NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, June 13, 2022

This meeting will be held by teleconference pursuant to Government Code Section 54953(e). The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Phone Number: 1-669-900-6833
Meeting ID: 88020119130
Password: *410595

Members of the public may not comment on non-agenda items during this special meeting. The Board recognizes and allows public comment "real time" before action taken on agenda items. Persons wishing to provide public comment at this Board meeting must request to speak in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – requests received after that point in the meeting may not be accommodated. In your request, please state whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). The Board Chair will call on each speaker in due course. Speakers may provide public comment for up to three (3) minutes per item, unless otherwise limited by the Board Chair. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting. Individuals wishing to provide public comment at this Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item.

Agenda

1. Call to order

2. Consideration of Approval of Resolution Considering the Continued State of Emergency and Circumstances for Board Meetings by Teleconference Pursuant to the Brown Act

3. Public Comment*

4. Approval of Board Meeting Minutes from 5/9/22

5. Finance Advisory Team Report
   - Financials
     - Consideration of Approval of April 2022 Financials
     - Consideration of Approval of May 2022 Financials
     - Review of End of Year Stipends for Extra Duties Due to COVID-19
   - FY 2022-2023 Budget
     - Review of New and Continuing Vendors Reflected in the FY 2022-2023 Budget Models
     - Review ExEd Contract
     - Compensation Study with Edgility
     - Consideration of Approval of Executive Compensation

        - Consideration of Approval of FY 2022-2023 Budget for New Los Angeles Charter Schools
    - LCAP
        - LCAP Public Hearing for New Los Angeles Charter Elementary School
        - LCAP Public Hearing for New Los Angeles Charter School
        - Consideration of Approval of 2022-2023 LCAP for New Los Angeles Charter Elementary School
        - Consideration of Approval of 2022-2023 LCAP for New Los Angeles Charter School
    - Other Business
        - Consideration of Approval of EPA Spending Plan for New LA Charter School
        - Consideration of Approval of EPA Spending Plan for New LA Charter Elementary School
        - LAUSD Afterschool Use Invoice
        - Use of ESSR Funds for Middle School Fumigation with Ronin
        - $250,000 Business Line of Credit with Pacific Western Bank

6. DEI Advisory Team Report
    - DEI Discussion

7. Campus Reports
    - Campus Data Report
    - COVID Management Updates
    - 2022 Local Indicator Report
    - Consideration of Approval of Instructional Minutes for New Los Angeles Charter School and New Los Angeles Charter Elementary School
    - Universal Pre-K Plan for New Los Angeles Charter Elementary School
    - Middle School Campus Report
    - Elementary School Campus Report

8. Education Advisory Team
    - End-Year Academic Data and CAASPP Projections

9. Executive Director Report
    - Consideration of Approval of Collective LAUSD SELPA Letter
    - 22-23 Board Nominations Update
    - Consideration of Approval to Revise the 2022-2023 Board Meeting Calendar

10. <u>Closed Session</u>
    Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

    CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (one (1) case).

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. Adjourn

RESOLUTION OF THE BOARD OF DIRECTORS OF NEW LOS ANGELES CHARTER SCHOOLS CONSIDERING THE CONTINUED STATE OF EMERGENCY AND CIRCUMSTANCES FOR BOARD MEETINGS BY TELECONFERENCE PURSUANT TO THE BROWN ACT

WHEREAS, meetings of the Board of Directors ("Board") of New Los Angeles Charter Schools ("New LA") are called, held, and conducted in accordance with the Ralph M. Brown Act (Govt. Code § 54950, *et seq.*) (the "Brown Act"), as applicable.

WHEREAS, on or around March 4, 2020, Governor Newsom proclaimed a state of emergency in California in response to the coronavirus (COVID-19) outbreak. The state of emergency remains active, and state and local officials recommend health and safety measures to promote social distancing.

WHEREAS, on or around March 20, 2020, Governor Newsom issued Executive Order N-29-20 to temporarily suspend certain requirements under the Brown Act which, among other things, expanded flexibility to hold meetings by teleconference during the COVID-19 pandemic. Executive Order N-29-20 expires on September 30, 2021.

WHEREAS, following the recent enactment of Assembly Bill 361 (2021), revised Section 54953(e) of the Brown Act now provides modified conditions with regards to Board member and public participation by teleconference during a state of emergency in order to maintain social distancing.

NOW, THEREFORE, this Board hereby finds, resolves and orders as follows:

Section 1. After consideration or reconsideration, as applicable, of the circumstances of the ongoing state of emergency, this Board finds that such circumstances continue to directly impact the ability of Board members to meet safely in person, and that state and local health officials continue to recommend measures to promote social distancing.

Section 2. In light of these ongoing circumstances, meetings of the Board, and its committees, if any, shall be called, held and conducted in accordance with the teleconferencing requirements of Section 54953(e)(2) of the Brown Act, rather than Section 54953(b)(3).

Section 3. This resolution shall take effect immediately upon its adoption and shall remain effective for thirty (30) days, or until this Board adopts a subsequent resolution in accordance with Section 54953(e), whichever occurs first.

Section 4. The officers of this Board, the Executive Director of New LA, or their designee(s), are individually authorized and directed to take or cause to be taken such other actions as may be required to fulfill the purposes of this resolution.

# # #

CERTIFICATE OF ADOPTION

I, Steve Barrett, Secretary of Board of Directors of New Los Angeles Charter Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a regular meeting of the Board of Directors of New Los Angeles Charter Schools, which was held on June 13, 2022, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

WITNESS my hand this 13 day of June, 2022.

_____
Secretary, New Los Angeles Charter Schools

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, May 9, 2022

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Phone Number: 1-669-900-6833

Meeting ID: 880 2011 9130

Passcode: 410595

Individuals wishing to provide public comment at this Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. In your email, please include whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Sylvia Barragan, Interim Director of Operations at sbarragan@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

In attendance: (Board) Matt Albert, Allison Arkin, Steve Barrett, Bari Cooper-Sherman, Alan-Michael Graves, Jonathan Lopez, Susan Nickerson; (Staff) Gabrielle Brayton, Ryan Griffin, Terri Kessler, Xochitl Lira, Kate O'Brien, Brooke Rios, Jenna Rosenberg,

Agenda

1. The meeting was called to order 4:05 pm.
2. Public Comment*
3. Approval of Board Meeting Minutes from 3/21/22 **APPROVED**
4. Approval of Board Meeting Minutes from 4/26/22 **APPROVED**
5. Diversity, Equity and Inclusion Advisory Team Update
   - New LA DEIJ Strategic Plan

6. Finance Advisory Team Report
   - Consideration of Approval of February 2022 Financials **APPROVED**
   - Consideration of Approval of March 2022 Financials **APPROVED**
   - FY2022 Budget Update

7. Elementary and Middle School Campus Reports
   - Campus Data and Enrollment Report
   - Discussion Regarding Used Chrombooks
   - 2022 Culmination Events
   - LAUSD Oversight Report for New LA Charter Elementary School
   - LAUSD Oversight Report for New LA Charter School
   - Consideration of Approval of 22-23 Calendar for New Los Angeles Charter Elementary School **APPROVED**
   - Consideration of Approval of 22-23 Calednar for New Los Angles Charter School **APPROVED**
   - Consideration of Approval of Student COVID-19 Vaccination Policies and Procedures **APPROVED**

8. Education Advisory Team Report
   - Student Achievement Update

9. Executive Director Report
   - Consideration of Approval Authorizing Brooke Rios as Individual Authorize to Execute LAUSD Facilities Use Agreement **APPROVED**
   - Consideration of Approval of 22-23 Board Meeting Dates **APPROVED**
   - 22-23 Board Nominations Update

10. Closed Session

    Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

    CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (three (3) cases).

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. Adjourn

EXCELLENT EDUCATION DEVELOPMENT
MANAGEMENT AND ACCOUNTING SERVICES AGREEMENT

This Management and Accounting Services Agreement (the "Agreement") is entered into as of the 30th day of June 2021 (the "Effective Date") by New Los Angeles Charter School, a California nonprofit public benefit corporation ("Client"), and Excellent Education Development, a California nonprofit public benefit corporation ("ExED"), with reference to the following facts:

BACKGROUND

ExED is non-profit organization, that exists to advance the purpose of giving every child access to an excellent public education that opens the doors to opportunity and provides a pathway out of poverty for those in need.

ExED will support Client with an articulated suite of services (defined as the "Services below") at a fixed monthly price in order to fulfill Client's need for the financial expertise, skills and integrity required to operate at the highest level.

In furtherance of Client's long-term financial and organizational initiatives, ExED may make additional services available based upon the periodic or specific needs of Client an in accordance with an agreed upon fee for such additional services.

ExED is driven to help Client create efficiencies and implement sound business practices that will allow Client's leadership to direct more of their time and energy to the classroom.

ExED's expectation is that Client will observe the highest standards in its governance and management, and that it will dedicate itself to delivering a high-quality education to its students.

ExED believes in sustained collaboration on Client's work and has structured this management agreement to provide services for period that is longer than a single school year. During the initial school year covered by this Agreement, ExED will begin providing Client with services as of the Effective Date. Subsequently, this Agreement will renew and extend for one year periods, beginning next year, as described in more detail below. This structure allows ExED to attend to financial matters such as closing financial statements and audits that occur in subsequent school or fiscal years, and to prepare budgets for use in forthcoming years. This structure also offers consistency and predictability to ExED and Client and their respective staffs and governing boards.

Now therefore, in consideration of the premises, and of the mutual covenants and conditions contained herein, Client and ExED agree as follows:

1. DEFINITIONS.

The following terms will have the meanings ascribed to them herein:

a. "ADA" means the average daily attendance, reported as required by the California Department of Education that must be filed by the Client with the State of California in accordance with applicable laws and regulations.

b. "Additional Services" means any supplemental services to be provided by ExED at request of Client. If Additional Services are part of this Agreement, they are described in a Schedule entitled "Additional Services Scope of Work to be Performed by ExED" and attached hereto. Additional Services supplement the Basic Services provided by ExED under this Agreement.

c. "Affiliate" means nonprofit corporations or limited liability companies that are controlled by or under common control with Client. In this Agreement, the following corporation(s) or limited liability companies are Affiliates of Client: New Vision Properties, Inc. & 5301 Washington, LLC.

d. "Auditor" means an independent certified public accountant selected by Client to prepare annual audited financial statements for Client, as required by California Education Code 41020.

e. "Basic Services" means the services provided by ExED as selected by Client and described in Schedule A.

f. "Board" means the governing body of the Client.

g. "Budget" means the current and future budgets of the Client prepared by ExED in coordination with the Client as described in this Agreement and adopted by the Board.

h. "California Department of Education" means The California Department of Education, which is the governmental agency within the State of California that oversees public education.

i. "Categorical Funding Applications" means State funding programs for which the Client may be eligible and apply for and not included within the Local Control Funding Formula (LCFF).

j. "Chartering Authority" means the local school district or county office of education or state board of education that has issued a charter to Client to operate a School.

k. "Client Administrator" means one or more Client staff or Board member(s) in leadership positions authorized to work with ExED with respect to the services outlined in this Agreement. Unless otherwise notified in writing, the Client Administrator herein shall be (i) the chief executive officer, executive director or equivalent, (ii) the presiding officer of the Board, and (iii) the principal or head of school for matters pertaining to any specific School operated by Client.

l. "Confidential Information" means any and all technical and non-technical information including copyright, trade secret, and proprietary information, inventions, know-how, processes and algorithms, software programs, and software source documents. Confidential Information includes, without limitation, information acquired from a student information systems used to

maintain individual-level data (including student demographics, course data, discipline, assessments, staff demographics, staff assignments), financial information, procurement requirements, purchasing information, plans and personnel information of the parties, and student information as protected under the Family Educational Rights and Privacy Act (FERPA) and other privacy protection laws, as applicable to the operations of Client and ExED under this Agreement.

Confidential Information does not include information that: (a) is now publicly or generally known or available or that hereafter, through no act or failure on the part of the receiving party, or through any violation of law or contract becomes generally known or available; (b) is known to the receiving party at the time of receiving such information; (c) is furnished to others by the disclosing party without a restriction on disclosure; (d) is hereafter furnished to the receiving party by a third party without restriction on disclosure, where such third party legally obtained such information and the right to disclose it to the receiving party; or (e) is independently developed by the receiving party without violation of any legal rights which the disclosing party may have in such information.

m. "Effective Date Year" means the calendar year in which the Effective Date occurs.

n. "Fiscal Year" means the accounting period between July 1 and June 30.

o. "myExED Portal" means the ExED client portal (myexed.org) and the associated applications made available to select Client staff via this website.

p. "Notice of Non-Renewal" means written notice from Client, substantially in the form attached hereto as Exhibit 2, delivered to ExED no later than 60 days from delivery by ExED of a Notice of Terms Supplement, that Client will not be renewing ExED's Services under this Agreement for the coming Fiscal Year.

q. "Notice of Terms Supplement" means written notice from ExED, substantially in the form attached hereto as Exhibit 1, and delivered to Client no later than May 1 of each year following the Effective Date Year.

r. "P-1/P-2" means the attendance reports that must be submitted to the State of California for ADA apportionment purposes.

s. "Paycom" means the third-party human capital management software provider that Client has contracted with to provide payroll processing and other human resource services.

t. "Paycom Alternate" means Paychex, a payroll processing service alternative to Paycom. If this box is checked with an "X", Client has elected to use a Paycom Alternate for the term of this Agreement: X.

u. "Proprietary Property of ExED" means all right, title and interest in and to the materials and systems developed and used by ExED in the performance of the

Agreement including, without limitation, all trade secrets, know-how, protocols, policies, specifications, software, forms, as well as additions and modifications thereto developed and/or used by ExED in the furtherance of its operations and in performance of its obligations under this Agreement. Proprietary Property also includes ExED work product, reports, templates, studies, specifications, business methods, tools, methodologies, techniques, solution construction aids, analytical frameworks, algorithms, products, documentation, abstracts and summaries thereof that do not contain or embody Client's Confidential Information. Proprietary Property includes "ExED Core Business Components," defined as those general skills, know-how, expertise, techniques, methodologies, processes, templates, and business methods that are acquired or developed during the performance of the Agreement and that are related to ExED's primary business, such as, by way of example, but not of limitation, methodologies and processes for managing school budgets and financial reporting, that do not contain or embody Client's Confidential Information. Proprietary Property also includes "ExED Knowledge Capital," which means ExED materials existing prior to commencement of the Agreement, or developed outside the scope of the Agreement, that are proprietary to ExED, and all associated intellectual property rights and any enhancements and modifications to such materials, whether or not such enhancements and modifications are developed as part of the Agreement.

v. "School" means each charter school that Client has been authorized to operate by a Chartering Authority, which is actually operated by Client and included in the scope of the Services described herein.

w. "Services" means the Basic Services and any Additional Services agreed upon by the parties as further described in Schedule A and additional Schedules (if applicable) attached hereto.

x. "Standard Financial Reports" means the financial reports prepared by ExED for Client Administrators or the Board. See Schedule A for list of reports included.

y. "State Budget" means the current budget of the State of California as approved and signed by the Governor of the State of California for the current Fiscal Year.

z. "Term" means the period of time during which this Agreement is in effect between the parties, which shall commence as of the Effective Date (or, if the Client and ExED have an existing service agreement in effect on Effective Date, the date immediately after the expiration of such existing service agreement), and terminated upon receipt by ExED of the Client's Notice of Non-Renewal, unless and until earlier terminated in accordance with the terms and conditions hereof, and subject to any provisions which, by their express terms, survive expiration or termination of the Agreement.

2. THE SERVICES

a. Basic Services. During the Term of this Agreement, ExED will provide Client with the Basic Services described on Schedule A. ExED shall provide Client a non-exclusive, non-assignable license to use the Proprietary Property of ExED solely for Client operations, at no additional cost, during the Term of this Agreement. Client specifically acknowledges that the Services do not include any services not specifically included on Schedule A (or additional schedules which outline Additional Services), including without limitation, those services expressly listed as Exclusions therein.

b. Additional Services. Client may request ExED to provide additional Services. If ExED agrees to provide Additional Services, the Additional Services will be described in detail in a separate Schedule to be added to this Agreement and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Services will be adjusted as described in the separate schedule.

c. Prior Term Services. Client may request ExED to provide services pertaining to a period prior to the Term of the Agreement or to prior Fiscal Years under Agreement (which request (i) is made to ExED after May 15th following the applicable Fiscal Year end, and (ii) not the result of ExED's default in the provision of such Services) ("Retroactive Services"). If ExED agrees to provide Retroactive Services, the services will be described in a separate schedule to be added to this Agreement as Schedule B and signed by authorized representatives of both parties. Charges, fees, responsibilities and obligations with respect to the Retroactive Services will be adjusted as described in that Schedule. For purpose of this Agreement, Retroactive Services shall be deemed to be Additional Services.

d. Services to Affiliates. ExED is not providing any services to Affiliates of Client under this Agreement. Client shall cause its Affiliates to engage ExED for a separate scope of services or shall manage the financial affairs of its Affiliates without ExED assistance. If ExED has been engaged by one or more Affiliates to provide services, and Client has been designated to pay for such services (in lieu of paying higher rent, otherwise required for the Affiliate to pay directly, for example), Client agrees that ExED fees for such services will be billed to and due from Client. This direct billing and payment arrangement will be described in a separate agreement between ExED, the Client and the Affiliate, or, at ExED's election, a separate schedule to be added to this Agreement and signed by authorized representatives of both parties. Any termination or modification (including, without limitation through a Notice of Non-Renewal or Notices of Terms Supplements, respectively) applicable to this Agreement shall also apply to the rendering of services to such Client affiliate, unless the Client affiliate services are set forth in a separate agreement.

3. PAYMENT AND TERMS

a. Fees and Charges. In addition to any other fees set forth herein, during the Term of this Agreement, Client will pay ExED a monthly fee of $12,425.00 (i.e., $149,100 per annum) for the Basic Services and reimburse ExED for its actual, reasonable out-of-pocket expenses incurred in providing the Basic Services as provided for in Schedule A. These out-of-pocket expenses will not exceed $150 per month without prior, written authorization from the Client.

b. One-Time Fee. For Fiscal Year 2021-22, ExED will charge a one-time fee of $10,000 for work related to Coronavirus Aid, Relief, and Economic Security Act, Coronavirus Response and Relief Supplemental Appropriations Act, American Rescue Plan Act, and state COVID-19 funds reporting. ExED will include the one-time fee in or after the February 2022 invoice.

c. Invoicing. ExED will automatically prepare a check for use in making ExED's payment on a monthly basis for execution by the person authorized by the Client to execute such checks.

d. Payment Terms. Payment is due thirty (30) days from the date of delivery of the monthly invoice.

e. Right to Suspend Performance. In the event of default or delay in payment greater than 30 days from the date of delivery of the monthly invoice, ExED reserves the right to suspend part or all of its performance of duties under this Agreement, including the rendering of Services, until all amounts for Services that are due and payable are paid in full. In the event Client disputes all or any portion of the invoice that is due, Client shall notify ExED in writing within 20 days of receipt of the invoice and initiate the dispute resolution process under Section 10 hereof, but shall pay the invoice in full, pending the outcome of such process.

f. Taxes. Except as expressly stated in this Agreement, ExED and Client are responsible for any and all taxes on their respective incomes, and for payment and withholding of all applicable taxes, including but not limited to income, property and sales taxes.

g. Late Payments. Payments made after the 30-day period set forth in Section 3.c. are subject to a late payment penalty equal to a monthly rate of 1%, not to exceed the maximum allowed under applicable law.

h. Notice of Terms Supplement. The prices and related charges for the Services are subject to change each year, beginning June 30th of the year following the Effective Date Year. ExED shall deliver a Notice of Terms Supplement each year following the Effect Date Year, which Notice of Terms Supplement shall be in the form as attached hereto as Exhibit 1, and shall detail any applicable changes in Service prices, and related costs, including without limitation, with respect to expense reimbursements, and any other amendments, changes, or supplements to the terms and conditions of this Agreement. If Client determines not to renew ExED's Services under this Agreement, it shall timely deliver a Notice of Non-Renewal no later than 60 days from delivery by ExED

of a Notice of Terms Supplement. Failure by Client to timely deliver a Notice of Non-Renewal shall be deemed to be Client's agreement to renewal of this Agreement, as modified by the terms and conditions contained in the Notice Terms Supplement.

4. RELATIONSHIP OF THE PARTIES

a. Independent Contractors. ExED and Client are independent contractors. No representations or assertions shall be made nor actions taken by either party that would create any joint venture, partnership, employment, fiduciary, or trust relationship between the parties with respect to the subject matter of this Agreement. Except as may be expressly agreed upon in this Agreement or a Schedule attached hereto, neither party has any authority or power to act as an agent of the other, or to enter into any agreement, contract or commitment on behalf of the other, or to create any liability or obligation whatsoever on behalf of the other, to any third person or entity.

b. No Benefits. No ExED employee is eligible to participate in any benefits programs offered by Client to its employees, nor in any pension plans, insurance plans or other similar plans offered by Client to its employees.

c. Employees. Each party will exercise day-to-day control over and supervision of their respective employees, including, but not limited to, hiring, evaluation, promotion, demotion, compensation, employee benefits, discipline and discharge. All work assignments, instruction, scheduling, staffing and direction of Client employees shall be the exclusive province of the Client. Each party is responsible for obtaining and maintaining worker's compensation coverage and unemployment insurance for its employees.

d. Subcontractors. ExED reserves the right to subcontract with other individuals and businesses for the Services. ExED will be responsible for its subcontractors, all payments to subcontractors, and the direction and control of the work to be performed by, its subcontractors, if any. All subcontractors, if any, will be required by ExED to comply with the terms and conditions of this Agreement respecting Client Confidential Information.

