAUSD as requested. A more complete discussion of insurance coverage is included in Element 6, entitled “Insurance Requirements.”

**Notifications**

Notification is to be made to the Innovations and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by PUENTE Charter School.

**Grievance Procedure for Parents and Students**

PUENTE Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with PUENTE alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. PUENTE will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
PUENTE Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

PUENTE Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

PUENTE Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.
PUENTE Charter School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The PUENTE Charter School will be staffed by caring, compassionate educators and administrators who have demonstrated a passion for teaching, believe that every child has the innate ability to learn and excel, recognize the importance of incorporating technology into classroom instruction, and share the ideals and philosophies of PUENTE.

Teachers and aides will have high expectations of students, parents, and themselves. They will have demonstrated effectiveness in promoting the achievement of culturally diverse, economically disadvantaged youngsters and in creatively involving parents in the educational process. They must be caring and nurturing individuals who recognize the potential within every child, and work tirelessly to motivate each child to academic achievement utilizing sound research-based educational best practices.

The PUENTE Charter School Administrator will be responsible for overseeing all aspects of the school’s operation, including, but not limited to, academic programs, fiscal operations, staff development, community relationships, student discipline, and reporting requirements, and will serve as the liaison to the Executive Director of PUENTE Learning Center. The Administrator is committed to fulfilling the mission and vision of the PUENTE Charter School, and has demonstrated experience in educational administration.

**Teacher Qualifications**

PUENTE Charter School teachers will possess a California Teaching Credential or other documents issued by the Commission on Teacher Credentialing, and will meet the highly qualified requirements of the federal *No Child Left Behind Act*. These teachers will teach core academic classes and will oversee students’ academic progress for monitoring, grading, and matriculation purposes. A student-teacher ratio of 20:1 will be maintained at all times.

The paraprofessionals who work in classroom instruction (Aides) must meet one of the following qualifications:

a. Completed two years of higher education study (at least 60 semester credits or 90 quarter units); or

b. Obtained an associate or higher degree; or
c. Passed a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics, or reading and writing, and mathematics readiness.

Aides will not be responsible for grading or matriculation decisions. In keeping with the philosophy of education being a lifelong activity, teachers and aides shall demonstrate a commitment to ongoing professional growth and development.

Subject area experts in art, music, computers and other special talents may be hired based on competence and experience, even if they do not possess a teaching credential. The Charter School will contract with PUENTE Learning Center for maintenance, office personnel, security, and other roles and functions as required.

**Staff Selection**

All faculty and staff will be selected based upon accordance with the *No Child Left Behind Act* of 2001 (*NCLB*), professional training, and experience that has prepared them to competently perform the duties of each position as outlined in each job description. As the school expects to serve a large Latino population, preference will be given to applicants who are multilingual (English-Spanish). Staff selection will be the responsibility of the School Administrator, in conjunction with the Vice President of Operations of PUENTE Learning Center. The Administrator of the PUENTE Charter School will be selected by the Chief Executive Officer of PUENTE Learning Center and will be fully accountable thereto.

The commitment to staff includes:

- Expectations that are clearly communicated
- Support with professional development
- Evaluations with meaningful feedback
- Supportive working environment
- On-going self-evaluation process

**Evaluations**

Performance evaluations will be ongoing through observation and feedback procedures; an annual formal written evaluation will be conducted with each Charter School employee. If an evaluation reveals poor job performance, a conference will be scheduled to develop a written action plan detailing recommendations for improvement. The action plan will outline support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

The Administrator will be evaluated by PUENTE Learning Center’s Chief Executive Officer. The following criteria will be among the evaluation components:

- Overall success of the school toward realizing stated goals and objectives.
- Sound financial management.
- Level of parent involvement.
- Student attendance.
- Creation of a united school despite two cross-town locations.
- Creation of a school environment that fulfills the vision stated herein.
- Creation of a united “team spirit” among all employees.

Teachers will be evaluated by the Administrator. The following criteria will be among the evaluation components:

- Student progress toward stated goals, objectives, and outcomes.
- Innovative classroom instruction to achieve desired outcomes as evidenced by classroom observation and program outcomes.
- Provision of recorded, detailed, and ongoing assessment of student progress.
- Incorporation of technology into classroom instruction.
- Provision of peer assistance to fellow teachers.
- Professional development.
- Effective interaction with parents.
- Attendance.

Aides will be evaluated by the Administrator. The following criteria will be among the evaluation components:

- Beneficial classroom assistance to achieve desired outcomes as evidenced by classroom observation.
- Ability to accept and follow direction from lead teachers as evidenced by classroom observation.
- Effective interaction with teachers, parents, and children.
- Provision of peer assistance to fellow aides.
- Professional development.
- Attendance.

Assurances and Background Checks

PUENTE will not discriminate against any applicant or employee on the basis of race, color, age, gender, sex, national origin, sexual orientation, marital status, or actual or perceived medical condition. All staff will be expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.

Prior to employment and interaction with any student, all employees must have clearances on file within the Human Resources Department for the following:

- Medical clearance including proof of medical examination and tuberculosis (TB) testing to show employee is free from communicable diseases.
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Documents for U.S. employment authorization.
The School Administrator, in conjunction with PUENTE Learning Center’s Chief Executive Officer and Board of Directors, will establish a salary structure comparable to District schools, annual school calendar, list of paid holidays, and vacation schedules prior to each academic school year.

**Compensation**

The School Administrator, in conjunction with PUENTE Learning Center’s Chief Executive Officer and Board of Directors, will establish a salary schedule comparable to District schools and an annual school calendar, list of paid holidays, and vacation schedules based on the District single-track, academic year calendar, prior to each academic school year.

**Job Description of Administrator**

The PUENTE Charter School Administrator is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Administrator’s dominant focus is on instructional leadership, effective parent involvement, ensuring educational outcomes, accountability for the continuous improvement of the school and its staff, and for increased student achievement. The Administrator will ensure:

- Establishment of a professional school culture
- Appropriate staffing and scheduling
- Staff development
- Student achievement
- Compliance management - federal, state and local
- Parent involvement
- Evaluation of staff and instruction
- Enrollment management
- Facility and operational services
- Building and maintaining effective client relationships, both internal and external

**Qualifications for Administrator**

- Bachelor’s Degree *(required)*; Master’s Degree *(preferred)*
- At least two years of leadership in a school with demonstrated exemplary results
- Has a deep passion for social justice and equity for all children; believes that all students can achieve at the highest levels, regardless of demography
- Ability to work with diverse student body and staff
- Ability to exercise excellent judgment in decision-making
- Is a strategic thinker and proactive problem-solver
- Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound
- Team player
- Ability to effectively manage instructional and non-instructional personnel
- Ability to evaluate instructional programs and teaching effectiveness
- Excellent communication, public relations, and interpersonal skills
• Ability to implement effective business systems that ensure proper stewardship of school funds
• Knowledge in the selection, training, and supervision of personnel

The **PUENTE Charter Kindergarten program** offer youngsters a family-centered, technology-based early learning experience that is designed to help children meet or exceed state standards and build a solid foundation for lifelong academic achievement.

**Instructor Job Description & Preferred Qualifications:**

Qualified applicants will possess a valid California multi-subject teaching credential for Kindergarten, with a preference for CLAD certified. Applicants should be technology literate and comfortable incorporating technology into instructional programs. Candidates must have an interest in becoming part of a small, dedicated team that works tirelessly to meet rigorous academic outcomes, participate in parent participation projects, cooperate in a variety of school-community events, and assume responsibilities both within and beyond the classroom.

Teachers in the Charter Kindergarten program will teach in a community where children, parents, teachers, and administrators are actively involved as partners in teaching and learning. Teachers will assume responsibilities including, but not limited to, the following:

**A. Educational**

• Develop and maintain a standards-based, stimulating and nurturing program and environment that meets student’s individual and group needs
• Develop and apply a variety of instructional strategies and learning methods
• Work with the school Administrator and other instructional staff to develop a curriculum that aligns with California Content Standards and the school’s charter
• Assess individual student learning needs and evaluate student outcomes
• Participate in a team education approach
• Utilize innovative strategies to motivate children at every level of the learning spectrum
• Help to identify students with special needs and participate on Student Success Team to assess student needs and to create and implement appropriate Individualized Education Programs
• Demonstrate appreciation for and sensitivity to the diversity among individuals and the unique learning needs of each individual student

**B. Professional Development**

• Model and promote positive interpersonal communication and problem-solving skills
• Assume responsibility for professional growth which may include, but is not limited to, attendance at conferences, meetings, observation and in-service training
• Share educational experience and training with other teachers