5. THE CLIENT'S OBLIGATIONS.

a. Authorized Personnel. The Client Administrator(s) identified herein are authorized to work with ExED and authorize their staff to work with ExED with respect to the services outlined in this Agreement.

b. Alternative Contacts. The Board may also identify, in writing to ExED, its key or principal contact, if other than the Client Administrator, who is authorized to receive and disclose Confidential Information, receive payroll checks and discuss personnel issues; as well as an alternate contact in the event the Client Administrator cannot or should not serve as the Client's contact due to conflict or suspected misconduct. In the absence of such designated persons, the chief executive officer and the presiding officer of the Board shall have such authority.

c. Financial Records and Audit.

(i) The Client will maintain customary and reasonably correct, complete and accurate records and other supporting information which will enable ExED to render the Services hereunder The Client will deliver all supporting documentation in accordance with the monthly close timeline developed by ExED and provided to Client. If Client submits required supporting documentation after monthly close deadline, ExED cannot guarantee on-time submission of financial reports for Client management review and/or Client board meetings.

(ii) The Client will obtain an annual audit of its books and records no later than 168 days from the end of its Fiscal Year from a state-approved Auditor and immediately provide ExED with a copy of any annual audit and related reports, notes or statements. Client authorizes and instructs ExED to work with Client's Auditor on any matter or issue pertinent to the Services and will confirm such authorization upon request by ExED.

(iii) Client covenants that it will respond promptly and professionally to any and all questions or investigations from the Chartering Authority, any governmental investigating or funding authority or Client's Auditor, to the extent required by law, including exceptions noted in any independent accountant's report, in each case, to the extent required by law and to effectively render the Services.

d. Coordination and Cooperation. Client will cause the Client Administrator(s) and other authorized staff members to work closely and cooperatively with ExED to facilitate the effective performance and delivery of the Services. Client will comply with and respond promptly to all reasonable requests of ExED for information or documents from the Client.

(i) Client covenants to: assist ExED in reconciling outstanding invoices, and to provide ExED with copies or originals of vendor invoices and correspondence, as well as other statements and receipts in accordance with the monthly close deadline established by ExED.

(ii) Client staff with access to the myExED Portal will take reasonable steps to maintain the confidentiality of their myExED login credentials. Client staff will notify ExED in writing if the confidentiality of their myExED login credentials has been compromised.

(iii) Client staff will take reasonable steps to ensure the security of the devices used to access the myExED Portal and will use their best effort to notify ExED in writing if the security of a device has been compromised.

(iv) Client staff will only use the myExED Portal for work related activities.

e. Payroll. Client will provide all necessary and proper data to ExED for payroll processing and retirement reporting, if applicable.

(i) All original documents as it relates to personnel files or payroll logs will be maintained at the Client Site.

(ii) If necessary, Client will use, and purchase if necessary to use, commercially reasonable time clocks for timekeeping purposes.

(iii) The following provisions shall apply unless Client is using a Paycom Alternate for the term of this Agreement:

(1) Client will sign, or has signed, the Paycom Payroll Service Agreement and Paycom will deposit and file Client's Federal, State Withholding and State Disability taxes and tax returns, quarterly and annual, associated with payrolls processed through Paycom. Paycom will file Client's annual forms W-2/W-3.

(2) Client will be responsible for all fees and charges assessed by Paycom.

(3) Client will submit all necessary payroll and time and attendance data within the Paycom software.

(4) Client will be responsible for maintaining employee information, not related to payroll processing, within the Paycom software.

(5) Client will be responsible for working with Paycom to setup and track any payroll accruals (e.g., vacation, sick, etc.)

(iv) Client will approve all final check calculations. ExED will follow the California Labor Code when calculating an employee's final check unless directed by the Client to follow the calculation method commonly used by school districts.

(v) Client is responsible for complying with the retirement enrollment and reporting rules for the retirement program(s) in which the Client participates (e.g., CalSTRS, CalPERS) and is responsible for communicating to ExED the following information (it being acknowledged and understood that Client's failure to timely provide the following information completely and accurately to ExED may impact ExED's ability to timely and accurately perform retirement program reporting, classification and other retirement program-related Services hereunder):

(1) A determination of which retirement system a job should be reported to, based on job description and applicable education code(s)

(2) Staff job classification and applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools

(3) Staff eligibility of enrollment into an applicable retirement system, per the rules of the respective retirement program(s) as applied to Charter Schools

(4) Details of time worked, pay rates and wages earned, as necessary for retirement reporting per the rules of the respective retirement program(s)

(vi) Client is responsible for providing ExED with accurate health and welfare deductions for each Client employee.

f. Attendance Records and Reports. Client must take all necessary and proper steps to provide regular, accurate and timely responses to daily attendance tracking reports.

(i) Client is responsible for taking daily attendance records compliant with the California Education Code. Client must maintain phone logs, tardy logs and other pertinent information related to appropriate attendance tracking.

g. Grant and Funding Requirements. Client covenants to comply with all material grant and funding requirements, as the same may impact the rendering of ExED's Services hereunder, including record keeping, reporting, management and financial controls and policies and procedures.

(i) Client to prepare Semiannual Certifications and/or Personnel Activity Reports to account for wages paid for with federal funds.

h. Chartering Authority Requirements. Client covenants to comply with all material requirements, as the same may impact the rendering of ExED's Services hereunder, including policies and procedures, of the Chartering Authority to the extent applicable to the Client.

i. Client Policies and Procedures. Client covenants to develop, apply and follow not less than customary and reasonable policies and procedures applicable to: human resources, payroll administration, internal financial controls, accounts payable and other disbursements and, if applicable, competitive bid procedures for vendors.

j. Insurance. Client will obtain and maintain customary and reasonable general liability coverage for its facilities and operations. ExED shall be entitled to request and receive evidence of such coverage.

k. Notice and Information. Client covenants that it will provide ExED with prompt, complete and accurate notice of and information concerning any material errors in Client data and Client's books and records, as well as with respect to investigations or inquiries into the Client, its activities, operations and reports by the Chartering Authority or any other governmental authority, to the extent permitted by law. Client will promptly provide ExED with copies of every report or notice provided to the Chartering Authority or any

other governmental agency, including any schedules or exhibits thereto, to the extent such report or notice relates to the Services outlined in this Agreement.

l. Designation of ExED. Client hereby designates employees and subcontractors of ExED whose duties require access to Confidential Information, including personnel and student information, as having a legitimate educational interest under FERPA.

m. Protection of Proprietary Property of ExED. Client shall maintain the confidentiality of all Proprietary Property of ExED and shall not divulge such information to any third parties both during the Term of this Agreement and after its termination except (i) as may be necessary for the discharge of its obligations under this Agreement, and (ii) as required by law. Client shall take reasonable precautions against disclosure of any Proprietary Property of ExED to any unauthorized person by any of its officers, directors, employees or agents. Client shall not directly or indirectly, without the express prior written permission of ExED, use the Proprietary Property of ExED for any purpose except to the limited extent necessary for the conduct of its operations in accordance with this Agreement. Upon termination of this Agreement for any reason, Client shall cease all use of Proprietary Property of ExED and discard and destroy any tangible portion of the Proprietary Property in its possession or control.

n. Integrity and Financial Responsibility. Client will act in good faith and alert the management of ExED to any fraudulent activity which is reasonably related to the Services as soon as the Client becomes aware, to the extent permitted by law. Client acknowledges that ExED's ability to provide Services is premised upon the Client acting in a financially prudent manner, including but not limited to timely approval of balanced budgets and maintaining a positive variance to budget throughout the year to the extent feasible.

6. REPRESENTATIONS AND WARRANTIES OF CLIENT

a. Organization of Client. Client is a *[State, legal entity type*], duly organized, validly existing, and in good standing under the laws of the State of California and eligible for determination as a tax-exempt organization which has all requisite power and authority to own, lease and operate its properties and to carry on its educational operations as they are now being conducted.

b. Corporate Power and Authorization. Client has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by Client have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by Client and constitutes the valid and legally binding obligation of Client enforceable in accordance with its terms and conditions. Client need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.

c. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which Client is subject or any provision of its Articles of Incorporation, Bylaws or Charter, nor (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which Client is a party or by which it is bound or to which any of its assets is subject.

d. No Litigation. Other than as disclosed to ExED, there are no pending or threatened legal actions, arbitrations or other proceedings against Client, nor are there any pending or threatened proceedings as to unpaid or disputed tax liabilities of Client which may adversely impact its operations or ability to perform its obligations under this Agreement.

7. REPRESENTATIONS AND WARRANTIES OF ExED

a. Corporate Power and Authorization. ExED has full corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder. The execution, delivery and performance of this Agreement by ExED have been duly authorized by all necessary corporate action. This Agreement has been duly executed and delivered by ExED and constitutes the valid and legally binding obligation of ExED enforceable in accordance with its terms and conditions. ExED need not give any notice to, make any filing with, or obtain any authorization, consent, or approval of any government or governmental agency in order to consummate the transactions contemplated by this Agreement.

b. No Breach. Neither the execution and delivery of this Agreement, nor the consummation of the transactions contemplated hereby, will (i) violate any, statute, regulation, rule, injunction, judgment, order, decree, ruling, charge, or other restriction of any government, governmental agency, or court to which ExED is subject or any provision of its Articles of Incorporation or Bylaws or (ii) conflict with, result in a breach of, constitute a default under, result in the acceleration of, create in any party the right to accelerate, terminate, modify, or cancel, or require any notice under any agreement, contract, lease, license, instrument or other arrangement to which ExED is a party or by which it is bound or to which any of its assets is subject.

c. Insurance. ExED will obtain and maintain customary and reasonable comprehensive commercial general liability, professional liability, crime, and cyber liability insurance appropriate to the Services being rendered under this Agreement.

d. No Duty to Monitor Compliance with Obligations. In the course of its work, and consistent with Client's obligations hereunder, ExED may become aware

of instances of non-compliance by Client with its own policies, procedures or other obligations described in Section 5 of this Agreement. ExED may bring such failures to the attention of the Client Administrator or chief executive officer or the presiding officer of the Board, but shall have no obligation to do so, unless the failure directly and materially affects ExED's ability to carry out its obligations under this Agreement or is the basis for termination of the Agreement for cause.

e. Confidentiality. ExED shall use commercially reasonable efforts to keep all Confidential Information made available to it under this Agreement confidential to the extent required by law; provided that nothing herein shall be construed as restricting ExED in performing the Services, which require routine disclosure of such information to Auditors, Chartering Authorities, regulatory agencies, insurance carriers, service providers and suppliers, and the Client. Confidential Information shall be handled by ExED, its employees and subcontractors as follows:

(i) Except as set forth in (vi) below, ExED shall not use the Confidential Information disclosed by the Client pursuant to this Agreement for any purpose other than carrying out its obligations under this Agreement.

(ii) ExED and any ExED subcontractors granted access to Client Confidential Information, will take reasonable steps to maintain the confidentiality of Client's Confidential Information and will notify Client if the confidentiality has been compromised.

(iii) ExED and any ExED subcontractors will take reasonable steps to ensure the security of the devices used by their staff to access Client Information and will use their best effort to notify Client if the security of a device has been compromised.

(iv) ExED shall maintain reasonable security measures to safeguard the Confidential Information.

(v) ExED may, but shall not be required to, destroy the Confidential Information in its possession when no longer needed to carry out the purposes of this Agreement. To the extent such Confidential Information resides only on equipment or in files owned or controlled by ExED, upon termination of this Agreement, ExED shall provide copies to Client at Client's expense. ExED shall require its employees and subcontractors to agree to comply with these Standard Conditions for the handling of Confidential Information.

(vi) Notwithstanding the foregoing, ExED shall have the right to use Client Confidential Information in a non-identifiable way, as part of its overall database of information about public charter schools. For example, Client salaries may be included in overall information ExED compiles, and provides to Client, about the range of salaries offered by similar schools.

f. Limited Services Warranty. ExED represents and warrants that it has the requisite personnel, equipment, expertise, experience and skill to perform its obligations hereunder and provide the Services to Client in a timely and professional manner.

8. INDEMNITIES, DISCLAIMERS AND LIMITATION OF LIABILITY.

a. Subject to the terms of Section 8(d) below, Client and ExED agree to indemnify each other and hold each other, and each other's officers, directors, employees, agents harmless, from and against any and all direct claims, costs, losses, liabilities and expenses for personal injury and property damage, including reasonable attorneys' fees, attributable to their actions and omissions in violation of the terms of this Agreement, but excluding claims that would not be made but for the gross negligence or willful misconduct of the party seeking indemnification.

b. Disclaimer of all Other Warranties.

THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY MADE IN SECTION 7 OF THIS AGREEMENT. ExED DISCLAIMS ALL OTHER REPRESENTATIONS AND WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE SERVICES, OR ANY THIRD PARTY SOFTWARE OR HARDWARE USED IN CONNECTION THEREWITH, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

c. Limited Remedy. Client's exclusive remedy for a default in the provision of Services hereunder is to (i) provide written notice detailing the default to ExED and, following review and a determination of fault by ExED, to have ExED perform or reperform the applicable Service at ExED's expense, and/or (ii) to terminate this Agreement in accordance with Section 9(b) below.

d. Limitation of Liability.

EVEN IF ExED CANNOT OR DOES NOT PERFORM OR RE-PERFORM ANY DEFECTIVE SERVICES, AND CLIENT'S EXCLUSIVE REMEDY FAILS OF ITS ESSENTIAL PURPOSE, ExED'S (INCLUDING ITS DIRECTORS, OFFICERS, AND EMPLOYEES') TOTAL AND AGGREGATE LIABILITY, WHETHER ARISING IN TORT, CONTRACT, MISREPRESENTATION, BREACH OF WARRANTY OR FOR ANY OTHER CAUSE OF ACTION AT LAW OR IN EQUITY SHALL NOT EXCEED ExED'S TOTAL AGGREGATE FEES ACTUALLY PAID FOR SERVICES RENDERED PURSUANT TO THIS AGREEMENT DURING THE PRIOR 12 MONTH PERIOD ENDING ON THE DATE THE CLAIM GIVING RISE TO SUCH LIABILITY IS MADE HEREUNDER. IN NO EVENT SHALL ExED BE LIABLE TO THE CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT FOR SPECIAL, INCIDENTAL, CONSEQUENTIAL, PUNITIVE

OR EXEMPLARY DAMAGES SUFFERED BY THE CLIENT OR ANY AFFILIATE OF THE CLIENT, WHETHER OR NOT SUCH DAMAGES WERE OR COULD HAVE BEEN FORESEEABLE TO ExED. NO DIRECTOR, OFFICER OR EMPLOYEE OF ExED SHALL BE LIABLE TO CLIENT OR ANYONE CLAIMING BY OR THROUGH THE CLIENT ON ACCOUNT OF ANY ACT OR OMISSION OF ExED, REGARDLESS OF THE NATURE OF SUCH ACT OR OMISSION OF ExED, OR THE THEORY OF LIABILITY ASSERTED AGAINST ExED OR SUCH DIRECTOR, OFFICER OR EMPLOYEE OF ExED, EITHER INDEPENDENTLY OR IN A VICARIOUS CAPACITY.

e. Allocation of Risk. Client acknowledges that the pricing of the Services and the other terms of this Agreement have been set based on the foregoing sections of this Agreement providing for an agreed allocation of the risk for any default in Services, as between the parties. Client further acknowledges that the pricing and terms would have been different if there had been a different allocation of such risk.

f. THE LIMITATIONS SET FORTH IN THIS SECTION SHALL APPLY EVEN IF ANY REMEDIES FAIL IN THEIR ESSENTIAL PURPOSE.

g. Survival. The terms of this Section 8 shall survive the expiration or earlier termination of the Agreement.

9. TERM, EXPIRATION AND EARLY TERMINATION.

a. The Term. This Agreement shall continue in full force and effect during the Term. The Term of this Agreement shall renew and extend automatically for one year, on June 30th of the year following the Effective Date Year, and on each year anniversary thereafter, unless Client duly delivers a Notice of Non-Renewal to ExED. Notice of Non-Renewals delivered after 60 days from delivery by ExED of a Notice of Terms Supplement shall be deemed to be a termination for convenience on the part of Client under Section 9(d) below.

b. Termination for Uncured Breach. If either party to this Agreement materially defaults in the performance of any of the terms of this Agreement, the non-defaulting party may terminate this Agreement by providing written notice of termination to the defaulting party of the nature of the default or material breach of this Agreement and the termination shall be effective thirty days from receipt of notice unless the defaulting party cures such default within said thirty-day period.

c. Insolvency. In the event that either party is unable to pay its debts when they become due, declares bankruptcy or insolvency, or makes an assignment for the benefit of its creditors, the other party may terminate this Agreement upon written notice.

d. Termination for Convenience. Either party may terminate this Agreement upon 30 days written notice to the other party, without cause. During the notice period, the parties shall cooperate to wind up and complete the pending

Service work for the current month and payment for Services hereunder shall be made through the end of the month in which termination occurs. After a termination of this Agreement for convenience, the Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.

e. Immediate Termination for Cause. ExED may immediately terminate this Agreement in the event it determines that (i) it cannot provide the Services in a timely or professional manner, due to the actions or inaction of the Client with respect to financial controls, management or operations, or (ii) Client has engaged or been accused of engaging in material misconduct inconsistent with ExED's mission or nonprofit purpose; in such event, ExED will cooperate with Client to transition its duties to Client personnel or another vendor and ExED shall be entitled to payment of its fees and reimbursable expenses for each month ExED is involved with such transition of duties.

f. Non-Renewal. If Client timely delivers a Notice of Non-Renewal to ExED ending the Term of this Agreement, ExED shall be entitled to a close out fee equal to two month's fee for completion of any financial reporting Services pertaining to the last Fiscal Year covered by this Agreement. After this time, Client may request ExED to provide services pertaining to the Term of the Agreement or Retroactive Services. If ExED agrees to provide services, the services and fees will be described in a separate agreement.

g. Other Rights. Subject to the terms of Section 8(c), (i) the rights of the parties to terminate this Agreement are not exclusive of any other rights and remedies available at law or in equity, and such rights are cumulative, and (ii) the exercise of any right or remedy under this Section 9 does not preclude the exercise of any other right or remedy.

h. Proration of Service Fees Upon Termination. If this Agreement is terminated early, as provided for above in Section 9(b)-9(e), in addition to any fees and other amounts due and owing to ExED as may be set forth in each such Section, ExED's Service fees and expense reimbursements shall prorated to the date of such termination, and ExED shall have the right to payment for all Services rendered and reimbursable expenses incurred up to the date of termination of this Agreement.