C. Consultation

• Participate in parent-teacher conferences as required
• Participate in teacher team meetings to ensure consensus and unity in meeting charter goals
• Participate, as requested, in meetings with members of the Charter community and the PUENTE Charter Kindergarten Governance Advisory Council

D. Leadership

• Act as a role model and resource for students and other staff members
• Demonstrate and encourage creativity, flexibility and teamwork
• Be willing to assume responsibilities outside of the classroom in order to fulfill the vision of the charter

Instructional Aide Job Description & Preferred Qualifications:

Qualified applicants will have either a) completed at least 60 semester credits or 90 quarter units of higher education study; b) obtained an associates degree or higher; c) passed an academic assessment test that demonstrates knowledge of and the ability to assist in teaching reading, writing and mathematics. Applicants should be technology literate and comfortable incorporating technology into instructional programs. Candidates must have an interest in becoming part of a small, dedicated team that works tirelessly to meet rigorous academic outcomes, take part in parent-participation projects, cooperate in a variety of school-community events, and assume responsibilities both within and beyond the classroom.

Responsibilities:

Teachers Aides in the PUENTE Charter Kindergarten will work in a community where children, parents, teachers and administrators are actively involved as partners in teaching and learning. Teachers Aides will assume responsibilities including, but not limited to, the following:

A. Educational

• Work with Charter Kindergarten staff to offer children a standards-based, stimulating and nurturing program and environment that meets student’s individual and group needs.
• Develop and apply a variety of instructional strategies and learning methods.
• Work with the school Administrator and other instructional staff to develop a curriculum that aligns with California Content Standards and the school’s charter.
• Work with Teachers and other Teachers Aides to assess individual student learning needs and evaluate student outcomes.
• Participate in a team education approach.
• Utilize innovative strategies to motivate children at every level of the learning spectrum.
• Help to identify students with special needs and, if requested, participate on the Student Success Team to assess student needs and to create and implement appropriate Individualized Education Programs.
• Demonstrate appreciation for and sensitivity to the diversity among individuals and the unique learning needs of each individual student.

B. Professional Development

• Model and promote positive interpersonal communication and problem-solving skills.
• Assume responsibility for professional growth which may include, but is not limited to, attendance at conferences, meetings, observations and inservice training.

C. Consultation

• Participate in parent-teacher conferences as required.
• Oversee student drop-off and pick-up procedures to ensure student safety.
• Supervise students during lunch periods.
• Participate in teacher team meetings to ensure consensus and unity in meeting charter goals.

E. Leadership

• Act as a role model and resource for students and other staff members.
• Demonstrate and encourage creativity, flexibility and teamwork.
• Be willing to assume responsibilities outside of the classroom in order to fulfill the vision of the charter.

Administrative Assistant Job Description and Qualifications:

Under supervision of the principal, the Administrative Assistant (AA) assists and supports the School to ensure efficient and smooth school operations.

Responsibilities:

The Administrative Assistant will perform a full range of duties, including:
Ordering and purchasing office supplies. Receives all orders.

Developing and implementing clerical and administrative procedures for daily school operations.

Preparing correspondence, reports, daily bulletins, files, forms, and memorandums.

Managing and maintaining the Principal’s calendar of activities, including board meetings, meetings with parents and community organizations.

Daily/weekly attendance

Manages student database information system

Acts as Registrar-prepares and distributes student transcripts and maintains student files

Other duties as assigned.

Qualifications:

Applicants who have related experience worked preferably in a public school setting and possess the following skills will make the strongest candidates:

- High School graduate (required) College graduate (preferred)
- Bilingual (Spanish-English) preferred.
- Ability to coordinate multiple projects and meet deadlines in fast-paced environment.
- Manage long term assignments by organizing and prioritizing work.
- Highly organized team player that takes initiative.
- Knowledge of standard operating practices.
- Clerical and administrative support background.
- Strong computer, presentation, and database skills.
- Organizational skills with attention to detail.
- Ability to work in multi-ethnic, multi-lingual, multi-income level settings.
- Must have current certification in First Aid and CPR.

Custodial Staff Job Description:

- Checks plant security and intrusion alarms, locks and unlocks doors, gates and windows and contacts proper authority for assistance as needed.
- Assures that cleaning and other custodial assignments are completed satisfactorily
- Supervises and participates in the operation of lower pressure heating systems, ventilating and air conditioning systems
- Sweep, dust, clean, scrub, strips, seals, waxes, polishes and mops floors in classrooms, bathrooms, offices, and similar facilities.
- Washes and scrubs walls, lavatory fixtures, inside glass windows, painted surfaces and drinking fountains.
- Makes repairs to building hardware, plumbing, woodwork, building equipment, and furniture

Process for Resolving Complaints/Grievances

PUENTE Charter School employees will abide by all state and federal laws and will conduct themselves in accordance to guidelines within the School’s handbook. Complaints or
grievances arising within the School, including any and all disputes from staff members will be resolved pursuant to policies and procedures developed by the school, including an appeal in writing within 5 school days and a reasonable attempt in good faith to resolve the dispute by means of a meeting with the Administrator. If an additional meeting is needed in an attempt in good faith to resolve the dispute, the Chief Executive Officer will be included. If the matter is not resolved within 5 days of the Second Meeting, the aggrieved employee may appeal to the Governance Council and Board of Directors. Due process may end at any step when both parties agree to a solution.
The PUENTE Charter School has adopted and implemented a school-safe plan and operates within the limits of a comprehensive set of health, safety, and risk management policies that exist for PUENTE Learning Center and will be in place before the first day of school.

Policies will be incorporated as appropriate into the school’s handbook with consultation from the school’s insurance carriers, and will be reviewed on an as-needed basis by the PUENTE Charter School Governing Advisory Council, with recommendations for changes or additions being made to the PUENTE Learning Center Board of Directors for action. These policies include the following:

- A requirement that each employee submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- Safe use, maintenance, and sanitation of school equipment and facilities.
- Procedures for response to natural disasters, including earthquakes and fires.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Compliance with public school health and safety regulations, including those regarding auxiliary services and those required by CAL/OSHA, the California Health and Safety Code, and EPA. Among the may health and safety laws that need to be followed is the Healthy Schools Act – Education Code Section 17608, which details pest management requirement for schools.
- Charter school will require its employees to be examined for tuberculosis in the manner described in Education Code 49406.
- Charter School will provide screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- A policy requiring all personnel to receive CPR training.
- A policy stating that the school will be housed in facilities that have received occupancy permits from the State Fire Marshal and that meet all requirements for seismic safety.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school.
- Procedures for administration of medication at school.
- Suggestions for families as to good nutrition for their children.
- Explanation of the necessity of physical education for the child’s health.
- A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace.
Child Abuse Reporting

Child abuse, acts of violence and other improprieties will be immediately reported by Puente Charter School staff to a child protective service agency or law enforcement by telephone and file a written report within 36 hours of first suspecting that a violation has occurred. The report will be filed with the Police Department Child Abuse Unit or the Department of Child and Family Services. The staff member will make him/herself available to meet with the necessary authorities. Staff will receive in-service training on this responsibility and will sign a notice verifying that such training was provided. This verification will be maintained in the employee’s personnel file.

Asbestos Hazard

The Asbestos Hazard Emergency Response Act (AHERA) 40 CFR part 763 requires that any building leased or acquired that is to be used as a school or administrative building be initially inspected for asbestos-containing materials by an accredited inspector. Additionally, PUENTE will comply with all other AHERA requirements, such as performing re-inspections and maintaining an asbestos management plan.

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all doors are closed and that they have their class attendance roster with them. Once at the designated evacuation site, teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel, and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e., Earthquake)

Disaster drills will be conducted at least twice a year. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be announced. Students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff. In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are in an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until they are
given additional instructions. In the event of disasters other than earthquakes, the administrative staff will contact staff members in each room, advise them of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an “all clear” or an evacuation. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call, and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given, and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill.” Teachers will proceed with their students to the nearest school exit. Before leaving the room, teachers will make sure they have their class attendance roster with them. Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) will be searched by unassigned staff members designated by the School Administrator. Once at the designated evacuation site, teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel, and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media.
as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card.