10. DISPUTE RESOLUTION.

Any dispute, controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 10.

a. Resolution Sequence. The claiming party with respect to the Dispute shall provide written notice of the Dispute to the non-claiming party, with reasonable detail regarding the claiming party's position and supporting facts. The parties shall have their chief executive officers meet and confer in good

faith, in person if reasonably possible, within thirty (30) days of receipt such written notice regarding the Dispute, in an effort to resolve the Dispute in a mutually acceptable manner. If the Dispute cannot be settled by good faith negotiation between the chief executive officers of the parties, ExED and Client will submit the Dispute to the judicial reference process pursuant to California Code of Civil Procedure Section 688, et seq. Any Dispute brought before a forum in which pre-dispute waivers of the right to trial by jury are invalid under applicable law shall be subject to the terms of this Section 10, in lieu of the jury trial waivers otherwise provided for in this Agreement.

b. Referee Qualifications. The referee shall be a retired California state court judge or an attorney licensed to practice law in the State of California with at least ten (10) years' experience practicing commercial law. The parties shall not seek to appoint a referee that may be disqualified pursuant to California Code of Civil Procedure Section 641 or 641.2 without the prior written consent of all parties.

c. Referee Selection. If the parties are unable to agree upon a referee within ten (10) calendar days after the thirty (30) day negotiation period referenced above has ended, then the referee will be selected by the court in accordance with California Code of Civil Procedure Section 640(b).

d. Reference Procedure. The referee shall render a written statement of decision and shall conduct the proceedings in accordance with the California Code of Civil Procedure, the Rules of Court, and California Evidence Code, except as otherwise specifically agreed by the parties and approved by the referee. The referee's statement of decision shall set forth findings of fact and conclusions of law. The decision of the referee shall be entered as a judgment in the court in accordance with the provisions of California Code of Civil Procedure Sections 644 and 645. The decision of the referee shall be appealable to the same extent and in the same manner that such decision would be appealable if rendered by a judge of the superior court.

e. Expenses. During the pendency of any Dispute which is submitted to judicial reference in accordance with this Agreement, each of the parties to such Dispute shall bear their own legal expenses, and equal shares of the fees charged and costs incurred by the referee in performing the services described in this Section 10. The compensation of the referee shall not exceed the prevailing rate for like services. Following adjudication of a Dispute, the prevailing party shall be entitled to reasonable court costs and legal fees, including customary attorney fees, expert witness fees, paralegal fees, the fees of the referee and other reasonable costs and disbursements charged to the party by its counsel, in such amount as is determined by the referee.

f. Equitable Relief and Indemnification. Each of the parties acknowledges and agrees that due to the unique nature of the Confidential Information and the Proprietary Information of ExED there can be no adequate remedy of law for any breach of its obligations to maintain the confidentiality and security of such information, and that any breach may allow the breaching party or third parties to unfairly compete with the non-breaching party resulting in

irreparable harm to the non-breaching party that cannot be adequately compensated for through damages. Therefore, notwithstanding the foregoing provisions of this Section 10, upon any such breach or any threat thereof, the non-breaching party may, at its option, seek temporary, preliminary, and permanent injunctive relief, and other provisional or ancillary remedies, and, subject to the terms of Section 8(d) hereof, to be indemnified by the breaching party from any loss or harm, including without limitation, actual attorney fees, in connection with any breach or enforcement of the breaching party's obligations to keep the non-breaching party's Proprietary Information and Confidential Information confidential and secure, or the unauthorized use or release of any such Proprietary Information and Confidential Information. Each party will notify the other party in writing immediately upon the occurrence of any unauthorized release or other breach of which it is aware. The obligations of the parties under this paragraph shall survive the expiration or termination for any reason of this Agreement.

g. Bankruptcy Proceedings. In addition, the foregoing provisions of this Section 10 shall not be deemed to apply to or limit the right of the claiming party to pursue rights against the non-claiming party in a bankruptcy or insolvency proceeding.

h. Exercise of Rights & Remedies Not A Waiver. The exercise of the rights and remedies set forth in Section 10(f)-(g) which are not subject to the judicial reference process described in this Section 10 shall constitute a waiver of the right of any party, including, but not limited to, the claiming party in any such action, to require submission to judicial reference the merits of the Dispute occasioning resort to such remedies.

i. THIS SECTION 10 CONSTITUTES A "REFERENCE AGREEMENT" BETWEEN OR AMONG THE PARTIES WITHIN THE MEANING OF AND FOR PURPOSES OF CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 638.

j. Limitation on Actions. Any Dispute either party may have against the other with respect to this Agreement must be brought within two years after the cause of action arises. This Section 10 shall survive the expiration or termination for any reason of this Agreement.

11. GENERAL.

a. Entire Agreement. This Agreement sets forth the entire agreement between the parties hereto, fully supersedes any and all prior agreements or understandings pertaining to the subject matter hereof and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by each and all of the parties hereto subsequent to the execution of this Agreement.

b. Waiver in Writing. During the term of this Agreement, neither party shall be deemed to have waived any right, power or privilege under this Agreement or any provision thereof unless such waiver shall have been duly executed in writing and acknowledged by the party to be charged with such waiver.

c. No Implied Waiver. The failure of any party to act or exercise its rights hereunder upon the breach of any of the terms or conditions hereof shall not be construed as a waiver of such breach, nor shall it prevent such party from hereafter enforcing strict compliance with any and all of the terms and conditions herein set forth.

d. Communications. Any notice or other communication required by, or permitted to be made by or given to, either party pursuant to this Agreement shall be sent to such party by electronic mail, registered, certified or express mail, postage prepaid or prepaid courier service, addressed to such party at its address set forth below, or to such other addresses as such party shall designate by written notice given to the other party, and shall be deemed to have been made, given or provided on the date of receipt.

Client: 1919 S. Burnside Ave.
Los Angeles, CA 90016
Email: brios@newlosangeles.org

ExED: 1990 South Bundy Drive, Suite 340
Los Angeles, CA 90025
E-mail: tanderson@exed.org

e. Assignment; Successors. This Agreement is personal, being entered into in reliance upon and in consideration of the skill, qualifications and representations of, and trust and confidence reposed in, ExED and its employees and its selected subcontractors. Accordingly, neither this Agreement nor any of its rights or privileges shall be sold, assigned, transferred, shared, or encumbered, by operation of law or otherwise, without the prior written consent of the affected (non-assigning) party, except that ExED may assign this Agreement to an affiliate which ExED controls. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective successors and assigns.

f. Force Majeure. Neither party shall be liable for any delay or failure in its performance of any of the acts required by this Agreement, except for the payment of money as and when due, when such delay or failure arises from circumstances beyond the control and without the fault or negligence of such party. Such causes may include, without limitation, acts of God, acts of public enemies, acts of civil or military authority, labor disputes, material or component shortages, embargoes, rationing, quarantines, blockades, sabotage, utility or communication failures or delays, earthquakes, fire, flood, epidemics, riots or strikes. The time for performance of any act delayed by any such event may be postponed for a period equal to the period of such delay. In order to avail itself of rights under this Section 11(f), a party claiming force majeure excusal must provide written notice to the other party of the circumstances constituting force majeure within 15 days of their occurrence. The provisions of this Section 11(f) shall not excuse the payment of money by the parties when and as due, regardless of force majeure.

g. Publicity. Client may act as a reference for ExED with respect to the Services upon ExED's reasonable request. ExED may issue press releases or identify Client in marketing materials provided that all references to Client are fair, accurate and not misleading and approved by Client in writing, in advance, in each instance.

h. Headings. The headings of the several articles and sections are inserted for convenience of reference only and are not intended to be a part of or to affect the meaning or interpretation of this Agreement.

i. Governing Law. This Agreement shall be governed by the laws of the State of California, without regard to principles of conflicts of law.

j. Counterparts. This Agreement (and its schedules) may be executed in several counterparts, including electronic counterparts (such as facsimile or .pdf), each of which shall be deemed to be an original, and all of which together shall constitute one agreement binding on all parties hereto, notwithstanding that all of the parties shall not have signed the same counterpart.

k. Waiver of Jury Trial; Venue. TO THE EXTENT PERMITTED BY LAW, THE PARTIES WAIVE TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER OF THE PARTIES HERETO AGAINST THE OTHER ON ANY MATTER WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT OR THE SERVICES RENDERED HEREUNDER, AND AGREE THAT ANY SUCH ACTION OR PROCEEDING SHALL BE TRIED BEFORE A COURT AND NOT BEFORE A JURY. TO THE FULLEST EXTENT PERMITTED BY LAW, THE VENUE FOR ANY ACTIONS OR PROCEEDINGS ARISING IN CONNECTION WITH THIS SHALL BE LAID IN LOCAL OR FEDERAL COURTS LOCATED IN LOS, ANGELES, CALIFORNIA. THE PARTIES HEREBY WAIVE ANY DEFENSE OF INCONVENIENT FORUM.

IN WITNESS WHEREOF, the parties hereto execute this Agreement in counterparts as of the Effective Date through duly authorized representatives.

CLIENT:

By: _____ Dated: _____,

Name: Brooke Rios

Title: Executive Director

ExED:

By: _____ Dated: _____,

Name: Tait Anderson

Title: Executive Vice President

SCHEDULE A:

SUMMARY OF BASIC SERVICES TO BE PERFORMED BY EXED

1) Budgeting

   A) Budget Development
      1) Work with Client Administrator to develop an annual budget for each School (3 budgets) and the Home Office for the subsequent Fiscal Year, beginning in March of each year, for approval by Client's governing board no later than June 30th.
   B) Budget Revisions
      1) Upon the approval of the State Budget, ExED will work with Client Administrator to perform any needed revisions to the Budget to reflect legislation adopted.

2) Financial Management, Reporting, and Forecasting

   A) Standard Financial Reports
      1) Prepare and email and/or make electronically available Standard Financial Reports by the 10th of the month following month end reconciliation. For example, financial reports for September will be available by November 10th.
      2) In this Agreement, "Standard Financial Reports" shall mean:
         (a) Financial Dashboard (excluded from July Financial Package)
         (b) Cash Flow Forecast (excluded from July Financial Package)
         (c) Financial Analysis (excluded from July Financial Package)
         (d) Income Statement
         (e) Balance Sheet
         (f) Check Register
   B) Financial Dashboard
      1) Prepare a dashboard which displays key indicators of financial health – income statement summary with variances and forecast, cash flow charts with actuals and forecast for the year, ADA chart with actuals and forecast, and balance sheet summary.
   C) Cash Flow Forecast
      1) ExED will prepare a Cash Flow Forecast report for each School (3 forecasts) and the Home Office throughout the year as part of the Standard Financial Reports.
   D) Financial Analysis
      1) ExED will perform on-going analysis of actual versus budget revenue and expenses and monitor cash flow.
   E) Client & Board Meetings
      1) At a minimum once every quarter, ExED shall prepare and review Client's financials with Client Administrator.
      2) Prepare and present Client's financial health to the Board as appropriate, but no less than once every quarter, and including special Board meetings.
      3) Prepare and present Client's financial reports to Finance Committees as appropriate.
   F) Chartering Authority Financial Reporting
      1) Complete and submit all financial reporting required to Chartering Authority

including First Interim, Second Interim, Unaudited Actuals, and Preliminary Budget as required by any mandated due dates.

3) Accounting and Bookkeeping Services

   A) General Ledger Maintenance
      1) Establish and maintain Client's general ledger per the account codes mandated by the California Department of Education. ExED will monitor and edit revenue and expenditure account code structure, add program and location codes when needed, and perform all other regular maintenance.
   B) Bookkeeping
      1) Record all transactions into accounting system with appropriate coding to enable the required reporting.
   C) Balance Sheet Reconciliation
      1) Perform monthly reconciliation of all bank statements. Quarterly perform reconciliation of remaining balance sheet accounts: Prepaid/Deposits, Accounts Receivable, Accounts Payable, Payroll Liability, Debt/Loans, and any Other Asset or Liability Item. Record monthly depreciation entries and update asset values for capitalized items.
   D) Accounts Payable
      1) Process vendor invoices for payments, in accordance with Client fiscal policies.
      2) Complete 1099s for independent contractors.
   E) Accounts Receivable
      1) Monitor receipt of revenue to ensure the Client receives all entitlements. Perform collection activities to receive past due funding from government agencies, not including initiation of legal proceedings.
   F) Audit Preparation
      1) Collect, or arrange for Client to provide, all information required by Auditors for testing and audit report drafting.
      2) Prepare required schedules (e.g., accrual worksheet, fixed asset ledger, balance sheet account detail, etc.).
      3) Serve as the point of contact for all communication with the Auditors regarding financial data maintained by ExED.
      4) Prepare and collect required information for Auditor to complete the 990 tax return.
      5) Work and meet with Client's Audit Committee as needed.

4) Cash Management

   A) Cash Position Reports
      1) Prepare and distribute weekly cash position report to the Client summarizing current bank balance, checks issued and accounts payable balance.
   B) Loans & Lines of Credit
      1) Analyze working capital needs and assist client in preparing or renewing loan or line of credit applications if needed. In the case of state cash deferrals, prepare application for deferral exemptions if eligible.

5) Payroll Processing and Retirement Reporting

A) Payroll Processing
   1) Paycom. The following provisions shall apply unless Client is using a Paycom Alternate for the term of this Agreement:
      (a) Client shall maintain within the Paycom software, in a manner consistent with the information given to ExED, (i) employee information related to payroll processing and (ii) non-tax payment information, such as voluntary deductions and garnishments.
      (b) Notify Client if Client does not have sufficient funds to cover its payroll amounts, taxes, processing charges and fees in Client's designated Demand Deposit Account, on or before 1:30 p.m., Central Time, based on one of the following schedules: Three (3) banking days prior to each check date, unless the check date is on a Saturday, Sunday, or bank holiday, in which case four (4) banking days prior to check date.
      (c) Assist Client in instructing the Bank holding the Client's Demand Deposit Account to honor the charges as initiated from time to time by Paycom.
   2) Paycom Alternate. If Client is using a Paycom Alternate for the term of this Agreement ExED will (i) process any status updates, new hires, terminations, and or informational changes in the payroll system based on information submitted by the Client on Status Change Request forms, and (ii) calculate and submit to federal and state authorities federal and state payroll tax payments and reports, as required by law and directed by Client.
   3) Regular Payroll Schedules: ExED will provide the Client a payroll schedule for the calendar year which includes accrual period and deadlines for ExED to receive from the Client the following information: new hire documentation, personnel change forms and payroll time data for each respective pay period. The Client is responsible to submit all information by the deadlines established per Client's payroll schedule. If a client does not submit payroll information by the deadline or submits incomplete information and has to submit additional information after the payroll deadline, the Client will be charged a late fee of $125.00 per payroll period.
   4) File and deposit Client's State Unemployment taxes and quarterly returns associated with payrolls processed through Paycom.
   5) If Client is closed for school break and cannot receive payroll package, Client can approve payroll package to be mailed to ExED. ExED will deliver the payroll package to Client at the next scheduled school meeting. At Client's direction and Client's expense, ExED can mail out each individual employee's paystub.
B) Retirement Reporting
   1) STRS/PERS - ExED will timely submit monthly the required information to the local county office of education or the designated 3rd party administrator. The retirement division at the county office of education will then forward the information to CalSTRS/CalPERS. Reports submitted will be based on employee and payroll data provided by the Client unless Client does not provide required data. If Client does not provide the required employee and payroll data, ExED will use its knowledge of the respective retirement program to report the necessary information but cannot guarantee it will comply with all retirement program requirements. ExED will coordinate remittance of STRS/PERS contributions with the county office of education accounting department via check, ACH or

debit from Client's apportionment account.

2) Other retirement plans (e.g., 403B, 401K, 457, etc.) – ExED will process appropriate deductions for employees upon receipt of appropriate paperwork from the Client. ExED will submit payment to the applicable retirement company based on Client payroll schedule.

6) Compliance and Data Management Services

A) Attendance Reporting
   1) Prepare PENSEC 20-Day, P-1, P-2, and Annual attendance reports from Client-provided records and submit to the Chartering Authority as required.
   2) Prepare and submit monthly statistical and classification attendance reports, if required to be submitted by Chartering Authority.

B) Categorical Funding Applications
   1) Prepare funding applications for funding sources identified in Client's Budget. This includes the following (if applicable): Consolidated Application (ConApp), Title III Consortium Application English Learner, the Annual Funding Survey, the PENSEC Report for new/expanding schools, SB 740 Facility Grant Program, and the Facilities Incentive Grant, if the Client is eligible and requests that ExED complete the application.
   2) Assist with budget/financial sections of Public Charter Schools Grant Program (PCSGP) and other grant applications, if applicable.

C) Compliance and Fiscal Reporting
   1) Prepare preliminary Budget report and submit to Chartering Authority in required format.
   2) Provide Local Control Funding Formula (LCFF) funding numbers (LCFF Base Revenue, LCFF Supplemental and Concentration, and Minimum Proportionality Percentage) required for Local Control and Accountability Plan (LCAP).
   3) Assist with budget estimates related to the actions and services included in LCAP. ExED expects the development of the LCAP to be an iterative, ongoing process that is developed over multiple months. For each iteration, ExED requires 10 business days to provide budget estimates. If ExED is not provided sufficient time to develop budget estimates or if Client develops LCAP in a short time frame, ExED may not be able to provide budget estimates and Client will need to develop these estimates.
   4) Prepare and disseminate fiscal reports to lenders and creditors as appropriate.
   5) Prepare and submit Title I, II, III, IV and V reporting as appropriate.
   6) If appropriate, complete After School Educational & Safety program reporting.
   7) Prepare per pupil expenditure section of the School Accountability Report Card (SARC).
   8) Prepare school expenditure section of the Civil Rights Data Collection.

D) Nutrition Claims Reporting
   1) Prepare monthly claim information for National School Lunch Program, as appropriate, and transfer information into Child Nutrition Information and Payment System (CNIPS). Client reviews, notifies ExED of any discrepancies and submits final monthly claim information in CNIPS.
   2) Prepare and submit year-end Cost and Revenue reporting.
   3) Provide assistance in preparing for financial components of the School Nutrition

Program administrative review.

7) Other Support Systems, Tools, and Services

A) myExED Portal
   1) Provide secure access to myExED Portal (myexed.org) for relevant Client staff to access ExED applications and exchange necessary information.
   2) From within the myExED Portal, ExED will provide select Client staff access to various applications, including but not limited to the following:
      (a) Box - FileShare
      (b) Power BI - Financials
      (c) ScreenSteps - Knowledge Base
      (d) SpendBridge - Marketplace
      (e) ExED Business Guide

8) EXCLUSIONS & ADDITIONS.

A) The following services, responsibilities and activities are hereby expressly excluded from the Services, together with any services, responsibilities and activities by ExED on behalf of the Client not specifically set forth on this Schedule A:

   1) Managing or designing Human Resources processes to ensure Client compliance as the employer of record.
   2) Managing or confirming accuracy of vacation and sick accrual balances.
   3) Identifying or applying for private grants. Should a client receive a private grant, client is responsible for tracking and informing ExED of financial reporting requirements.
   4) Developing Local Control and Accountability Plan (LCAP) goals and actions or identifying actions that contribute to increasing or improving services for unduplicated pupils.
   5) Drafting the narrative sections of the Budget Overview of Parents.
   6) Ensuring compliance for programs paid for with restricted funds, including determining allowable expenses and completing time and effort reporting.
   7) Preparing and filing property tax exemption forms.
   8) System for Award Management (SAM) registration or renewal registration.
   9) Maintaining corporation/non-profit status including Statement of Information filings.
   10) Obtaining or renewing liability and worker's compensation insurance.
   11) Ensuring Brown Act compliance or providing Brown Act training.

B) The following services, responsibilities and activities are available as part of the Services, as requested by the Client in writing, for the additional charges and fees described below:

   1) For new charter school petitions, ExED will prepare the budget to be submitted with the petition for an additional fee of $3,000.

2) Rush Checks: Rush checks are strongly discouraged. The Client will be allowed one rush check a month. After that, the Client will be charged a fee of thirty dollars ($30.00) per rushed check requested by the Client or as a result of the Client's acts or omissions (e.g., invoices held up at the Client site). The Client will also be charged the cost of delivery, if applicable. Rush Checks are defined as checks requested to be sent out immediately, outside normal weekly processing schedule.
3) Supplemental Payroll Schedules: For all supplemental payroll schedules requested by the Client, ExED will charge Client at the following rates (note: Client may incur charges from Paycom in addition to ExED charges outlined below):
   (a) Late Submission/Unexpected Payroll Schedules: The Client will be charged a fee of thirty dollars ($30.00) per check. Such supplemental checks include, but are not limited to:
      (i) Late Submission of Payroll Data: If the Client submits late payroll information and specifically requests checks be processed as a supplemental run:
      (ii) Supplemental Checks Regarding Terminating Employees:
         (i) Involuntary Termination by the Client: California law generally requires an employee who is being terminated to receive a check upon exit from the Client. If the Client anticipates an employee termination, the Client is expected to communicate with ExED's payroll contact as soon as it becomes aware of the termination and work together to get the check to the Client as expeditiously as possible.
         (ii) Voluntary Termination by Employee: California law generally requires an employee to be paid within 72 hours of terminating. The Client is expected to provide payroll information to ExED's payroll contact immediately upon notification of a terminating employee.
      (iii) Supplemental Checks Regarding Employees Going on Family/Maternity Leave or Family Medical Leave: The Client is expected to communicate with ExED's payroll contact as soon as it becomes aware that an employee is going on family/maternity leave or leave that falls under the Family and Medical Leave Act.
   (b) Scheduled Bonus/Stipend Supplemental Runs: When a bonus/stipend payroll is agreed upon in advance and ExED is given sufficient lead time to prepare, the Client will not be charged. If the Client requires a quick turnaround (less than 72 hours), ExED will charge the Client thirty dollars ($30.00) per check.
   (c) Unscheduled/Emergency Supplemental Runs: When a special check is requested without advance notice and preparation time, the Client will be charged thirty dollars ($30.00) per check.

4) Attendance Reporting Revisions: All attendance reporting revisions required to be made after submission deadlines agreed to by ExED and Client during which Client confirms attendance data is ready to be run, will be charged at the following rates (in the case Client operates multiple Schools, these charges will be applied for each School that requires an adjustment):

(i) The Client will be charged a fee of one-hundred dollars ($100.00) for each instance and each month the monthly attendance data needs to be revised.
(ii) The Client will be charged a fee of one-hundred dollars ($100.00) if a prior year P-2 adjustment is required.

5) The Client will be charged a fee of five-hundred dollars ($500.00) if a CALPADS Unduplicated Pupil Count (UPC) adjustment is required.
6) ExED will charge $125/hour for work related to securing facility financing (e.g. providing financial analysis, developing financial scenarios, and preparing financial reporting that is required to assist Client in securing (or applying for) facility financing)
7) ExED will charge $125/hour for making corrections related to STRS audits.

EXHIBIT 1

Excellent Education Development Management and Accounting Services Agreement - NOTICE OF TERMS SUPPLEMENT

Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between New Los Angeles Charter School, a California nonprofit public benefit corporation ("Client"), and Excellent Education Development ("ExED"), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the "Agreement"). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless a Notice of Non-Renewal is received by ExED within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from June 30th of the year in which this Notice of Terms Supplement ("Notice") is delivered, on the same terms and conditions as contained in the Agreement, except as expressly set forth below.