**Insurance Requirements**

No coverage shall be provided to PUENTE Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. PUENTE Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect PUENTE Charter School from claims which may arise from its operations.
It shall be PUENTE Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**

PUENTE Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should PUENTE Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of PUENTE Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, PUENTE Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. PUENTE Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by PUENTE Charter School, and their officers, directors, employees or volunteers. Moreover, PUENTE Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.
PUENTE will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the PUENTE Charter School. PUENTE will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

PUENTE Charter School its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

PUENTE Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of PUENTE Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. PUENTE Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. PUENTE Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
Since embracing diversity is a goal of the PUENTE Charter School, achieving a diverse student population is a priority. It is equally important that the school remains a vibrant community resource and attracts students from adjacent neighborhoods in which poverty and inadequate language skills are widespread.

Promotional and informational resources have been developed to outreach to diverse populations in order to achieve the desired racial mix. These strategies include, but are not limited to, the following:

- Development and distribution of recruitment materials that are multilingual.
- Distribution channels that reach diverse populations through such outlets as places of worship, community service organizations, day care centers, and to existing students and families of PUENTE Learning Center.
- Notices on exterior electronic signage installed in front of the school facilities.
- Outreach meetings in target communities to reach prospective students and their parents.
- Media relations.
- Participation at community events, including resource fairs.
- Outreach to local business and industry.

**Court-Ordered Integration**

PUENTE Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.
No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and PUENTE Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). PUENTE Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending PUENTE Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to PUENTE Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

PUENTE Charter School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. PUENTE Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School. Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at PUENTE Charter School under the NCLB-PSC program increases in subsequent years, PUENTE Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. PUENTE Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. PUENTE Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:
- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

PUENTE Charter School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
Admission to the PUENTE Charter School shall admit all pupils who wish to attend as outlined in Education Code 47605 (d)(2)(A). PUENTE Charter School does not discriminate on the basis of race, religion, gender, national origin, or disability, and does not charge tuition.

If the number of applicants exceeds available openings, enrollment will be done by a random public lottery in accordance with Education Code Section 47605 (d)(2).

The Lottery system will be as follows:

- Parents of students on the waiting list will be contacted by phone and mail and notified of the random drawing date, time, location and of the process for selecting names.
- The drawing will be held in the school Multi-Purpose Room
- The drawings will be held on a Saturday in March for maximum parental participation. Although the parents’ presence at the drawing is not mandatory, it will be recommended.
- There will be one person drawing the name and another person will verify the name and announce it publicly.
- If the parents of a student whose name has been drawn, decide not to enroll their child at the school, then the next name drawn will be selected for enrollment.
- Once all the open seats have been filled, the rest of the names will be drawn, and a list compiled in the order the names were drawn for future notifications.
- Once a new seat becomes available, the first name on the waiting list will be contacted by phone, and the parent will have one week to enroll their child, otherwise their seat will be given away to the next student on the waiting list.
- The school will keep records of the phone calls made to the parents of students on the waiting list, so that the enrollment procedures can be documented for fairness and proper execution of the procedures.

Students who reside in the District (Los Angeles Unified) are given priority followed by other California residents and children of PUENTE Learning Center employees.

The PUENTE Charter School’s admissions policy will be in accordance with all laws establishing minimum age for public school attendance.

- Kindergarten: Age 5 on or before December 2 of the academic year of enrollment (or the mandated age according to the California Department of Education).

Parents will be informed of the school’s curriculum and student-related policies, and will be asked to read the Parent Handbook and agree to the terms identified in the handbook.

PUENTE Charter School will adhere to all laws affecting individuals with exceptional needs, and all students will be given equal access to the school regardless of disabilities. PUENTE Charter School will not discriminate against any student based on his/her disabilities.
McKinney-Vento Homeless Assistance Act

PUENTE Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. PUENTE Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
The PUENTE Charter School will operate within generally accepted accounting principles. PUENTE Learning Center’s Board of Directors will select an independent auditor each year to complete an audit of the school’s financial affairs. The audit will verify the accuracy of the school’s financial statements, attendance, and enrollment practices, and validate the internal controls that are in place. The audit will be conducted by a qualified Certified Public Accounting firm in accordance with generally accepted accounting principles.

PUENTE Charter School agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report.

Not later than December 15, the annual audit for the prior fiscal year will be filed with the county superintendent of schools of the county in which the charter school is located, the California Department of Education, the State Controller, and the Los Angeles Unified School District. Exceptions and deficiencies will be resolved promptly. Disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Section XIV of this Petition. Audit exceptions will be resolved to the satisfaction of the auditors and LAUSD.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to operating fiscal year.
- Final Budget – August of the budget fiscal year.
- First Interim Projections – November of operating fiscal year.
- Second Interim Projections – February of operating fiscal year.
- Unaudited Actuals – July following the end of the fiscal year.
- Audited Actuals - November following the end of the fiscal year.
- Classification Report – monthly the Monday after close of the last day of the school month.
- Statistical Report - monthly the Friday after the last day of the school month. In addition:
  - P1, first week of January.
  - P2, first week of April.
- Bell Schedule – annually by November.
- Other reports.

**District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of the PUENTE Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter
School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allow under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, PUENTE Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**

PUENTE Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit PUENTE Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements. PUENTE Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

PUENTE Charter School will develop and maintain internal fiscal control policies governing all financial activities.
Discipline and respect are fundamental to the PUENTE Charter School ideal, and therefore will be stressed throughout all classes.

PUENTE Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

PUENTE Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

PUENTE Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

PUENTE Charter School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

PUENTE Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from PUENTE Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the
expulsion

- student’s current educational placement

- copy of parental notice expulsion

- copy of documentation of expulsion provided to parent stating reason for expulsion, 
term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and 
instructions for providing proof of student’s compliance for reinstatement, appeal 
process and options for enrollment; and

- if the Student is eligible for Special Education, the Charter School must provide 
documentation related to expulsion pursuant to IDEA including conducting a 
manifestation determination IEP prior to expulsion. If the student is eligible for 
Section 504 Accommodations, the Charter School must provide evidence that it 
convened a Link Determination meeting to address two questions: A) Was the 
misconduct caused by, or directly and substantially related to the students disability: 
B) Was the misconduct a direct result of the Charter School’s failure to implement 
504 Plan?

Section 300 of Title 5 of the California Code of Regulations requires students to follow 
school regulations, obey all directions, be diligent in study, respectful to teachers and 
others in authority, and refrain from the use of profane and vulgar language. Students 
who do not comply with these standard and who violate school rules should expect that 
there will be consequences for their behavior. Consequences may include, but are not limited 
to, the following:

- Warning.
- Loss of privileges.
- Isolation within the classroom or in other supervised area.
- Notices to parents by telephone or in writing.
- Request for parent conference.
- Suspension.
- Expulsion.

The School Administrator may, pursuant to the school’s adopted policies, discipline and 
ultimately suspend or expel students who do not conduct themselves in accordance with 
expected behaviors while on school grounds, going to or coming from school, or during or 
while going to or from a school-sponsored activity.

The School may expel a student for any violation of the standards established by Education 
Code Section 48915. A violation of 48915, as subsection (a) or (c), must have occurred on 
school grounds or at a school-sponsored function. If the violations do not meet the criteria, 
their codes will be 48915(b), also expellable, but not mandatory, and resulting in less severe 
requirements for being granted enrollment in another school district.
The California Legislature amended *Education Code (EC)* Section 48915 (c) to fulfill the federal mandate. California law adds a requirement for the mandatory suspension and the recommendation for expulsion of students who:

- Possess, sell, or otherwise furnish a firearm
- Brandish a knife at another person
- Sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive

Given public concern about escalating incidences of school violence, and in the wake of school shootings, school district governing boards adopted zero tolerance policies to send a "get tough" message to the community that violent behavior, incidents, and crime would not be tolerated. Policies were adopted that advised there would be no tolerating more common causes of expulsion, which are listed in *EC* Section 48915 (a). For these offenses, the law states that the principal or superintendent may find that "expulsion is inappropriate due to the particular circumstance." These significant but discretionary infractions include:

Causing serious physical injury to another person, except in self-defense  
Possession of any knife or other dangerous object of no reasonable use to the pupil  
Unlawful possession of any controlled substance, except for the possession of not more than one ounce of marijuana  
Robbery or extortion  
Assault or battery on any school employee

These infractions require that the decision to expel a student be based on one of the following findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct  
2. Due to the nature of the act, the presence of the pupil causes continuing danger to the physical safety of the pupil or others

Upon determining that a student has violated behavioral standards, the School Administrator will make the decision to suspend or expel a student. Prior to suspension or expulsion, an informal conference will be conducted between the Administrator, the student and his or her parent/primary caregiver. The conference may be omitted in cases where the violation results in or causes a present danger to the lives, safety or health of other students or school personnel. If a student is suspended without a conference, the parent/primary caregiver will be notified of the suspension and all reasonable efforts will be made to conduct such a conference within 72 hours.