1. **SERVICE FEES AND RELATED EXPENSES**.

a. ExED's fees and related charges are hereby amended, modified and/or supplemented as follows:

(i) ExED's monthly fees for [Basic Services/Additional Services] are hereby [increased to ____] effective [July 1st of the current year].

(ii) ExED's out-of-pocket-expenses will not exceed [$___] per month without the prior, written authorization from Client.

(iii) ExED's [late payment charge for Service fees/rush check fee /late payroll information fee/ _____] is hereby [increased to __] effective [July 1st of the current year].

(iv) [_____].

2. **OTHER CHANGES.**

a. The Agreement is hereby amended, modified and/or supplemented as follows:

(i) [_____].

3. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notice) shall be taken

together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for your continued collaboration,

ExED:

By: _____ Dated: _____,

Name:_____

Title:_____

EXHIBIT 2

Excellent Education Development Management and Accounting Services Agreement - NOTICE OF NON-RENEWAL

b. Reference is made to that certain Excellent Education Development Management and Accounting Services Agreement between New Los Angeles Charter School, a California nonprofit public benefit corporation ("Client"), and Excellent Education Development ("ExED"), a California nonprofit public benefit corporation, dated the 30th day of June 2021 (the "Agreement"). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

c. The Client is in receipt of a Notice of Terms Supplement from ExED as provided for under the Agreement, and as per the terms of the Agreement and the Notice of Terms Supplement, Client has 60 days to issue a Notice of Non-Renewal terminating the Agreement.

4. **NOTICE OF NON-RENEWAL.**

a. Client hereby elects to issue this Notice of Non-Renewal, terminating the Agreement, effective as of June 30th of the year in which this Notice of Non-Renewal is delivered. Those provisions of the Agreement which by their express terms survive expiration or termination of the Agreement shall remain in full force and effect.

Client:

By: _____ Dated: _____,

Name:_____

Title:_____

RONIN PEST CONTROL

We don't make promises, we get it done!

Attached is the Fumigation Paperwork. Paperwork must be signed and returned via email 2 days before tent goes up. **(Email: roninpestcontrol@yahoo.com)**

-Fumigaton bags will be dropped off on may 13th.
You will need to double bag food and medication, open food in pantry, and food in fridge and freezer.
-All plants close by the home or up against the home need to be moved or pushed away 6-12 inches or trimmed away fro home. All plants inside the home need to be removed out of the home.

-Fumigation Company will give a time frame of arrival the day before on June 16 Thursday.
Gas Company will shut off gas line Friday June 17th from **7am-11:30am.** Please make **sure all gates are unlocked and opened completely so gas company and turn off your gas.**

*****IF GATES ARE NOT WIDE OPEN SOCAL GAS COMPANY WILL NOT SHUT OFF GAS AND WE CAN NOT TENT THE HOME******

Someone will need to be present or a key in a (lock box) can be left for when the fumigation company gets there on Friday June 17 *so they have access to the interior to put tent on (**mandatory**).* ***They will give us the time frame for arrival the day before tent goes up as mentioned.***

The fumigation company will also need access to the interior of the home when **tent goes down** monday June 20th. Than SoCal gas will arrive from 12-8pm to turn on Gas and they Will Need access inside the home.

****ANY CANCELLATION LAST MINUTE WILL BE A FEE OF $450.00*****
******Payment for fumigation we take half payment before tent goes up and the other half when tent comes down. If you have any question or concern please give us a call******
******All Card Transaction we charge a 3% processing fee*** If you want to pay with check or cash please call us so we can schedule technician to pick up it up before tent goes up*******

* _____

Name **Date**

- Preparing Your Pet Cat for Fumigation -

Property Address: 1919 S. Burnside Ave Los Angeles **Fume Dates:** 6/17 **to** 6/20

I Do Not Have a Pet Cat* _____

I Do Have a Pet Cat (s) _____ **How Many?** _____

On the date of my fumigation and throughout the fumigation process, my pet (s) will be:

In my possession & away from the home _____ **Boarded in a kennel** _____

As you prepare your home for its upcoming fumigation, we wanted to remind you of a sometimes overlooked family member – your cat. Cats are unique pets as they have a propensity to come and go as they please. Unlike a dog, cats prefer to be left with little to no attention to them. Having this freedom causes a variety of reactions when your pet becomes stressed. You may have noticed that as their environment changes or as a stranger enters their environment your cat may act odd or run and hide in a familiar place and sometimes will find a new hiding place. The entire fumigation process, beginning when you start to prepare your home may cause your pet to hide more, sometimes making them impossible to find prior to the home being fumigated. Sometimes the homeowner is so distracted in completing their preparations that they forget to remove their pet. The unfortunate ending is the loss of a loved one. Our fumigation company hopes to prevent this from happening to your family and hope to remind you to remove your pet from the property during the entire fumigation process.**

***Even if you do not own a cat, you may have a neighbor whose pet roams the neighborhood. To help reduce the chances of their pet entering the structure during the fumigation process, we strongly recommend that you communicate your fumigation dates with your neighbors and close off any openings to spaces that would allow domestic animals access, such as exterior sub area vents, access openings or vents.**

****Our fumigation company utilizes chloropicrin (tear gas) as a warning agent and Vikane gas during every fumigation. The Vikane label states: "Remove from the structure to be fumigated all persons, domestic animals, pets (including fish) and desirable growing plants." Cats are capable of ignoring the extreme physical distress of chloropicrin exposure and will not leave their hiding place to alert a fumigator of their presence before the Vikane gas is introduced. Fumigators depend on you to help prevent a tragedy from occurring.**

X _____ _____

SIGNATURE **DATE**

AAA Fume Inc.,

5606 Rawlings Avenue South Gate, CA 90280
Phone (562) 622-0915 • Fax (562) 622-9719

Waiver of Claims Form

We, **AAA Fume Inc.**, are informing you that the utmost care will be taken during the fumigation process of your property. However, due to the nature of this work it is impossible to eliminate all the risks of damage. We are explicitly informing you of the possible damage but not limited roofs, gutters, antennas irrigation, or anything protruding from the structure, carports, awning, light fixtures, etc., due to the undergoing fumigation taking place at the following location.

Property at:

1919 S Burnside Ave Los Angeles

Due to the fact that the weather conditions i.e. wind, temperature, rain, or relative humidity may change while your property is tented, damage may occur. Experience has shown that sudden change of temperature produces condensation which leads to sweating of the walls and ceilings that may cause stains to the walls and ceilings.

You have been explicitly informed by **AAA Fume Inc.**, that due to brittle and fragile nature of tile roofs and roof structure, and the necessity of walking on roofs to place and remove tarpaulins on the structure, damage may occur. This action is needed to complete the fumigation.

Also, you have been explicitly informed that due to tarpaulins being over the structure to perform fumigation. Any plants, trees, shrubs, flowers, vines, ivy, that are too close to structure may be damaged or may die.

It is up to the requesting owner and/or agent of the fumigation to decide whether to postpone or cancel the fumigation if the weather conditions are adverse. With full knowledge of the possible damage I do not hold **AAA Fume Inc.,** responsible or liable for any damage due to the above risk or damage.

X

Customer Signature **Date**

Agent/Authorized Personnel **Date**

AAA Fume Inc.,

5606 Rawlings Avenue South Gate, CA 902
Phone (562) 622-0915 • Fax (562) 622-97

NOTICE TO HOMEOWNERS

Security Notification

Date of Fumigation: June 17-20, 2022

Property Address: 1919 S. Burnside Ave Los Angeles 90016

Due to difficult economic conditions, local authorities have reported a recent increase in the number of home burglaries. Unfortunately, this could affect our customers' properties while they are being fumigated. While we take certain precautions to deter such illegal activity, **we do not provide onsite security** and our insurance does not provide coverage against break in or vandalism, if it were to occur. **Thus, we request you consider implementing the following security measures while you are away from your property.**

"Crime Prevention Tips"

1. Hire on-site security.
2. Take valuables such as money, jewelry, credit cards, important documents, etc..., with you to secure locations.
3. Notify your trusted neighbors that your home is going to be fumigated and to call the police if they notice any suspicious activity.
4. Contact your local law enforcement and request extra patrols of your property while you are away.

Note: Our Company does NOT provide on-site security.

I acknowledge I have been advised of the suggested measures listed above and understand that **AAA Fume Inc.** is not liable in the event a break in or vandalism occurs during the fumigation process.

X

Signature of Owner, Occupant or Authorized Agent _____

Date: _____

OCCUPANTS FUMIGATION NOTICE AND PESTICIDE DISCLOSURE

JOB ADDRESS 1919 S. Burnside Ave CITY Los Angeles 90016
☐ Single Family Dwelling ☐ Multi Family Dwelling ☑ Other School
→ Owner/Agent _____
Tel. No. ( ) _____ Emergency No. ( ) _____
Occupant Cinthia Caceres
Tel. No. ( ) 310-293-9297 Emergency No. ( ) _____
Prime Contractor Ronin Pest Control
Fumigation Contractor **AAA FUME, INC.** Emergency No. **(562) 622-0915**
Target Pest(s): ☒ Drywood Termites ☐ Beetles ☐ Other(s) _____
Fumigants proposed to be used: ☐ Sulfuryl Fluoride (Vikane or Zythor)

CHLOROPICRIN WILL BE USED AS WARNING AGENT WITH EITHER FUMIGANT

Dates of fumigation: June 17 Date changes/Alternative date: _____
Date of Re-Entry: June 20 Initials _____

IMPORTANT - READ CAREFULLY

THIS BUILDING WILL BE FUMIGATED WITH LETHAL GASES ON THE DATE(S) INDICTED ABOVE. ALL PERSONS AND ANIMALS MUST VACATE THE PREMISES ON OR BEFORE ARRIVAL OF THE FUMIGATION CREW.

UNDER NO CIRCUMSTANCES CAN ANYONE ENTER THE BUILDING UNTIL THE FUMIGATION COMPANY'S NOTICE IS POSTED GIVING THE TIME AND DATE FOR SAFE RE-ENTRY.

Are you aware of any conduits, pipes, common drains, air ducts, central vacuum systems or any other construction elements that would allow the passage of fumigant from the structure to be fumigated to any other adjacent or adjoining structure?
→ Yes ( ) No ( ) _____

"State law requires that you be given the following information: CAUTION-PESTICIDES ARE TOXIC CHEMICALS. Structural pest control companies are registered and regulated by the Structural Pest Control Board, and apply pesticides which are registered and approved for use by the California Department of Pesticide Regulation and the United States Environmental Protection Agency. Registration is granted when the State finds that based on existing scientific evidence there are no appreciable risks if proper use conditions are followed or that the risks are outweighed by the benefits. The degree of risk depends upon the degree of exposure, so exposure should be minimized."

If within 24 hours you experience symptoms of dizziness, headache, nausea, reduced awareness, slowed movement, garbled speech or difficulty in breathing, leave the structure immediately and seek medical attention by contacting your physician or Poison Control Center (telephone number) and notify your pest control company. The warning agent, chloropicrin, can cause symptoms of tearing, respiratory distress and vomiting. Entry into the space during fumigation can be fatal.

For further information, contact any of the following: Your pest control company (telephone number); for Health Questions - the County Health Department (telephone number); for Application Information - the County Agricultural Commissioner (telephone number) and for Regulatory Information - the Structural Pest Control Board, 800/737-8188, 2005 Evergreen Street, Suite 1500, Sacramento, CA 95815-3831.

FOR HEALTH QUESTIONS:

County	Department of Agriculture	Health Department	Gas Companies:	
Los Angeles	(626) 575-5465	(888) 700-9995	Southern California	(800) 427-2200
Orange	(714) 955-0100	(714) 433-6000	Long Beach	(562) 570-5700
Riverside	(951) 955-3011	(888) 722-4234		
San Bernardino	(909) 387-2105	(800) 782-4264		
Ventura	(805) 933-2926	(805) 981-5221		

Structural Pest Control Board 1(800) 737-8188
Poison Center (All Counties) 1(800) 222-1222
AAA Fume Inc., **(562) 622-0915**

I hereby acknowledge receipt of copy of this document as well as a list that includes the instructions for the necessary preparations for the fumigation, procedures for leaving the structure, and the following document copy of the Vikane or Zythor fact sheet.

_____

_____

_____

We suggest that you notify nearby neighbors of the date of fumigation and to keep pets away during the fumigation. Close off any open access to subarea to prevent pets from entering.

I HAVE READ AND UNDERSTOOD BOTH FRONT AND BACK OF THIS NOTICE THROUGHLY INCLUDING TERMS 1-18

Owner's Signature X _____ DATE: _____
Agent /Authorized Personnel: _____ DATE: _____
Tenant: _____ DATE: _____
Neighbors gives permission to enter their property for Fumigation _____
Neighbor's Signature

White Copy: Fumigation Office Yellow: Customer Copy Pink: Neighbor's Copy

TERMS, CONDITIONS AND LIABILITIES

THIS COMPANY ASSUMES NO RESPONSIBILITY FOR ANY DAMAGE TO SOLAR HEATING SYSTEMS

IT IS THE RESPONSIBILITY OF THE HOMEOWNER OR THE AGENT TO HAVE ALL ITEMS ON THE FOLLOWING CHECKLIST DONE BEFORE THE FUMIGATION CREW ARRIVES. HOWEVER, IN CASE OF RAIN OR STRONG WINDS, THE JOB MAY HAVE TO BE POSTPONED TO A LATER DATE. IN THE EVENT OF RESCHEDULING OR RE-FUMIGATIONS, AAA FUME INC. IS NOT RESPONSIBLE FOR ANY COSTS INCURRED FOR ROOMS (HOTEL OR MOTEL) FOR OWNERS, GUESTS OR TENANTS, FOR ANY FOOD OR BOARDING OF ANY ANIMALS OR PETS. THE FOLLOWING ITEMS MUST BE DONE AND FUMIGATION NOTICE SIGNED WHEN CREW ARRIVES. FAILURE TO DO SO WILL POSTPONE THE JOB AND A RESCHEDULING FEE MAY BE REQUIRED.

1. Remove all people and pets, including fish and birds. Pets must be removed from yards including cats. The water in fish tanks does n o t need to be drained.
2. Remove all interior and exterior plants, whether potted or hanging in/on building(s). OUR FUMIGATION CREWS WILL NOT MOVE HEAVY PLANTS AND/OR PLANTERS.
3. Remove baby mattresses enveloped with plastic. Water beds do not need to be removed or altered. Unzip plastic covers over clothing or mattresses.
4. Remove foods and medicines NOT sealed in glass or metal containers. This includes anything you ingest orally, such as gum or candy. It also includes food in freezers and refrigerators. In lieu of removal, these items may be placed in nylo fume bags of 4 mil or greater thickness and sealed with tape or clamps. IF WE MUST BAG FOODS OR MEDICATIONS, THERE WILL BE A CHARGE OF $25.00 PER BAG. IF FOOD OR MEDICATIONS ARE THROWN AWAY, AAA FUME INC. IS NOT RESPONSIBLE FOR REPLACEMENTS OF THE SPOILED FOOD OR MEDICINE. NOTE: The reason for removal or bagging of food items is because Vikane is not registered for fumigation of prepared food. Therefore, FOOD MUST BE REMOVED OR BAGGED AS A REQUIREMENT RATHER THAN OUT OF FEAR OF CONTAMINATION. AAA FUME INC. is not responsible for spoiled food or medication the crew has bagged or thrown away. AAA FUME INC. will not replace or reimburse any money to replace the spoiled food or medicine.
5. The occupant must soak the soil around the building at least 12" from the foundation outward. This can be done the evening before. This may help protect the plant root growth. WATER MUST BE TURNED ON DURING THE FUMIGATION. All automatic timing devices (sprinklers, lights, alarms, etc.) must be turned off prior to the fumigation. AAA FUME INC. will not be responsible for any damage to lighting fixtures or other items that project from the structure.
6. IMPORTANT: Open all drawers, cabinets, and closets prior to fumigation. This is required by the State Regulatory Agency. If key arrangements have not been made, please make arrangements with the licensee of the fumigation crew when he arrives. We must have access to all parts of the structure(s) being fumigated. This includes rooms or garages usually kept locked. ACCESS IS REQUIRED BY LAW. Keys must be given to the person in charge. Burglary alarm systems must be turned off during the fumigation.
7. The occupant must cut back plant growth where possible 12" to 18" away from the structure(s) to be fumigated. THIS INCLUDES IVY, VINES AND BOUGANVILLA. Clean all debris away from the structures(s). IF DEBRIS IS NOT CLEARED AWAY AND VINES AND TREES ARE NOT TRIMMED, THE FUMIGATION CREW CANNOT GET A GOOD GROUND SEAL WITH THE TARPS. PLANTS, VINES, GRASS, ETC. THAT MIGHT BE COVERED DURING THE FUMIGATION PROCESS MAY CAUSE THE COVERED PLANTS, VINES, AND GRASS ETC., TO DIE.
8. We request that the occupants remove TV antennas and/or Satellite dishes where possible. If we must remove them, AAA FUME INC., will assume no responsibility for any damage to or replacement and/or alignment of antennas. Old and oxidized antennas are usually damaged when they are removed or replaced.
9. IMPORTANT: All vehicles, boats, trailers, campers, etc., must be removed from driveways and RV parking areas during the fumigation. Vehicles must be removed from garages/carports. AAA FUME Inc. can assume no responsibility for damage to the same. IN CASE A VEHICLE IS LEFT IN THE GARAGE, THE WINDOWS AND TRUNK MUST BE LEFT OPEN.
10. AAA FUME INC. does not turn on or off the gas. The gas company is the only persons allowed to turn on or off the gas to the property. AAA FUME INC. is not responsible for any damage that this may cause to or all utilities related to the gas. The gas service must be shut off by the gas company only. The Southern California Gas Company must be called at least 2 business days prior to the fumigation date. For the Long Beach Gas Company, they require at least 5 business days prior to the fumigation date.
11. ROOFS: The roof surface and perimeter areas of the building must be walked upon and damages may or will occur, although the utmost care will be exercised. Neither the termite company nor AAA FUME INC., will assume any liability for such damages or consequential damage that may or will occur to roofs or roof covering and areas below same, gutters, electrical wiring, patio and awning covers, solar heating panels or related plumbing, living plants, trees or landscaping at or adjacent to the subject property. IN CASE OF OLD BRITTLE WOOD SHINGLES, SHAKE OR COMPOSITION ROOFS, NEW OR OLD TILE OR ALUMINUM ROOFS, THERE IS ALWAYS THE POSSIBLIITY OF DAMAGE.
12. SECURITY: During the fumigation and aeration period, the possibility of burglary exists as it does any time you leave your home, therefore, we recommend you take any steps you feel necessary to prevent this. WE DO NOT PROVIDE ON-SITE SECURITY DURING THE FUMIGATION PROCEDURE OR AFTER THE TARPS OR SEALS ARE REMOVED, EXCEPT AS REQUIRED BY THE STATE OR LOCAL ORDINANCE. Our insurance does not cover malicious vandalism or theft. It is in your best interest that all valuables, such as jewelry, money, and objects of art be removed prior to fumigation. Owner/occupants/agents may post a guard at the property at his/her own discretion and cost. WE WILL NOT BE RESPOSIBLE FOR ANY LOSS OR DAMAGE DUE TO VANDALISM, THEFT, OR OTHER ACTS OF THIRD PARTIES.
13. NEIGHBOR: If tarping of the building will require entrance into one or more neighbor's yard(s) by the fumigators, pets must be removed or tied up on the yards to prevent such animals from being poisoned and to allow our crew access. It will be up to the owner/agent to inform the neighbor(s) of the impending fumigation and the date thereof and lack of doing so will not be our liability. Neighbor's plans may be affected if growing on or directly adjacent to your building. Please obtain neighbor's signature where indicated on the front of this document indicating notice and knowledge of the above.
14. Air conditioners and heaters need to be turned off during the fumigation. AAA FUME INC. will not be held responsible for any damages to these units.
15. Fumigations require the use of masking tape. Where the painted surface is old, oxidized, or improperly applied, peeling or chipping will occur. Even though these surfaces appear to be in good condition AAA FUME INC., assumes no responsibility for any damage caused by the use of masking tape.
16. If tarping of the building will require entrance into your neighbor's yard by the fumigators, his pets must be removed or tied up. It is your responsibility to inform your neighbor and secure permission to enter their property.
17. It is impossible to eliminate all risks associated with use of this product (Vikane Gas and Chloropicrin warning agent). Plant injury, lack of performance, or other unintended consequences may result because of such factors as use of the product, such as unfavorable temperature, soil conditions, etc.), abnormal conditions (such as excessive rainfall, droughts, tornadoes, hurricanes), presence of other materials, the manner of application, or other factors, all of which are beyond the control of AAA FUME INC. All such risks shall be assumed by owner or authorized agent of property being fumigated.
18. No one can enter the property for any reason before the property has been certified for a safe re-entry by a licensed fumigator once the property has been covered and the Vikane Gas has been released. Upon entering a property that is not certified by a licensed fumigator AAA FUME INC. will not be held responsible for that person or persons becoming ill.

Signature: X _____ Date: _____

RONIN TERMITE & PEST CONTROL
We don't make promises, we get it done!

P. O. Box 1263
Hawthorne, CA 90251
Tel: (310) 765-0509
roninpestcontrol@yahoo.com
www.roninpestcontrol.com

TERMITE SERVICE AGREEMENT

Date: June 17-20, 2022	
Estimator: Ronin Pest Control	Home Telephone:
Owner / Agent: Cinthia Caceros "New LA charter School"	Work Telephone:
Address (Mailing):	E-mail:
Address (Service): 1919 S. Burnside Ave Los Angeles 90016	

NOTICE TO BUYER: (1) Do not sign this agreement before you read and understand it or if it has any blank spaces that need to be completed. (2) You are entitled to a completed copy of this agreement and any other documents that are specific to this contract.

For and in consideration of the mutual covenants set forth herein and other good and valuable consideration the receipt and adequacy of which are hereby acknowledged, and the "Owner" as described above, and the "Contractor", Ronin Pest Control do hereby agree as follows:

The Contractor shall perform the following work as described and checked below on the above "Premises", including the provision of all labor and materials listed.

DRYWOOD TERMITES: ✓ **SUBTERRANEAN TERMITES:** _____ **OTHER:** _____

1. **TENT FUMIGATION:** House._____ Garage._____ Outbuildings._____ Other. School
2. **DRILL & TREAT:** House._____ Garage._____ Patio(s)._____ Outbuildings._____ Other._____
3. **TRENCH & TREAT:** House._____ Garage._____ Patio(s)._____ Outbuildings._____ Other._____
4. **OTHER:** House._____ Garage._____ Patio(s)._____ Outbuildings._____ Other._____
5. **LOCAL TREATMENT:** *See attached graph for specific area of treatment.*
6. **REPAIR WORK:** House._____ Garage._____ Patio(s)._____ Outbuildings._____ Other._____
7. **CONTROL SERVICE POLICY**_____ 8. **INSPECTION FEE** _____

JOB DESCRIPTION:

Fumigation for the control of drywood termites
3 year guarantee

SEE WOOD DESTROYING PEST AND ORGANISMS INSPECTION (WDO) REPORT (#_____)
ATTACHED FOR RECOMMENDATIONS COMPLETED AND NOT COMPLETED BY THIS COMPANY.

9. **Owner agrees to pay Contractor the balance due immediately upon completion of the above described services.** *(SEE MECHANIC LIEN NOTICE AT BOTTOM)*
10. TOTAL AMOUNT DUE ..... $22,825.00 (Includes all items indicated above)
11. DOWN PAYMENT Due before June 17 $11,412.50 (Minimum 50% of total amount)
12. UNPAID BALANCE Due on June 20 $11,412.50

There will be a finance charge on all unpaid balances over 30 days past due (annual percentage rate is 18%)

13. The contractor will waive all liens and rights or claims thereto, whether existing or future, which it might otherwise possess pursuant to Section 3110 of the California Civil Code upon completion and payment in full of this agreement.
14. This contract contains the entire agreement of the signed parties, and there are no warranties, representations or guarantees implied except as stated in this agreement and the WDO report attached. It is acknowledged that the above described work may include the application of toxic and poisonous substances. The Contractor shall not be held responsible or liable for any injury or damage to shrubs, trees, plants, landscaping, roofing material or animals resulting from work performed in connection with the completion of this agreement and owner hereby releases and waives any claim or right which he/she may otherwise possess in connection therewith. Buyer warrants that Owner is record title owner of the above described premises or is fully authorized by the owner to contract as set forth herein.
15. This contract binds jointly and severally all signing as Owner/Agent and their heirs and representatives, and insures to the benefit of Contractor's assigns. The Owner/Agent acknowledges that prior to any work being done and prior to signing this service agreement he/she has read and received a legible and completed copy of this agreement and all other documents that are pertinent and applicable to this contract.

Mechanic's Lien Notice: This notice is to inform you of Ronin Pest Control's policy with regards to its use of mechanic's lien. CA civil code section 3097.

X
_____
Owner / Agent Signature

_____
Ronin Pest Control Inspector Lic. #

Invoice

Invoice Date: 6/7/2022
Invoice Number: 22-1114

New Los Angeles Charter School
5421 Obama Blvd.
Los Angeles, CA 90016
Attn: Xochitl Lira
Email: xochitl@geaschool.com

School Site: **Baldwin Hills Elementary School**

Usage: **After-Hours Use**

Time of Use: **2:20pm-6:00pm (3 hours 40mins)**
Requested Facilities: **Three (3) Classrooms and Blacktop/Upper Yard**

Dates	Description	Charges	Hours	No. of Days	Total
8/16/21-6/10/22 (M-F, 180 days)	After School Program	Custodial (Hourly & per day use)	3.67	180	$25,155.65
		Utilities (Hourly & Per Facility Per Day Use)	3.67	180	$4,260.87
		Supplies (Daily)	1	180	$1,800.00

Total amount Due: **$31,216.52**

Please make check payable to: Los Angeles Unified School District

Mail to:
Los Angeles Unified School District
Los Angeles Unified School District
Real Estate
333 South Beaudry Avenue, **1st Floor**
Los Angeles, CA 90017
Attn: Karen Tandoc

Month	Enrollment	ADA	ADA %	Suspensions	504's	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	190	167.14	87.98%	0	3	30	15.79%	4 AUT 7 OHI 1 OI 10 SLD 8 SLI	190	0	0	100.00%	57	30.00%
September	192	173.39	90.96%	0	3	30	15.63%	4 AUT 7 OHI 1 OI 12 SLD 6 SLI	121	31	40	79.17%	63	32.81%
October	193	167.75	87.27%	0	3	29	15.03%	5 AUT 6 OHI 1 OI 11 SLD 6 SLI	133	26	34	82.38%	63	32.64%
November	195	172.15	89.03%	0	3	28	14.36%	5 AUT 6 OHI 1 OI 11 SLD 5 SLI	134	27	34	82.56%	63	32.31%
December	194	170.91	88.10%	0	3	29	14.95%	5 AUT 7 OHI 1 OI 13 SLD 3 SLI	131	33	33	84.54%	63	32.47%
January	196	153.54	78.60%	0	3	31	15.82%	5 AUT **7** OHI 1 OI 14 SLD 4 SLI	134	33	33	85.20%	63	32.14%
February	195	176.67	90.19%	0	3	33	16.92%	5 AUT, 7 OHI, 1 OI 15 SLD, 5 SLI	133	29	33	83.08%	64	32.82%
March	195	181.80	93.23%	0	3	34	17.44%	5 AUT, 7 OHI, 1 OI 15 SLD, 6 SLI	133	29	33	83.08%	67	34.36%
April	195	177.33	90.94%	0	3	34	17.44%	5 AUT, 7 OHI, 1 OI 15 SLD, 6 SLI	133	29	33	83.08%	67	34.36%
May	197	170.28	87.13%	0	3	36	18.27%	5 AUT, 8 OHI, 1 OI 16 SLD, 6 SLI	135	29	33	83.25%	67	34.01%
June							#DIV/0!					#DIV/0!		#DIV/0!

Current Enrollment
195

OHI (Other Health Impairment)
OI (Orthopedic Impairment)
HOH (Hard of Hearing)
SLD (Specific Learning Disability)

DHOH (Deaf & Hard of Hearing)
SLI (Speech/Language Impairment)
ED (Emotional Disturbance)
AUT (Autism)

MIDDLE SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504s	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	324	288.42	89.59%	0	2	56	17.28%	5 AUT 9 OHI 39 SLD 1 SLI 2 HOH	324			100.00%	64	19.75%
September	320	269.00	84.28%	0	2	57	17.81%	5 AUT, 2 HOH, 8 OHI, 41 SLD, 1 SLI	320			100.00%	89	27.81%
October	318	296.48	92.77%	0	2	57	17.92%	5 AUT, 2 HOH, 9 OHI, 41 SLD,	231	49	40	88.05%	85	26.73%
November	319	295.79	92.68%	0	2	55	17.24%	4 AUT 2 HOH 9 OHI 40 SLD	231	49	40	87.77%	85	26.65%
December	317	285.62	89.92%	0	2	55	17.35%	4 AUT 2 HOH 9 OHI 40 SLD	232	49	36	88.64%	84	26.50%
January	318	242.40	76.16%	1	2	55	17.30%	4 AUT 2 HOH 9 OHI 40 SLD	233	49	36	88.68%	82	25.79%
February	319	292.17	91.57%	8	2	56	17.55%	4 AUT, 2 HOH, 8 OHI, 40 SLD, 2 ED	232	49	38	88.09%	82	25.71%
March	319	299.75	93.97%%	2	2	55	17.24%	4 AUT, 1 ED, 2 HOH, 10 OHI, 38 SLD,	232	49	38	88.09%	82	25.71%
April	318	291.07	91.38%	1	2	55	17.30%	4 AUT, 1 ED, 2 HOH, 10 OHI, 38 SLD,	231	49	38	88.05%	82	25.79%
May	318	285.95	89.92%	3		55	17.30%	4 AUT, 2 ED, 2 HOH, 10 OHI, 37 SLD,	231	49	38	88.05%	77	24.21%
June							#DIV/0!					#DIV/0!		#DIV/0!

Current Enrollment
318

OHI (Other Health Impairment)
OI (Orthopedic Impairment)
HOH (Hard of Hearing)
SLD (Specific Learning Disability)

DEA (Deaf & Hard of Hearing)
SLI (Speech/Language Impairment)
ED (Emotional Disurbance)
AUT (Autism)

NATIONAL SCHOOL LUNCH PROGRAM

Month	ES Expense	MS Expense	Total Expense	SSO Reimbursement	NSLP Reimbursement	Total
July	$6,439.95	$3,152.46	$9,592.41	$11,356.58		**$1,764.17**
August	$8,451.05	$11,205.05	$19,656.10	$13,842.57	$1,307.00	**-$4,506.53**
September	$8,868.56	$11,289.17	$20,157.73	$16,680.90	$1,929.00	**-$1,547.83**
October	$9,901.72	$10,286.31	$20,188.03	$19,625.81	$2,301.00	**$1,738.78**
November	$6,464.27	$7,071.75	$13,536.02	$13,239.70	$1,703.00	**$1,406.68**
December	$5,734.06	$6,421.10	$12,155.16	$12,715.77	$1,451.00	**$2,011.61**
January	$8,815.85	$7,389.85	$16,205.70	$11,281.07	$1,481.00	**-$3,443.63**
February	$8,662.54	$7,248.72	$15,911.26	$16,185.03	$2,059.00	**$2,332.77**
March	$10,463.23	$11,148.25	$21,611.48	$17,693.17	$2,475.00	**-$1,443.31**
April	$9,454.79	$7,690.35	$17,145.14	$13,375.09	$1,703.00	**-$2,067.05**
May	$10,187.97	$11,837.83	$22,025.80	$16,753.88	$2,168.00	**-$3,103.92**
June						

CLIENT NAME NEW LOS ANGELES ELEMENTARY SCHOOL
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
2022-2023

	Kinder AM	Kinder PM	Grades 1	2	3	4	5
Regular Days							
Start	7:50 AM		7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM
End	2:20 PM		2:20 PM	2:20 PM	2:20 PM	2:20 PM	2:20 PM
Number of Hours	06:30	00:00	06:30	06:30	06:30	06:30	06:30
Total Number of Minutes	390	0	390	390	390	390	390
Less Recess	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)	(40)	(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	330	(60)	330	330	330	330	330
Number of Days	136		136	136	136	136	136
Total Minutes	44,880	0	44,880	44,880	44,880	44,880	44,880
Minimum Days							
Start	07:50 AM		07:50 AM	07:50 AM	07:50 AM	07:50 AM	07:50 AM
End	01:20 PM		01:20 PM	01:20 PM	01:20 PM	01:20 PM	01:20 PM
Number of Hours	05:30	00:00	05:30	05:30	05:30	05:30	05:30
Total Number of Minutes	330	0	330	330	330	330	330
Less Recess	(20)		(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)		(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	270	0	270	270	270	270	270
Number of Days	31		31	31	31	31	31
Total Minutes	8,370	0	8,370	8,370	8,370	8,370	8,370
Other Days							
Start	07:50 AM		07:50 AM	07:50 AM	07:50 AM	07:50 AM	07:50 AM
End	12:35 PM		12:35 PM	12:35 PM	12:35 PM	12:35 PM	12:35 PM
Number of Hours	04:45	00:00	04:45	04:45	04:45	04:45	04:45
Total Number of Minutes	285	0	285	285	285	285	285
Less Recess	(20)		(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)		(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	225	0	225	225	225	225	225
Number of Days	8		8	8	8	8	8
Total Minutes	1,800	0	1,800	1,800	1,800	1,800	1,800
			Complete 10 Da	Complete 10 Da	Complete 10 Da	Complete 10 Da	Complete 10 Day Average
Other Days							
Start							
End							
Number of Hours	00:00	00:00	00:00	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0	0	0	0
Less Recess							
Less Lunch							
Actual Daily Instructional Minutes	0	0	0	0	0	0	0
Number of Days							
Total Minutes	0	0	0	0	0	0	0
Annual Instructional Minutes	**55,050**	**0**	**55,050**	**55,050**	**55,050**	**55,050**	**55,050**
SDE Required Number of Minutes	36,000	36,000	50,400	50,400	50,400	54,000	54,000
In Compliance (Yes/No)	**Yes**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

CLIENT NAME NEW LOS ANGELES MIDDLE SCHOOL
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
2022-2023

	Grades		
	6	**7**	**8**
Regular Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	03:20 PM	03:20 PM	03:20 PM
Number of Hours	07:10	07:10	07:10
Total Number of Minutes	430	430	430
Less Recess	(15)	(15)	(15)
Less Lunch	(30)	(30)	(30)
Actual Daily Instructional Minutes	385	385	385
Number of Days	136	136	136
Total Minutes	52,360	52,360	52,360
Minimum Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	02:20 PM	02:20 PM	02:20 PM
Number of Hours	06:10	06:10	06:10
Total Number of Minutes	370	370	370
Less Recess	(15)	(15)	(15)
Less Lunch	(30)	(30)	(30)
Actual Daily Instructional Minutes	325	325	325
Number of Days	31	31	31
Total Minutes	10,075	10,075	10,075
Early Release Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	12:35 PM	12:35 PM	12:35 PM
Number of Hours	04:25	04:25	04:25
Total Number of Minutes	265	265	265
Less Recess	0	0	0
Less Lunch	0	0	0
Actual Daily Instructional Minutes	265	265	265
Number of Days	8	8	8
Total Minutes	2,120	2,120	2,120
Final Exam Schedule			
Start			
End			
Number of Hours	00:00	00:00	00:00
Total Number of Minutes	0	0	0
Less Recess			
Less Lunch			
Actual Daily Instructional Minutes	0	0	0
Number of Days			
Total Minutes	0	0	0
Annual Instructional Minutes	**64,555**	**64,555**	**64,555**
SDE Required Number of Minutes	54,000	54,000	54,000
In Compliance (Yes/No)	**Yes**	**Yes**	**Yes**

CLIENT NAME
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
JUNE 30, 20XX

	Grades			
	9	**10**	**11**	**12**
Regular Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Minimum Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Early Release Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Final Exam Schedule				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Annual Instructional Minutes	**0**	**0**	**0**	**0**
SDE Required Number of Minutes	64,800	64,800	64,800	64,800
In Compliance (Yes/No)	**No**	**No**	**No**	**No**

CLIENT NAME NEW LOS ANGELES ELEMENTARY SCHOOL
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
2022-2023

	Kinder AM	Kinder PM	Grades 1	2	3	4	5
Regular Days							
Start	7:50 AM		7:50 AM	7:50 AM	7:50 AM	7:50 AM	7:50 AM
End	2:20 PM		2:20 PM	2:20 PM	2:20 PM	2:20 PM	2:20 PM
Number of Hours	06:30	00:00	06:30	06:30	06:30	06:30	06:30
Total Number of Minutes	390	0	390	390	390	390	390
Less Recess	(20)	(20)	(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)	(40)	(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	330	(60)	330	330	330	330	330
Number of Days	136		136	136	136	136	136
Total Minutes	44,880	0	44,880	44,880	44,880	44,880	44,880
Minimum Days							
Start	07:50 AM		07:50 AM	07:50 AM	07:50 AM	07:50 AM	07:50 AM
End	01:20 PM		01:20 PM	01:20 PM	01:20 PM	01:20 PM	01:20 PM
Number of Hours	05:30	00:00	05:30	05:30	05:30	05:30	05:30
Total Number of Minutes	330	0	330	330	330	330	330
Less Recess	(20)		(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)		(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	270	0	270	270	270	270	270
Number of Days	31		31	31	31	31	31
Total Minutes	8,370	0	8,370	8,370	8,370	8,370	8,370
Other Days							
Start	07:50 AM		07:50 AM	07:50 AM	07:50 AM	07:50 AM	07:50 AM
End	12:35 PM		12:35 PM	12:35 PM	12:35 PM	12:35 PM	12:35 PM
Number of Hours	04:45	00:00	04:45	04:45	04:45	04:45	04:45
Total Number of Minutes	285	0	285	285	285	285	285
Less Recess	(20)		(20)	(20)	(20)	(20)	(20)
Less Lunch	(40)		(40)	(40)	(40)	(40)	(40)
Actual Daily Instructional Minutes	225	0	225	225	225	225	225
Number of Days	8		8	8	8	8	8
Total Minutes	1,800	0	1,800	1,800	1,800	1,800	1,800
			Complete 10 Da	Complete 10 Da	Complete 10 Da	Complete 10 Da	Complete 10 Day Average
Other Days							
Start							
End							
Number of Hours	00:00	00:00	00:00	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0	0	0	0
Less Recess							
Less Lunch							
Actual Daily Instructional Minutes	0	0	0	0	0	0	0
Number of Days							
Total Minutes	0	0	0	0	0	0	0
Annual Instructional Minutes	**55,050**	**0**	**55,050**	**55,050**	**55,050**	**55,050**	**55,050**
SDE Required Number of Minutes	36,000	36,000	50,400	50,400	50,400	54,000	54,000
In Compliance (Yes/No)	**Yes**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

CLIENT NAME NEW LOS ANGELES MIDDLE SCHOOL
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
2022-2023

	Grades		
	6	**7**	**8**
Regular Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	03:20 PM	03:20 PM	03:20 PM
Number of Hours	07:10	07:10	07:10
Total Number of Minutes	430	430	430
Less Recess	(15)	(15)	(15)
Less Lunch	(30)	(30)	(30)
Actual Daily Instructional Minutes	385	385	385
Number of Days	136	136	136
Total Minutes	52,360	52,360	52,360
Minimum Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	02:20 PM	02:20 PM	02:20 PM
Number of Hours	06:10	06:10	06:10
Total Number of Minutes	370	370	370
Less Recess	(15)	(15)	(15)
Less Lunch	(30)	(30)	(30)
Actual Daily Instructional Minutes	325	325	325
Number of Days	31	31	31
Total Minutes	10,075	10,075	10,075
Early Release Days			
Start	08:10 AM	08:10 AM	08:10 AM
End	12:35 PM	12:35 PM	12:35 PM
Number of Hours	04:25	04:25	04:25
Total Number of Minutes	265	265	265
Less Recess	0	0	0
Less Lunch	0	0	0
Actual Daily Instructional Minutes	265	265	265
Number of Days	8	8	8
Total Minutes	2,120	2,120	2,120
Final Exam Schedule			
Start			
End			
Number of Hours	00:00	00:00	00:00
Total Number of Minutes	0	0	0
Less Recess			
Less Lunch			
Actual Daily Instructional Minutes	0	0	0
Number of Days			
Total Minutes	0	0	0
Annual Instructional Minutes	**64,555**	**64,555**	**64,555**
SDE Required Number of Minutes	54,000	54,000	54,000
In Compliance (Yes/No)	**Yes**	**Yes**	**Yes**

CLIENT NAME
ANNUAL INSTRUCTIONAL MINUTES CALCULATION
JUNE 30, 20XX

	Grades			
	9	**10**	**11**	**12**
Regular Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Minimum Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Early Release Days				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Final Exam Schedule				
Start				
End				
Number of Hours	00:00	00:00	00:00	00:00
Total Number of Minutes	0	0	0	0
Less Recess				
Less Lunch				
Actual Daily Instructional Minutes	0	0	0	0
Number of Days				
Total Minutes	0	0	0	0
Annual Instructional Minutes	**0**	**0**	**0**	**0**
SDE Required Number of Minutes	64,800	64,800	64,800	64,800
In Compliance (Yes/No)	**No**	**No**	**No**	**No**

June 30, 2022

Anthony Aguilar
Chief of Special Education, Equity, and Access
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Mr. Aguilar,

The special education partnership between LAUSD and the charter school community continues to be instrumental in improving services and outcomes for students with disabilities across Los Angeles, especially in light of the challenges brought by the COVID 19 pandemic. On behalf of charter schools participating in the Charter Operated Programs: Option 3 ("COP3"), I am writing to express our gratitude for this ongoing collaboration.

Over the past decade, the COP3 has led to the development of a robust charter school special education infrastructure that expanded the range of innovative high-quality special education programs. Today, more than 200 charter schools in the COP3 serve over 14,000 students with disabilities, 2,500 of whom are students with extensive support needs. This is a testament to the fact that charter schools are an integral part of the continuum of special educational options within LAUSD and that our ongoing work together ensures that students and families are able to receive appropriate supports and services regardless of which type of school they attend.