At the time of suspension, a reasonable effort shall be made to contact the parent/primary caregiver by telephone or in person. Upon arriving on campus, the parent/primary caregiver
will be given written notification of the offense and the date upon which the student may return to school. Suspension may not be for more than 10 continuous school days. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the suspension period.

Students will be recommended for expulsion only if other correction methods have failed to bring about a change in behavior, and/or that the nature of the violation is such that the student continues to present a danger to the safety of students and school personnel.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school administrative staff determines that the student committed an act subject to expulsion has occurred. The hearing may be presided over by the Board or an Administrative Panel to be assigned by the Board. While waiting for the Expulsion Hearing, the student will be considered suspended.

Written notice of the hearing will be forwarded to the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the hearing (if neither parent is available, another time will be found within the following week);
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of the School’s disciplinary rules which relate to the alleged violation;
4. The opportunity for the student or the student’s parent/guardian to appear in person at the hearing;
5. Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf;
6. Notice that the pupil will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil’s behalf.

This notice will include the following:

a) The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
b) Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with PUENTE.

Subsequent to the above-mentioned hearing the suspension or expulsion of a student will be at the discretion of the administrative staff of PUENTE. Parents will be notified in advance to the enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion within 2 weeks of being informed. A suspension appeal will be heard by three independent governing board members.

**Outcome Data**
PUENTE Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from PUENTE Charter School shall be given a rehabilitation plan upon expulsion as developed by PUENTE’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

**Readmission**

PUENTE Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

**Special Education Students**

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Gun-Free Schools Act**

PUENTE Charter School shall comply with the federal Gun Free Schools Act. The Federal Gun-Free Schools Act of 1994 mandates that the Administrator immediately suspend and recommend for expulsion any pupil determined to have taken a firearm to the school campus. The Chief Executive Officer of the school is mandated to, if the charge is substantial, expel the pupil for one calendar year, except on a case-by-case basis.
Staff of the PUENTE Charter School will participate in the federal social security system and PUENTE Learning Center’s 403(b) retirement plan in accordance with eligibility guidelines that were established for employees of the Learning Center. The 403(b) plan is administered through TIAA-CREF. Employees will contribute desired percentage to designated plan and PUENTE will contribute up to 2% of salary. Charter School staff will not be eligible to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS). Accordingly, the requirements of Section 47611 of the California Education Code relating to STRS and PERS are not applicable to PUENTE Charter School.

Pupils who choose not to attend PUENTE Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
Job applicants for positions at PUENTE Charter School will be considered through an open process, and if hired, employment is at will. Any district union employee who is offered employment and chooses to work at PUENTE will not be covered by his or her respective collective bargaining unit agreement, although PUENTE may extend the same protections and benefits in individual employee contracts.

**Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.**

Individuals hired by the PUENTE Charter School who did not come from LAUSD as permanent status employees will be employed at will. Other conditions of employment, including wages and benefits, will be specified when an offer of employment is made. As employment at the PUENTE Charter School is at will, no contracts will be offered to any employee.

For collective bargaining purposes, PUENTE Charter School employees have the right to form individual bargaining units. In the event employees wish to form a bargaining unit, the PUENTE Charter School shall be deemed the exclusive public school employer of the employees at the Charter School for purposes of Section 3540.1 of the Government Code.
The staff and governing board members of PUENTE Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PUENTE Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and PUENTE Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: PUENTE Charter School 501 S. Boyle Avenue Los Angeles, CA 90033 Attn: Jerome Greening

To Director of Charter Schools: Director of Charter School Los Angeles Unified School District 333 South Beaudry Avenue, 25th Floor Los Angeles, CA 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by
5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Oversight, Reporting, Revocation, Renewal

PUENTE shall respond to inquiries and requests for documents from LAUSD as described in Education Code Section 47604.3 which states, “A charter school shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from its chartering authority, the county office of education that has jurisdiction over the school's chartering authority, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries.” PUENTE shall promptly respond to all inquiries and requests for documents from LAUSD and shall consult with LAUSD regarding any inquiries. Furthermore, PUENTE will provide any financial information requested by LAUSD and make its books available to LAUSD during any business day upon request or within 48 hours. In addition, all legally required financial reports will be submitted to LAUSD, in the format required by LAUSD, within time lines specified by LAUSD each year.