We also recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take the necessary steps to preserve their ability to exit the SELPA should such action be in the best interest of their students. Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2023.

Please note that this letter is not binding upon the undersigned charter schools and serves the requisite administrative function of providing a one-year notice of intent to exit the SELPA. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2023-24 academic year.

We look forward to ongoing partnership in the service of all of our students and families.



Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Executive Director, Granada Hills Charter School

CC: Maribel Luna, Senior Director, Special Education
Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Guttierez, Director, Charter Schools Division
Alexa Slater, California Department of Education

Rodolfo Elizondo Chief Instructional Officer Alliance College-Ready Public Schools	**Christopher Carr** Interim Superintendent Aspire Public Schools	**Grace Lee-Chang** Chief Executive Officer The Accelerated Schools
Kalin Balcomb Executive Director Arts in Action Community Charter Schools	**Hrag Hamalian** Executive Director Bright Star Schools	**Ari Bennett** Principal Birmingham Community Charter High School
Cesar Lopez **Executive Director** APEX Academy	**Catherine Belcher** Executive Director Champs Charter HS of Arts	**Jose Salas** Executive Director Montague Charter Academy for Arts and Sciences
Adriana Abich Chief Executive Officer Camino Nuevo Charter Academy	**Erin Studer** Executive Director Chime Charter School	**Malka Borrego** Chief Executive Officer Equitas Academy Charter Schools
Patricia Smith Executive Director CATCH Prep Charter High School	**Raul Alacron** Principal City Charter Schools	**Cristina de Jesus** President and CEO Green Dot Public Schools California

Ani Meymarian Head of School Collegiate Charter High School	**Corri Ravare** Chief Executive Officer Extera Public Schools	**Mark Kleger-Heine** Executive Director Citizens of the World Los Angeles
Karen Smith Principal Discovery Charter Preparatory #2	**David Riddick** Executive Director Fenton Charter Public Schools	**David Hussey** Executive Director El Camino Real Charter High School
Oliver Sicat Chief Executive Officer Ednovate	**Liza Bercovici** Executive Director Gabriella Charter Schools	**Carrie Wagner** Executive Director GALS Los Angeles
Brian Bauer Executive Director Granada Hills Charter School	**Colleen Molina** Principal High Tech Los Angeles	**Parker Hudnut** Chief Executive Officer ICEF Public Schools
Jake Rodgers Superintendent Ingenium Schools	**Nadia Shaiq** Chief Executive Officer Isana Academies	**Joe Herzog** Executive Director Ivy Academia

Stephen Bluestein Executive Director Ivy Bound Academy	**Myranda Marsh** Executive Director James Jordan Middle School	**Angella Martinez** Chief Executive Officer KIPP SoCal
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Linda Lee Executive Director California Creative Learning Academy	**Alfredo Rubalcava** Chief Executive Officer Magnolia Public Schools	**Gayle Nadler** Executive Director Multicultural Learning Center
Eric Todd Principal New Academy of Science and Art	**Paul Okaiteye** Chief Executive Officer New Designs Charter Schools	**Amy Berfield** Executive Director New Heights Charter School
Richard Thomas Executive Director New Horizons Charter School	**Brooke Rios** Executive Director New Los Angeles Charter Schools	**Lynn Izakowitz** Executive Director Our Community School

Sylvia Fajardo Executive Director Pacoima Charter School	**Pam Magee** Executive Director Palisades Charter High School	**George Mora** Executive Director Port of Los Angeles High School
Connie Rivas Superintendent PUC Schools	**Drew Furedi** President and CEO Para los Ninos	**PK Candaux/ Sidnie Gallegos** Co Directors Renaissance Arts Academy
Emilio Pack Chief Executive Officer STEM Preparatory Schools	**Rhonda Deomampo** Executive Director Synergy Academies	**David Doyle** Chief Executive Officer Value Schools
Carolyn Yaffe Executive Director Valley Charter Schools	**Anne Cochran** Executive Director Valley International Prep High School	**Jason Watts** Executive Director Scholarship Prep Charter School
Don Wilson Superintendent Vista Charter Public Schools	**Fidel Ramirez** Chief Executive Officer Vaughn Next Century Learning Center	**Kemi Mustapha** Director Watts Learning Center

Shawna Draxton Executive Director WISH Community and Academy Schools	**Yvette King-Berg** Executive Director YPI Charter Schools	**Aida Tatossian** Principal Ararat Charter

NEW LOS ANGELES
CHARTER SCHOOLS

2022-2023 BOARD MEETING CALENDAR

Monday, September 12, 2022

Monday, October 10, 2022

Monday, December 12, 2022

Monday, February 20, 2023

Monday, March 20, 2023

Monday, May 8, 2023

Monday, June 19, 2023

In-Person Meetings:
Board meetings are open to the public and take place at New Los Angeles Charter School, 1919 S. Burnside Ave, Los Angeles, CA 90016 at 6:30 PM. An agenda is posted on the front door of the middle school and the front gate of the elementary school no less than 72 hours prior to the start of each regular meeting. The public may address the Board at the commencement of the meeting on any item that is described in a meeting notice or other issues under the purview of the Board, or may speak on any agenda topic. Speakers must sign up before the board takes up the issue. Comments are limited to two (2) minutes. Members of the board are not permitted to respond directly. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Director of Operations or in person or by calling (323) 939-6400.

Teleconference Meetings:
In light of the COVID-19 crisis, Board meetings may be held by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of the New Los Angeles Charter School shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line number on the agenda. Individuals wishing to provide public comment at a Board meeting must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. In your email, please include whether you are commenting on non-agenda items or a specific agenda item (reference the agenda item number). Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting. A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting. Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Dr. Xochitl Lira, Director of Operations at xlira@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.
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Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides $200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local

and community-based partnerships.[1] It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code* (*EC*) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

> how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added

[1] In addition, $100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The $100 million available for workforce development will not be addressed in this document.

to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.[2]

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.

[2] See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.[3]

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
    a. Vision and Coherence
    b. Community Engagement and Partnerships
    c. Workforce Recruitment and Professional Learning
    d. Curriculum, Instruction, and Assessment
    e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

[3] The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);

2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;

3. Requirements for TK and early education facilities;

4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;

5. Other available resources for UPK Implementation:

    a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);

    b. Funding sources that can be utilized for facilities;

    c. Funding sources that can be utilized for extended learning and care;

6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and

7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.[4]

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.

2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.

3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.

4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.[5]

5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and

[4] The CDE may collect additional data related to UPK implementation in future years as well.
[5] LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.[6]

6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.

7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.

8. Planning teams present a draft plan to the school board by **June 30, 2022**.

9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

[6] The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children's opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California's early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA's plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families' needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA's UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC* Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table: (Responses denoted in red)

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
New Los Angeles Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org	323.939.6400

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

    a. Yes

    b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?
Not applicable

Projected Enrollment and Needs Assessment

Recommended Planning Questions (Responses denoted in red)

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on) New Los Angeles Charter Elementary School is a school of choice, therefore attendance area/boundaries do not apply.

2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.[7] Complete the following tables.[8]

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	13	5	5	12	12	12

[7] If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.
[8] See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
CSPP (if applicable)						

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1 Combo TK/K	1 Combo TK/K	1 Combo TK/K	1	1	1
CSPP Classrooms						
Head Start or Other Early Learning and Care Classrooms						

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1	1

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)						
Other CSPP Classroom Staff (if applicable)						
Early Education District-level staffing (if applicable)						

3. As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

   Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
1	1	1	1	1	1

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP						
Head Start						
ASES Program/ELO-P	--	1	5	12	12	12

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programing and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions (Responses denoted in red)

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? The vision for transitional Kindergarten is to provide a strong foundation for academic success, social-emotional well-being for students; and engage our educators in ongoing articulation and collaboration. Our TK program will provide high-quality, developmentally informed, standards aligned curriculum and instructional practices. Our school will provide meaningful and productive engagement of all families and the community. New Los Angeles Charter Elementary School would like to offer stand-alone TK classes (pending facility space). TK students will participate in Project-based Learning, student-led, broad course of study and provides age appropriate Social-emotional learning.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

   New Los Angeles Charter Elementary School will provide full-day TK program including 9 hours of total extended learning and care as an option for families to opt-in funded with ASES and ELOP funds.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-

administered early learning and care programs that will support the extended learning components of UPK. As a single school district/LEA/charter school the administrative structure that will support and monitor the UPK/TK program and facilitate connections with the ELO-P is the same as the school. In other words, TK is part of the school, not a separate entity.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). As a single school district/LEA/Charter School, the same staff in charge of educational services, facilities, human resources, special education, EL program, and ELO-P will be responsible for the key functions pertaining to implementing TK (not UPK).

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. As a single school district/LEA/Charter School, the same staff in charge of decision-making process will continue with TK.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. As a single school district/LEA/Charter School, the TK model is integrated and included the school's LCAP.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. As a single school district/LEA/Charter School, the TK program is part of the school therefore all practices will continue and are extended to serve TK.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. New Los Angeles Charter Elementary School is a single LEA and has integrated and will implement ELO-P for TK.

Required Questions (Responses denoted in red)

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

    a. TK offered at all sites

    b. TK offered at some sites

    c. TK stand-alone classes

    d. TK and kindergarten combination classes

    e. CSPP and TK combination classes (CSPP funding and ADA funding)

    f. Locally-funded preschool and TK combination classes

    g. CSPP stand-alone classes

    h. Head Start stand-alone classes

    i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[9] [select one]

    a. Full Day TK

    b. Part Day TK

    c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. For the 2022-23 school year, New Los Angeles Charter Elementary School, will offer a combination

[9] The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

TK/K class, until our school can acquire sufficient facility space for stand-alone TK classes.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

    a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

    b. Yes - the LEA applied for a new CSPP contract in 2022–23

    c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

    d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

    e. No - the LEA has no plans to begin or expand a CSPP contract in future years

    f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

    a. Three-year-old children

    b. Four-year-old children who will not be enrolled in TK in the current school year

    c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

    d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

   i. Yes

   ii. No

   iii. Maybe

b. 2023–24 (Birthdays April 3 or after) [select one]

   i. Yes

   ii. No

   iii. Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

   i. Yes

   ii. No

   iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions (Responses denoted in red)

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices? New Los Angeles Charter Elementary School's UPK Plan was developed with the input and feedback from its educational partners including parents (and those representing Unduplicated Pupils, and Students with Disabilities). As a charter school – a school of choice, prioritizing parent needs and choices is essential to the existence and success of our school. This also takes place during ELAC/DELAC, PAC, Coffee with the Principal and parent surveys.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? New Los Angeles Charter Elementary School has already meaningfully engaged ARC, its extended learning and care partners in the development of this plan. The Assistant Director of Operations and the Assistant Principal meet with the Site Coordinator for ARC to discuss planning and implementation.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? As a charter school, attendance boundaries do not apply.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? New Los Angeles Charter Elementary School will seek and outreach partnerships with early learning and care providers serving children with disabilities; and may collaborate with the SELPA to enroll more students with disabilities. However, charter schools are a school of choice therefore there are limitations.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine

hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. The following is a sample schedule, which is subject to change.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:50-8:10	Morning Meeting	Morning Meeting	Assembly	Music	Mindfulness Assembly
8:10-8:40	Bright Work	Bright Work	Health **8:40-9:15** Morning Meeting	Music **8:00-8:30** Morning Meeting	Bright Work
9:15-9:35	Recess	Recess	Recess	Recess	Recess
9:40-10:00	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
10:00-10:40	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers
10:45-11:15	Reading	Reading	Reading	Reading	Reading
11:20-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-12:25	Mindfulness Math	Mindfulness and SEL	Mindfulness and SEL	Mindfulness and SEL	Mindfulness and SEL
12:30-12:50	**12:30-1:10** Art	Choice Time	Coding	Math	Math
12:55-1:40	**1:15-1:40** Math	**12:55-1:20** PE (Early dismissal)	Math	Social Studies/Science	Social Studies/Science
1:40-2:15	Choice Time		Choice Time	**1:40-2:20** PE	Special Activity
2:15-2:20	Pack up/Dismissal		Pack up/Dismissal	Pack up/Dismissal	Pack up/Dismissal
2:20-6:00pm	After School	After School	After School	After School	After School

Required Questions (Responses denoted in red)

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

    a. Parent Teacher Association Meetings

    b. Family or parent surveys

    c. English Learner Advisory Committee (ELAC)

    d. District English Learner Advisory Committee (DELAC)

    e. Special Education Local Plan Area (SELPA)

    f. School Site Council

    g. District Advisory Committee

    h. LCAP educational partners input sessions

    i. Tribal Community input session

    j. Co-hosting events with community-based organizations (CBOs)

    k. Hosting meet and greets with the early learning and care community

    l. LPC Meetings

    m. Local Quality Counts California (QCC) consortia meetings

    n. First 5 County Commission meetings

    o. Community Advisory Committee (CAC)

    p. Head Start Policy Council meetings

    q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

    r. Other [describe, open response] Parent Advisory Committee (PAC)

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

    a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

    b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)

    c. CSPP (on an LEA site)

    d. CSPP (at a CBO site)

    e. LEA- or locally-funded preschool

    f. Head Start

    g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

    h. Other CBO preschool

    i. State subsidized child care (not including CSPP)

    j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate $100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both.

b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).

c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions (Responses denoted in red)

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? New Los Angeles Charter Elementary School currently recruits educators and support staff through EdJoin, Job Fairs, and Institutions of Higher Education.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? New Los Angeles Charter Elementary School is a direct-funded, independent charter school, there are no plans to partner with CSPP, Head Start, and other early learning and care provider to offer joint professional learning opportunities.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: See responses below.

    a. Who will receive this professional learning?

        i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth) Administrators, educators, support staff/paraprofessionals

        ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth) TK-3

    b. What content will professional learning opportunities cover? (Responses are marked in red)

        i. Effective adult-child interactions

        ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

        iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

v. Implicit bias and culturally- and linguistically-responsive practice

vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice

vii. Curriculum selection and implementation

viii. Creating developmentally-informed environments

ix. Administration and use of child assessments to inform instruction

x. Support for multilingual learners, including home language development and strategies for a bilingual classroom

xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning

xii. Engaging culturally- and linguistically-diverse families

c. How will professional learning be delivered? (Responses denoted in red)

i. Coaching and mentoring

ii. Classroom observations and demonstration lessons with colleagues

iii. Workshops with external professional development providers

iv. Internally-delivered professional learning workshops and trainings

v. Operating an induction program

vi. Partnerships with local QCC professional learning in CSPP settings

vii. In mixed groupings (for example, TK and CSPP teachers)

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress? New Los Angeles Charter Elementary School is an LEA/Single School District, therefore this question does not apply.

Required Questions (Responses denoted in red)

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

    a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

    b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers

    c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

    d. Join an existing intern preparation program to recruit and prepare teachers for your LEA

    e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

    f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

    g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

    h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

i. Apply for workforce development funding and competitive grant opportunities from the CDE

j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

k. Provide advising on credential requirements and options for how to meet these requirements

l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

o. Other [describe, open response]

p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and how to meet the requirements

h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

i. Develop or work with an established mentorship program to support new TK teachers

j. Other [describe, open response]

k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

h. Offer unit-bearing coursework at a local district site during times that work for teachers

i. Other [describe, open response]

j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

   a. Ages & Stages Questionnaire (ASQ)

   b. BRIGANCE Early Childhood Screen

   c. Desired Results Developmental Profile (DRDP)

   d. Developmental Reading Assessment (DRA)

   e. LEA-based, grade level benchmarks and a report card

   f. Teaching Strategies GOLD (TS GOLD)

   g. Work Sampling System (WSS)

   h. Other [describe, open response]

   i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

   a. Effective adult-child interactions

   b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

   c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

   d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

   e. Implicit bias and culturally- and linguistically-responsive practice

   f. ACEs and trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k. Serving children with disabilities in inclusive settings, including Universal Design for Learning

l. Engaging culturally- and linguistically-diverse families

m. Other [describe, open response]

n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the *California Preschool Curriculum Frameworks* (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions (Responses denoted in red)

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. Key staff will research curriculum that aligns with the CA Preschool Learning Foundations & CA Preschool Curriculum Frameworks; and is developmentally, culturally, and linguistically informed for the students served. Since the CA Preschool Learning Foundations will be revised in 2025, we reserve the right to adopt curriculum once revisions of the frameworks are finalized by the CDE.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. The following timeline is ***tentative and subject to change***. Prior to adopting and implementing curriculum, we will seek the input from UPK teachers to ensure curriculum fidelity.
    - 2022-23: Research ELA, ELD & Mathematics
    - 2023-24: Pilot & Reflect: ELA, ELD & Mathematics
    - 2024-25: Research Social Studies, Science & VAPA
    - 2025-26: Pilot & Reflect Social Studies, Science & VAPA
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students? As a single school district/LEA/charter school has implemented PBIS, and responsive classroom, and

regularly conducts classroom observations and walkthroughs as a schoolwide practice which includes TK.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned. As a single school district/LEA/charter school all classroom practices are integrated and aligned.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? As a single school district/LEA/charter school, all instructional practices currently used to support Students with Disabilities will also apply to TK.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? As a single school district/LEA/charter school the instructional practices currently used to support language and overall development of multilingual learners will also apply to TK. Currently implementing Readers/Writers Workshop Model; and Units of Study Phonics Program.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? New Los Angeles Charter Elementary School does not offer dual language.

Required Questions (Responses denoted in red)

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

    a. Dual language program with a language allotment[10] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

    d. Dual language program with a language allotment of 70/30 [open response for language offered]

    e. English-only instruction with home-language support

    f. None

    g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

    a. Dual language program with a language allotment[11] of 50/50 [open response for language offered]

    b. Dual language program with a language allotment of 90/10 [open response for language offered]

    c. Dual language program with a language allotment of 80/20 [open response for language offered]

    d. Dual language program with a language allotment of 70/30 [open response for language offered

[10] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).
[11] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

e. English-only instruction with home-language support

f. None

g. Other [describe, open response]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

   a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

   b. Implement the CSEFEL Pyramid Model in the classroom

   c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

   d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

   e. Use developmental observations to identify children's emerging skills and support their development through daily interactions

   f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

   g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

   h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

   a. Implement Universal Design for Learning

b. Provide adaptations to instructional materials

c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

e. Provide additional staff to support participation in instruction

f. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

a. ASQ

b. BRIGANCE Early Childhood Screen

c. DRDP

d. DRA

e. LEA-based grade level benchmarks and a report card

f. TS GOLD

g. WSS

h. Other Fountas & Pinnell BAS, DIBELS, mClass, Phonics (QPS), and on-demand writing

i. The LEA does not plan to use a common TK assessment

j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions. (Responses denoted in red)

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? The following strategies will be employed to integrate younger children and other children on the same campus and ensure safety & appropriate co-mingling:
    - Separate recess & lunch
    - Buddy partnerships (older grade students with younger grade students)
    - Implementation of PBIS
    - Olweus Anti-bullying program
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. Transportation will not be provided.
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations

while implementing meal service) Per AB130, our school will implement Universal meals which includes breakfast, lunch during the instructional day; and a snack for students participating in expended learning opportunities program.

Required Questions (Responses denoted in red)

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? No efforts will be made, as New Los Angeles Charter Elementary School is a school of choice.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

    a. Yes

    b. No

        i. If no, how many more classrooms does the LEA need? New Los Angeles Charter Elementary School needs 6 more classrooms to offer stand-along TK classes, as our school expands.

        ii. If no, how might the LEA provide classrooms in the timeframe needed? Either find another school site or accept a multi-site via Prop 39.

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

    a. Yes

    b. No

        i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes

b. No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes

b. No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

a. Turfed area

b. Paved area

c. Apparatus area

d. Land required for buildings and grounds

e. Total square feet required

f. None of the above (The current site is leased from LAUSD)

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

a. Transportation to and from the TK program

b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?
Extended learning and care opportunities will take place onsite, therefore transportation for TK students will not be offered.

Technical Assistance Questions (Responses denoted in red)

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

    a. Support for parent surveys to gauge interest in service delivery models

    b. Data analysis capacity building to support staff to refine enrollment projections based on community context

    c. Information on program eligibility requirements to project enrollment across programs

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

    a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

    b. Creating inclusive classrooms, including implementing Universal Design for Learning

    c. Templates or framework for drafting a P–3 vision that partners and parents support

    d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

    e. Support for developing and applying to administer a CSPP contract

    f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

g. Guidance on best practices for smooth transitions through the P–3 continuum

h. Considerations for TK early admittance

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice

b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables

c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings

d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

e. Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge

f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

a. Effective adult-child interactions

b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

e. Implicit bias and culturally- and linguistically-responsive practice

f. Trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k. Serving children with disabilities in inclusive settings, including Universal Design for Learning

l. Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

    a. Coaching and mentoring

    b. Classroom observations and demonstration lessons with colleagues

    c. Workshops with external professional development providers

    d. Internally-delivered professional learning workshops and trainings

    e. Operating an induction program

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

    a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)

    b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

    c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

    d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

    e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

    f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

    g. Guidance on appropriate assessment selection and utilization

    h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

    a. Using manipulatives to develop fine motor skills

    b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

    c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences

    d. Using differentiated groups that include individual, small, and large group experiences

    e. Considering the structure of the daily routine to enhance individual and group learning experiences

    f. Encouraging purposeful play, choice, social interactions, and collaboration

    g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment

    h. Using child development knowledge to guide instructional approaches

    i. Providing language- and literacy-rich environments

    j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms

    k. Facilitating development and exploration through art

    l. Incorporating inclusive practices

    m. Supporting students' home language and English language development

    n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

    o. Universal Design for Learning

    p. Integrated English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

    a. Guidance on how to modify an elementary school classroom to serve young children

    b. Strategies to address transportation issues related to UPK access and enrollment

    c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

    d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

    e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning

programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section does not apply to New Los Angeles Charter Elementary School

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? [open response]

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California Preschool Curriculum Frameworks,* California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]

NEW LOS ANGELES MIDDLE SCHOOL

FALL 2022 CA DASHBOARD LOCAL INDICATORS REPORT FOR THE NEW LA BOARD OF DIRECTORS

Local Indicators: Self Reflection Tools

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: 0%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): Exemplary

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science				X	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language N/A					

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative (Limited to 1,500 characters):

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Not applicable

Parental Involvement and Family Engagement (LCFF Priority 3)

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in

modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Relationships and respect are at the core of our mission. All teachers communicate regularly with families via multiple means of communication to share progress updates, highlights, challenges and look for ways to partner with families and caregivers. Teachers have the necessary tools to communicate in the language preferred and are supported with translation if needed. Parents are encouraged to reach out to their student's Advisor for any questions or concerns. We have close relationships with our families and pride ourselves on open communication. 96% of parents and families felt that our school provided time and space and clear ways to communicate with families. Parents were clear on how to reach out for support or resources.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   Providing teachers with more time and structures to reach out to parents. Providing parents with more opportunities to come to campus and engage in our school community. Only 67% of parents responded that they felt their schedule allowed them to particiapte or engage with the school and school activities. An area of improvement is

increasing the opportunities for families who have busy work/life schedules. Due to Covid-19 restrictions, parents were limited in the ways they could engage ON campus physically. We will look to see other ways that parents can suppot the school and their students even with restrcitions to being able to come to campus physically.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will continue to actively hire and retain qualified staff and teachers who reflect our school and family demographics. We will continue to survey families to request areas of improvement. We will continue our DEI consultation process and implement our goal setting to ensure that we are making actionable steps towards being more inclusive to our most marginalized groups. In additiona, we want to improve engagement by offering workshops and parent learning events where parents can learn about areas of interest (academic support, social emotional support, IEPs, reclassifying, social media, technology use, high school, etc.)

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Based on the data, only 57% responded that parents/families responded well/seemed caring towards staff. We will work towards breaking down physical barriers (not meeting in person or at times available for families and teachers) but also provide more opportunities to build relationships with staff/families, for example school open houses and bbqs or family picnics. 43% of staff found communicating with families somewhat challenging so we need to work on identifying the barriers to support staff and our capacity to partner with families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   The main focus area for improvement next year is bringing parents and families back to campus. We want to have more parents in the building to ensure that parents feel connected to the school whether for parent/teacher conferences or volunteering at lunch or PE. The greatest need we saw this year was for support with student behavior and it was because parents were mostly absent from the school environment. Students felt a disconnect between school and home. We need parents as partners for student success. We will look for ways we can safely engage parents back to our pre-pandemic expectations and family contract.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We will focus on providing more opportunities for parents and families to connect with our school at times that they are available and in the mode that is most convenient for them. We will continue to offer translation services for families, hopefully broadening bast just Spanish, but include ASL, Japanese or Korean as needed. We will do more home visits when appropriate and seek out support from outside agencies to help us in connecting families to New LA. We will continue to look for resources and partnerships that will make our underrepresented families feel welcome at our school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Based on our data, our strengths are in the relationships we are building with our parents and staff. Staff felt involved in decision making and that their input was valued by school leaders. Families felt that they could approach the school with concerns and that their student's teachers were available and caring. The relationship between families and the school is strong, despite barriers to engagement during the pandemic.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Based on the data, teachers don't always feel like they are involved in the big decisions. Teachers are given weekly opportunities to complete feedback and anonymously raise concerns, give their input, ask for advice, speak their mind. We do not currently have a designated space or protocol for parents and families to provide their input on decisions or provide feedback. A focus area for next year is to create a place or protocol for parents to weigh in on decisions at New LA.

Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

In addition to creating a clear protocol for parents to provide input and feedback, we will do more parent outreach to our students with disabilities next year. These families, as well as our Spanish speaking families and families whose working hours do not allow for them to engage or attend meetings, would benefit from strategic outreach and targeted support. By providing parents with more knowledge about what is going on at school, parents will be able to make informed decisions when their input is asked. The Family Engagement Committee will start at the beginning of the year next year and will address which issues parents would like to discuss most, or areas where they would like to see improvement for the upcoming year.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Students in grades 6-8, were surveyed using Panorama SEL Survey. A total of 105 students participated and summary results are as follows:

- 42% School belonging
- 56% School Climate
- 35% Student Engagement
- 71% School Rigorous Expectations
- 62% School Safety
- 61% School Teacher-Student Relationships
- 54% Valuing of School

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)**

The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

New Los Angeles Charter School serves approximately 320 students in grades 6-8 with the following demographics: 87% Hispanic, 7% African American, 2% 2+ Races, 1% Asian, 19% Students with Disabilities (SWD), 26% English Learners (EL), 0.3% Foster Youth (FY), 0.3% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED).

New Los Angeles Charter School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of New Los Angeles Charter School's educational program.

New Los Angeles Charter School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include master schedule, student course schedule (semester), report cards, student schedules, transcript analysis, and parent/conference reports. In addition, this will be verified by the principal during classroom observations and ensure classroom schedules are being followed.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At New Los Angeles Charter School, all students have access to

and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in Art, Advisory, and Health. There are no differences in accessibility to courses, across all student groups, including unduplicated students and Students with Disabilities at New Los Angeles Charter School

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)**

Currently, 100% of the students have access to a broad course of study and New Los Angeles Charter School will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

Due to the current success of New Los Angeles Charter School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.

NEW LOS ANGELES ELEMENTARY SCHOOL

FALL 2022 CA DASHBOARD

LOCAL INDICATORS REPORT FOR THE

NEW LA BOARD OF DIRECTORS

Local Indicators: Self Reflection Tools

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: 0%
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0%
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): Exemplary

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool: Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science				x	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards					x
History-Social Science				x	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science				x	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	n/a				
Health Education Content Standards			x		
Physical Education Model Content Standards				x	
Visual and Performing Arts				x	
World Language	n/a				

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				x	
Identifying the professional learning needs of individual teachers				x	
Providing support for teachers on the standards they have not yet mastered			x		

Optional Narrative (Limited to 1,500 characters):

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals,

actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

New Los Angeles Elementary School has been deeply committed to building relationships with our stakeholders (staff, students, parents) and continuously looks for ways to connect and incorporate families in their child's educational experience at our school. We provide a positive, welcoming environment for all families and our educators communicate with families through various methods including but not limited to Remind App, One Call, phone calls, newsletters and calendars sent home, in a home-school connection folder, using language that is understandable and accessible to families.

In addition, our school hosts monthly coffee with the principal to discuss schoolwide issues, LCAP, and upcoming schoolwide events. Our school hosts parent-teacher conferences twice per year and communicate regularly on individual student progress through progress reports.

Annually at the start of the school year, we host "Playdate" an opportunity for parents and students to connect with each other and their teacher and visit their classroom before the first day of school. In December we host a winter festival with food, games, raffles, and music, which draws in the vast majority of families.. Other events include campus beautification, winter and spring music concerts, and a talent show. Events are scheduled during the school day, in the evening and on Saturdays to accommodate the busy working schedules of our families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

A focus area will be to improve communication and connection between caregivers and staff by ensuring caregivers understand our schools' vision, mission, and policies and staff reflect our community, are culturally competent, and provide valuable translation services to our community members. Caregivers should feel safe and have the tools to reach out to teachers, administrators, and office personnel for any reason.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Tactic 1: In the second semester of SY 2021-22, using a short survey, we will gather feedback from teachers and caregivers about their experiences with past events and their desires for upcoming events (2022-23 school year).
Tactic 2: Over the summer of 2022, we will plan an event list for the upcoming school year, which will include Coffee with the principal, volunteer opportunities on campus, family engagement nights (books and pajamas, PFL nights, coding night, the FACTOR program (a parent education program for supporting parents with home school connection and navigating the school system), and Community nights).
Tactic 3: At the start of SY 2022-23, in the 'beginning of school paperwork', we will survey parents about their preferred methods for communication and translation, as well as their availability and interest in upcoming events.
Tactic 4**:** In the first semester of SY 2022-23, we will develop a committee of multilingual parents to:

1. Act as class representatives (New LA will delineate responsibilities and provide technical training so representatives can lead caregiver to caregiver communication via phone tree, text tree, Remind, etc.)
2. Assign representatives the responsibility of connecting with caregivers who share their language
3. Leverage class representatives, Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and Parent Engagement group to gather feedback about school/caregiver communication and address any barriers. We will ensure that this is embedded in all committee and council agendas.

Tactic 5: By the end of SY 2022-23, we will complete a number of housekeeping tasks to prepare for SY 2022-23.

4. Audit translation equipment before in-person meetings and during large group sessions to ensure equipment and services are accessible and effective. We will make adequate time for caregiver questions during presentations by providing time to speak as well as ask questions anonymously by turning them in written format into the speaker during the Q&A part of the session.
5. Audit and reimplement the Family Contract addressing cultural responsiveness and appropriate language.
6. Ensure that open house materials clearly explain New LA's mission pillars, especially as they relate to conversations about race, diversity, and equity in the school and in the world. Globally, we will audit and ensure that all of our communications are connected to our mission pillars.

Explore options for providing translation (written and oral) for ALL parents, including those who speak languages other than English and Spanish (e.g., Farsi, Amharic, etc.).

Tactic 6: Over the summer of 2023, we will identify **two** parent engagement opportunities focused on social justice, anti-racist education, and the connection to our mission pillars. One of the two programs will be for parents and students to participate together

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

New Los Angeles Elementary School continues to build partnerships with parents that impact student outcomes as outlined in our school's LCAP Goal #3. New LA Elementary provides support for families through Education Nights such as Math Night, Coding Night, Back to School Night, and Literacy Night. Additionally, we partner with parents to host authentic learning experiences and celebrations of culture. Parents are invited to plan and participate in Hispanic Heritage Month, African American History Month, Multicultural Day, College and Career Awareness Week and Read Across America Week. Each of these includes opportunities for parents to contribute ideas to the overall plan via planning meetings as well as contribute during the events themselves by visiting classrooms and sharing experiences.

Parents and families are our partners in improving student outcomes through their regular participation in parent/teacher conferences. Additionally, we present information about home connection activities, methods for grading and how to achieve success, understanding the progress report, during Coffee with the Principal and via the weekly email newsletter. Parents of students who are determined to need intervention services intervention progress reports, home-school connection activities, and academic information presented in parent coffees. Our school provides extensive support for families of students with special needs (SPED coffee), meetings before IEP process to make sure parents understand their legal rights, FACTOR program for parents, SSPT process, attendance SART.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In this spring's panorama survey, one area of need was around more information about involvement opportunities for families. Families also identified barriers to engagement around childcare needs, transportation needs and busy schedules. To foster great inclusion, We will ensure that clear opportunities for communication and participation are provided to caregivers who are typically less vocal in surveys or meetings by providing services in various languages and having one-on-one conversations to learn more about their needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The focus this year will be on recommitting to and reimagining our parent engagement opportunities coming out of the restrictions of the pandemic. We will plan an event list for the upcoming school year, which will include Coffee with the principal, volunteer opportunities on and off campus, family engagement nights (books and pajamas, PFL nights, coding night, the FACTOR program (a parent education program for supporting parents with home school connection and navigating the school system), and Community nights). We will continue to offer the option of virtual engagement for events so that parents can join meetings and events from home or work. At the start of SY 2022-23, in the 'beginning of school paperwork', we will survey parents about their preferred methods for communication and translation, as well as their availability and interest in upcoming events. We will use that data to plan adjustments to times or methods of engagement based on feedback we receive.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Survey: 94% of families feel sure about how to communicate with the school and 80% of families responded that the school provides information about how involvement opportunities. 89% of families responded that the school is welcoming to families. 98% or respondents said that the school communicates well with people from their culture.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   The focus for the 2022-2023 school year will be re-engaging parents in volunteering, fundraising, and attending events and meetings on campus. On the Panorama Survey, the biggest areas for growth were in these areas. Only 3% of families responded that they had helped out at their child's school this year. Only 6% said they had met with their child's teacher in person in 21-22. Only 8% said they'd helped with fundraising efforts. As we are able to welcome parents back on campus fully next year, New LA will focus on re-engaging parent volunteers through a variety of opportunities As we are able to welcome parents back on campus fully next year, New LA will focus on re-engaging parent volunteers through a variety of opportunities (classroom volunteering, special events volunteering, field trips) as well as

recruiting families to the Parent Engagment Group (PEG) to plan special events for the school and connect families with one another.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Survey: 50% of families responded that one barrier to engagement is their own busy schedule. New LA will continue to provide a virtual (Zoom) option when parent engagement opportunities such as coffee with the principal, conferences, multicultural day presentations, etc go back in person in SY 22-23 to accommodate parent's busy schedules. We will expand our translation to include more languages than Spanish, namely Amharic as that is the home language of a significant number of students.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
    a. 80% positive response rate from staff on school climate
    b. 86% positive response rate from families on school safety
    c. 84% positive response rate from families on school climate
2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Students in grades 3-5, were surveyed using Panorama SEL Survey. A total of 105 students participated and summary results are as follows:

- 63% School belonging
- 62% School Climate
- 52% Student Engagement
- 65% School Rigorous Expectations
- 52% School Safety
- 71% School Teacher-Student Relationships
- 61% Valuing of School

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)

New LA Charter Elementary School has a fierce commitment to social justice and to serving any student who walks through the door. Our students have access to a rigorous, standards-aligned academic program that inspires a passion for reading, social justice, coding, music, and the arts. Internal data indicates that New LA students experience annual growth, and students with disabilities and English Learners are keeping pace with their peers.

New Los Angeles Charter Elementary School serves approximately 192 students in grades TK-5 with the following demographics: 71% Hispanic, 22% African American, 2% White, 2% 2+ Races, 1% Asian, 17% Students with Disabilities (SWD), 33% English Learners (EL), and 84% Socioeconomically Disadvantaged (SED)
New Los Angeles Charter Elementary School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of New Los Angeles Charter Elementary School's educational program.

New Los Angeles Charter Elementary School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include master schedule, student course schedule (semester), report cards, student-led conference, and parent/conference reports. In addition, this will be verified by the principal during classroom observations and ensure classroom schedules are being followed.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)

An analysis of the measures listed above demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At New Los Angeles Charter Elementary School, all students have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in Art, Coding, Health, and Music. There are no

differences in accessibility to courses, across student groups at New Los Angeles Charter Elementary School.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)

Currently, 100% of the students have access to a broad course of study and New Los Angeles Charter Elementary School will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

Due to the current success of New Los Angeles Charter Elementary School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

Plan Summary 2022-23

General Information

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

New LA Charter Elementary School has a fierce commitment to social justice and to serving any student who walks through the door. Our students have access to a rigorous, standards-aligned academic program that inspires a passion for reading, social justice, coding, music, and the arts. Internal data indicates that New LA students experience annual growth, and students with disabilities and English Learners are keeping pace with their peers.

New LA Elementary cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students' skills that will enable them to thrive and ensure advanced academic success. We nurture and teach students to understand how to collaborate to solve problems and changing their own lives as they change the community around them. New LA Elementary has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

New Los Angeles Charter Elementary School serves approximately 192 students in grades TK-5 with the following demographics: 71% Hispanic, 22% African American, 2% White, 2% 2+ Races, 1% Asian, 17% Students with Disabilities (SWD), 33% English Learners (EL), and 84% Socioeconomically Disadvantaged (SED)

MISSION

New Los Angeles Charter Elementary School ("New LA Elementary") develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects New Los Angeles Charter Elementary School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since Fall 2019. Performance levels for Suspension Rate reflected a blue performance level schoolwide and for all numerically significant student groups (English Learners, Socioeconomically Disadvantaged, African American, and Hispanic).

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	None	None
English Learners	Green	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	Red	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The 2021-22 school year marks the return to full in-person instruction. A reflection of the successes over the past school year, include:

- Staff wide professional learning/coaching: Ensemble Learning (DEI). During initial assessments (fall 2021) a total of 2 out of 10 teachers demonstrated "warm demander" attributes, which includes a culture of high expectation, providing a warm classroom environment, positive relationship building, academic rigor, academic discourse (student talk, structured talk routines). By Spring 2022, 7 out of 10 teachers exuded "warm demander" attributes.
- Schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS), an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic,

social emotional and behavioral competence of all students. Discipline, behavior, and problem-solving techniques were applied. When PBIS is implemented with fidelity, there is a notable reduction in aggressive behavior and improvements in emotional regulation; improvement sin academic engagement and achievement; reductions in teacher and student reported bullying behavior and victimization; improvements in perceptions of school climate; and reductions in teacher turnover.

- Olweus anti-bullying initiative. Our staff participated in extensive training in Summer 2021; and was implemented this school year as a pro-active approach in the prevention of bullying, in alignment with PBIS and for a consistent schoolwide practice.
- Partnership with Her Healing for SEL Counseling that included individual and group counseling services for our students, that were identified from our SSPT/MTSS process, teacher referral, and/or family referral.
- First year Implementation of i-Ready assessments. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

Reflections: Identified Need

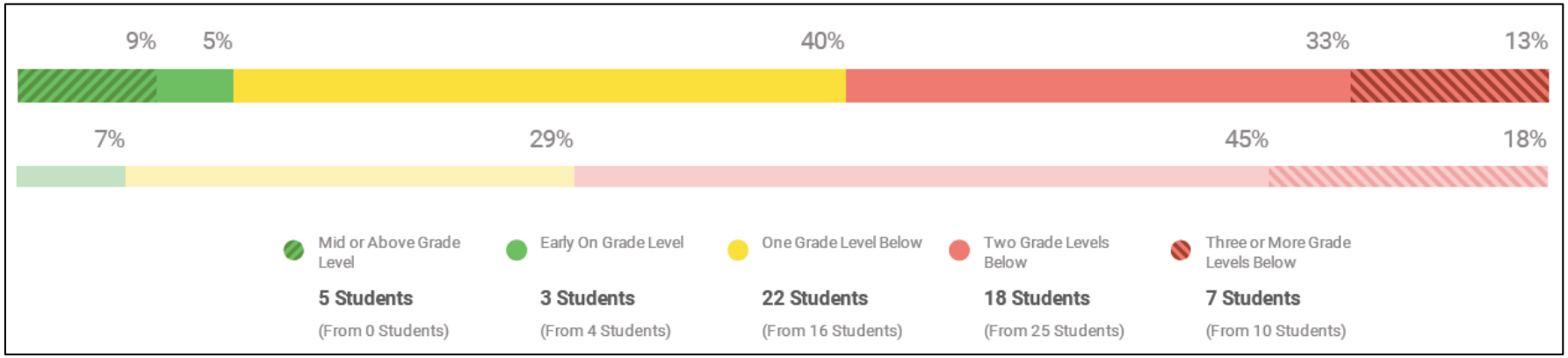
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The shift to remote learning that took place as a result of the COVID-19 pandemic has had clear negative impacts on our students' health, social and cognitive development, mental health, and overall academic achievement especially among English Learners (EL), low-income, and Students with Disabilities (SWD).

Our school has taken a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs.

In the 2021-22 school year, i-Ready assessments were administered in-person to all students as a diagnostic assessment at the beginning of the school year (fall), mid-year (winter) and end of year (spring), to assess student academic needs and target instruction.