This Charter, upon approval of the State Board of Education, is granted for up to a five year period commencing July, 2007 and ending June, 2012. The PUENTE Board may request from the LAUSD Board an amendment of the Charter at any time prior to expiration. This Charter may only be amended with the approval of two-thirds of PUENTE’s Board and LAUSD approval. The Charter may be renewed for one or more renewal periods, not to exceed five years at a time. PUENTE will present requests for renewal no later than six months prior to the expiration of the Charter, in accordance with the LAUSD policy. The
LAUSD Board agrees to hear and render a renewal decision as specified in the Education Code Sections 47605 and 47607.

Any amendments to this Charter will be made by the mutual agreement of the governing boards of PUENTE Charter School and LAUSD. Material revisions and amendments will be made pursuant to the standards and criteria in California Education Code Section 47605.

**Sponsoring District Services**

With the exception of services provided by LAUSD pursuant to the district oversight fee, all charter-requested services from LAUSD will be on a fee-for-service basis. LAUSD does not provide maintenance and operations services at non-District facilities. Mutually agreed upon fees must be in place prior to the fulfillment of the charter-requested service. PUENTE Charter School will outsource many of the services not retained from LAUSD.

LAUSD, as the chartering authority, will charge an oversight fee of 1% of the revenue generated by the general purpose entitlement and the categorical block grant as defined in section 47632 of the Education Code.
The PUENTE Charter School is deemed the exclusive public school employer of all employees of the Charter School for the purposes of the Educational Employment Relations Act (EERA).
Revocation

The District may revoke the charter if PUENTE Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the PUENTE Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- PUENTE Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- PUENTE Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- PUENTE Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PUENTE Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the PUENTE Charter School in writing of the specific violation, and give the PUENTE Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close PUENTE Charter School either by the PUENTE Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education.
website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documented of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the PUENTE Charter School will be issued by PUENTE Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the PUENTE Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the PUENTE Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the PUENTE Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results

3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

PUENTE Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

PUENTE Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the PUENTE Charter School. This audit will be conducted by a neutral, independent licensed CPA who will
employ generally accepted accounting principles. Any liability or debt incurred by PUENTE Charter School will be the responsibility of the PUENTE Charter School and not LAUSD. PUENTE Charter School understands and acknowledges that PUENTE Charter School will cover the outstanding debts or liabilities of PUENTE Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. PUENTE Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the PUENTE Charter School participates, and other categorical funds will be returned to the source of funds.

PUENTE Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.
a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporation’s bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes PUENTE Charter School first, sufficient staff as deemed appropriate by the Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. The PUENTE Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end PUENTE Charter School’s right to operate as a Charter School or cause PUENTE Charter School to cease operation. PUENTE Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities

Charter School Location:

501 S. Boyle Avenue
Los Angeles, CA 90033
&
10000 S. Western Ave.
Los Angeles, CA 90047

Names of District school sites near proposed location:

Breed Street School
Second Street School
Euclid Avenue Elementary School
Manhattan Place Elementary School

Proposed Charter School to be located within the boundaries of LAUSD.

School Site

PUENTE Learning Center is comprised of two campuses. One campus is located at 501 South Boyle Avenue, Los Angeles. The second campus is located at 10000 South Western Avenue, Los Angeles. The school will be housed in facilities that have received state Fire Marshal approval and comply with state building codes, the federal ADA accessibility requirements, and other fire, health, and structural safety requirements. A qualified structural engineer will evaluate all school facilities for seismic safety. PUENTE Learning Center will maintain on file readily accessible records documenting such compliance.

Site Compliance

PUENTE will comply with the Uniform Building Codes, Americans with Disabilities Act (ADA), access requirements, and fire, health, and structural safety requirements. The Certificate of Occupancy and other pertinent records will be kept on file by PUENTE.

The District-approved site for PUENTE must be fully usable without conditions. The PUENTE facility for students and staff shall comply with all building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which PUENTE is located. These code requirements shall also apply to the construction, reconstruction, alteration of, or addition to, any charter school building. In the event that PUENTE is cited by any agency (e.g., Cal OSHA or the Fire Marshal) for failure to comply with regulations, the District’s Charter Office will be notified immediately.

A temporary certificate of occupancy will be acceptable as long as there is a plan to complete the work to obtain the final Certificate of Occupancy.
**District-Owned Facilities**: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

**Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

**Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

**Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

**Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

(i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

**Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right
to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to
the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
REFERENCES


PUENTE Charter School