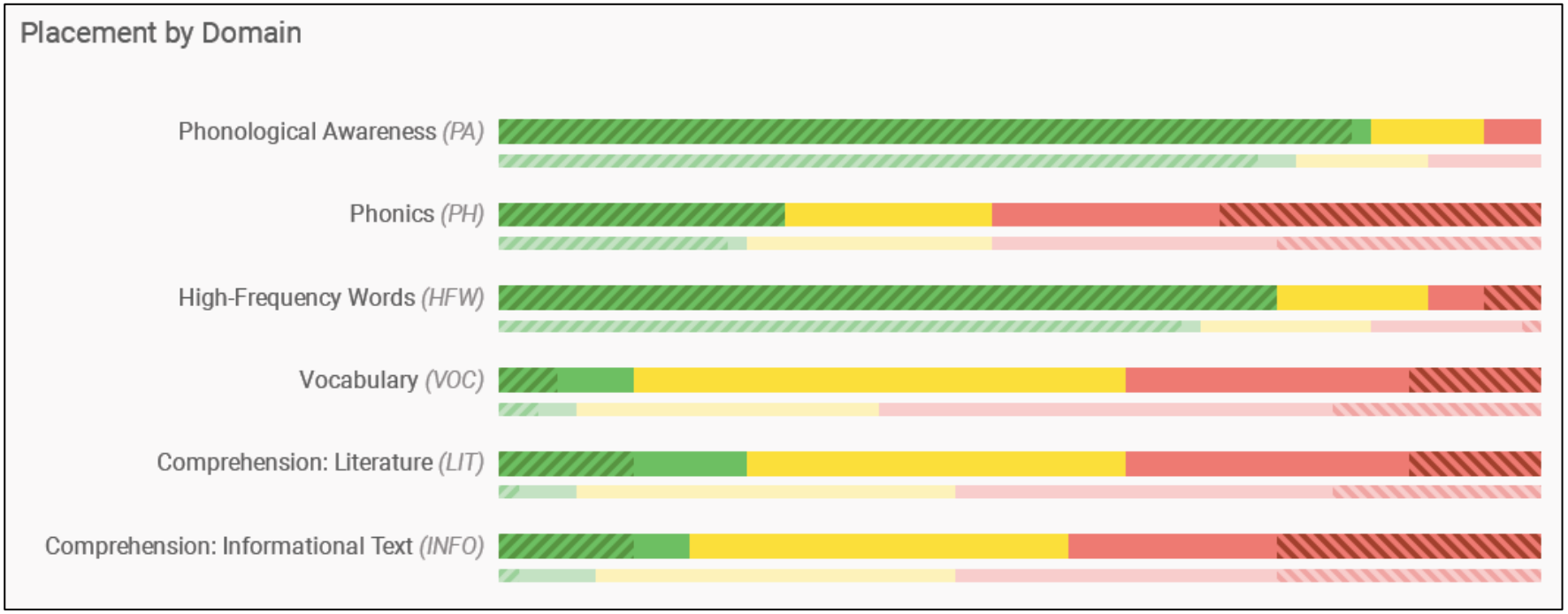
The following charts reflect English Learner (EL) student performance (growth) from fall 2021 to winter 2022 in reading as measured using i-Ready assessments.



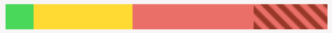
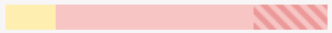
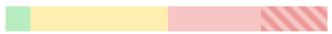
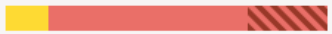
Analyzing Fall 2021 to Winter 2022 results:

- Approximately 3 out 10 EL students advanced from performing at 3+ grade levels below, to 2 grade levels below, in reading.
- A total of 7 out of 25 students advanced from performing at 2 grade levels below, to 1 grade level below.
- A total of 5 EL students advanced to the “mid or above grade level” (highest tier).

The following chart identifies overall EL student placement (performance) by domain:

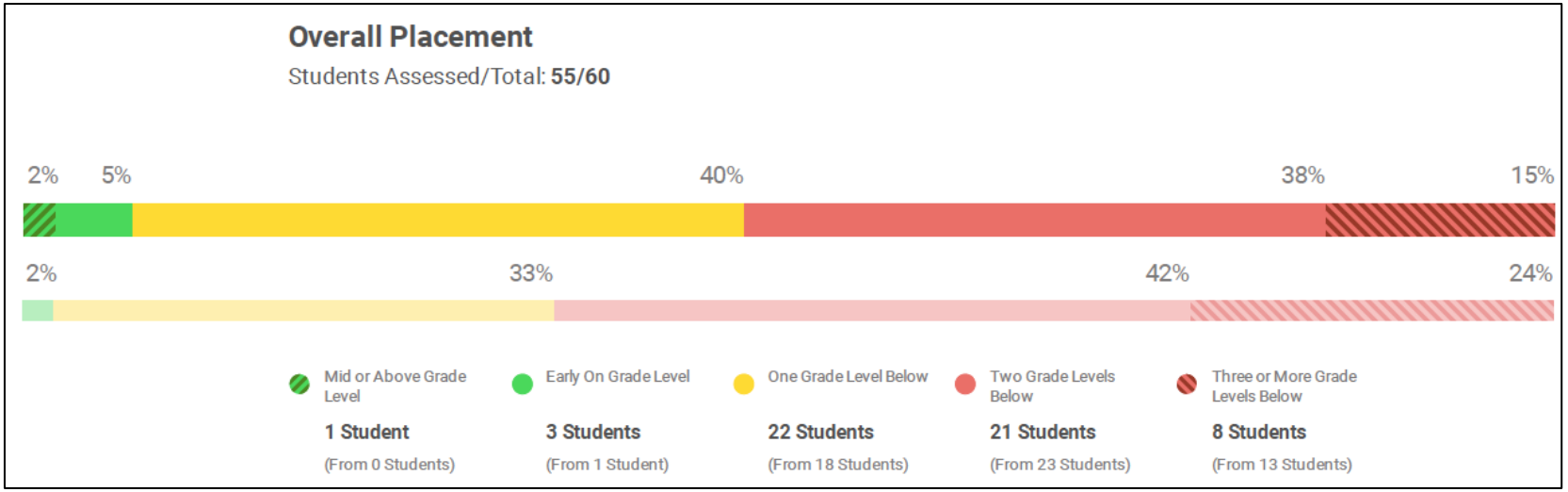


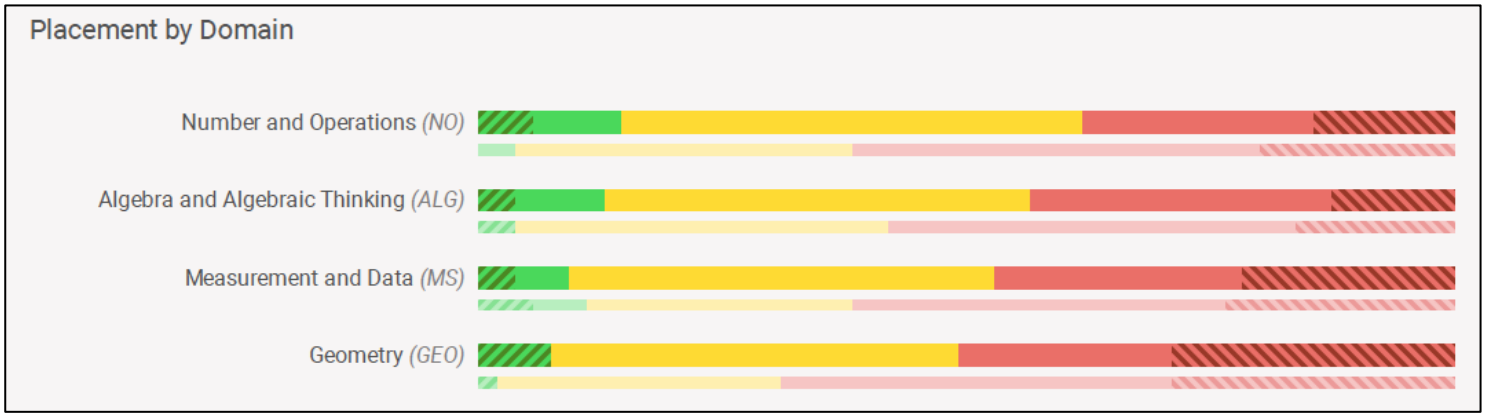
The following chart provides overall grade level performance from fall to winter for ELs using i-Ready Reading assessment.

Grade		Overall Grade-Level Placement					
Grade 1	Winter (November 16 - March 1)		30%	0%	60%	10%	0%
	Fall (Beginning of Year - November 15)		0%	20%	40%	40%	0%
Grade 2	Winter (November 16 - March 1)		11%	0%	56%	33%	0%
	Fall (Beginning of Year - November 15)		0%	11%	33%	56%	0%
Grade 3	Winter (November 16 - March 1)		0%	8%	31%	38%	23%
	Fall (Beginning of Year - November 15)		0%	0%	15%	62%	23%
Grade 4	Winter (November 16 - March 1)		7%	7%	43%	29%	14%
	Fall (Beginning of Year - November 15)		0%	7%	43%	29%	21%
Grade 5	Winter (November 16 - March 1)		0%	0%	13%	63%	25%
	Fall (Beginning of Year - November 15)		0%	0%	0%	50%	50%

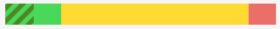
i-Ready assessment findings were analyzed and presented to staff and parents; and used to inform instruction and identify intervention needs; and use of supplemental instructional materials. These findings were also used in our needs assessment and consultation with our educational partners in the development of the 2022-23 LCAP. There is a significant need to strengthen and expand reading intervention to reduce achievement gaps among Unduplicated pupils.

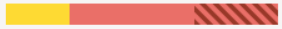
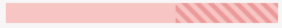
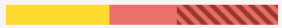
The following charts reflect overall placement (performance) for ELs in Math from fall 2021 to winter 2022, and placement by domain.





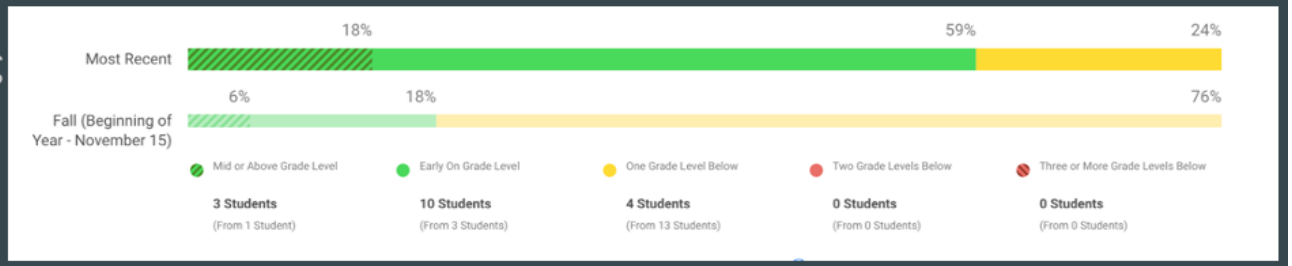
The following i-Ready charts illustrate by grade level, a comparison of Fall 2021- to Winter 2022 student performance (by performance level) for reading and math.

Grade		Overall Grade-Level Placement					
Grade K	Winter (November 16 - March 1)		0%	100%	0%	0%	0%
	Fall (Beginning of Year - November 15)		0%	0%	100%	0%	0%
Grade 1	Winter (November 16 - March 1)		10%	10%	70%	10%	0%
	Fall (Beginning of Year - November 15)		0%	0%	70%	30%	0%

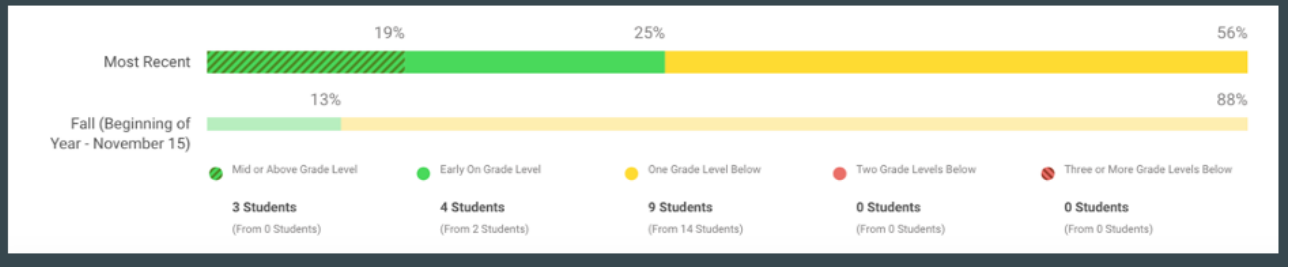
Grade		Overall Grade-Level Placement					
Grade 2	Winter (November 16 - March 1)		0%	0%	33%	67%	0%
	Fall (Beginning of Year - November 15)		0%	0%	33%	67%	0%
Grade 3	Winter (November 16 - March 1)		0%	0%	23%	46%	31%
	Fall (Beginning of Year - November 15)		0%	0%	0%	62%	38%
Grade 4	Winter (November 16 - March 1)		0%	7%	43%	43%	7%
	Fall (Beginning of Year - November 15)		0%	0%	43%	36%	21%
Grade 5	Winter (November 16 - March 1)		0%	0%	38%	25%	38%
	Fall (Beginning of Year - November 15)		0%	13%	13%	13%	63%

Kinder

Reading

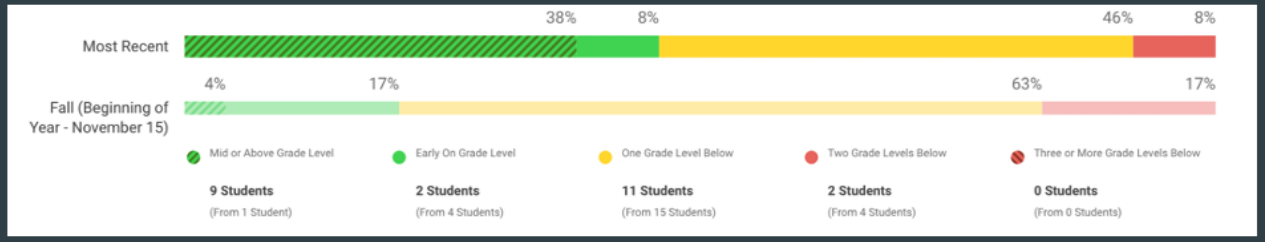


Math

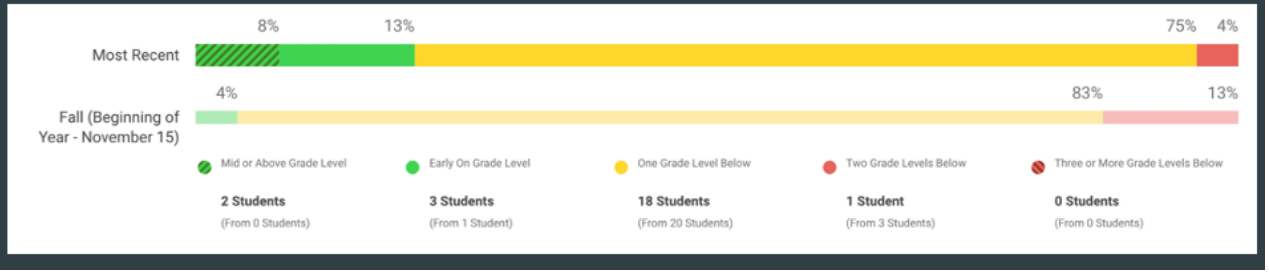


1st

Reading

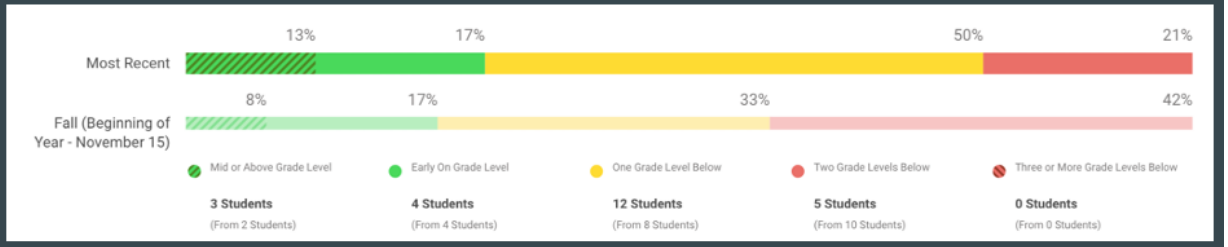


Math

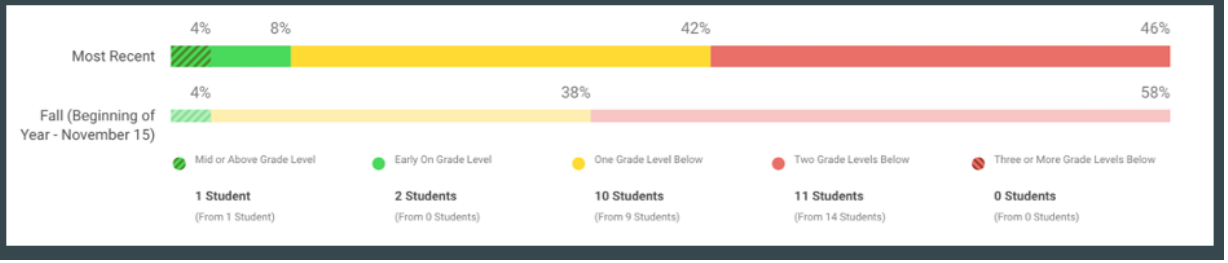


2nd

Reading

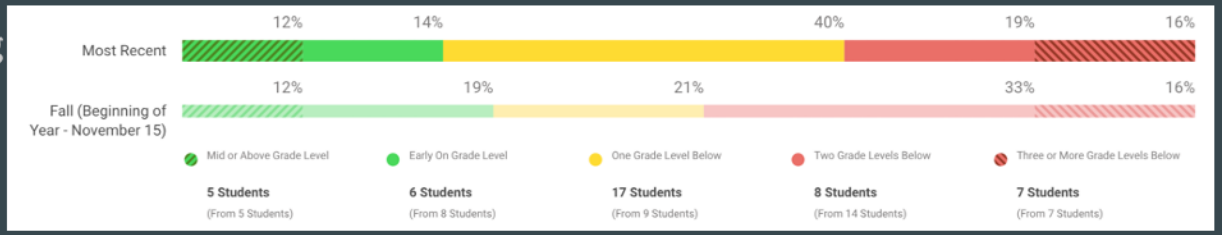


Math

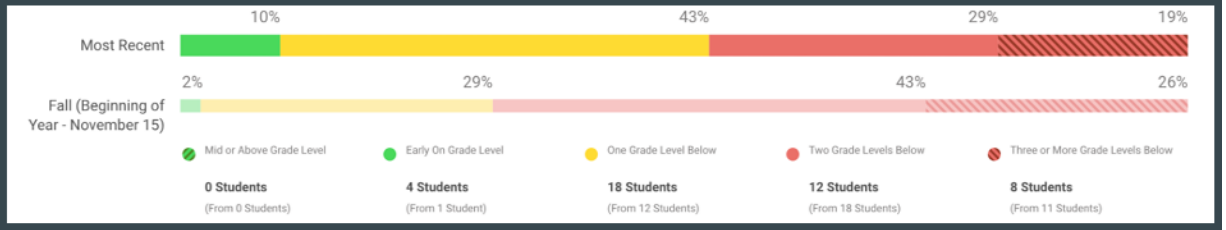


3rd

Reading

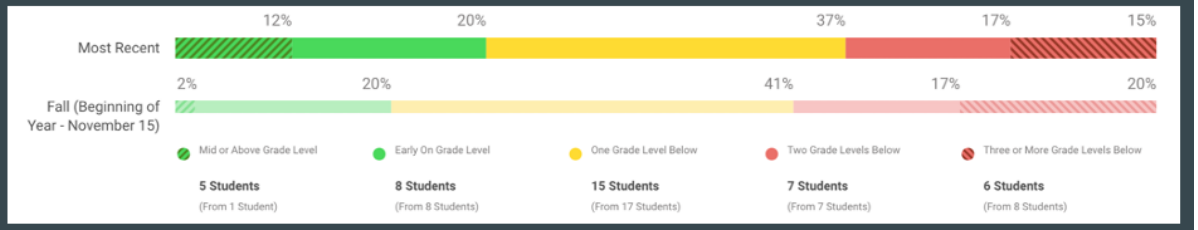


Math

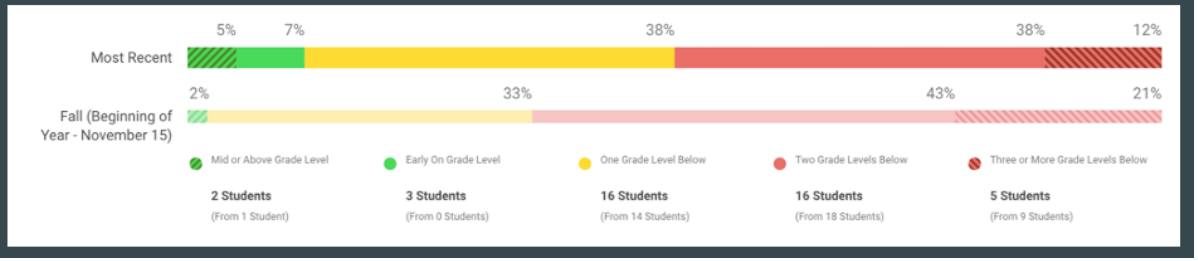


4th

Reading

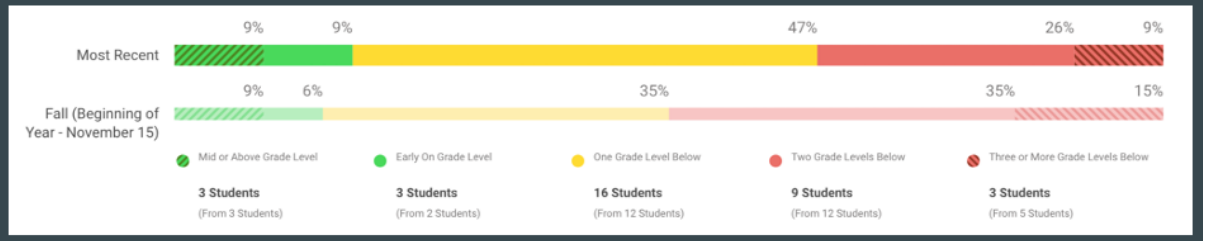


Math

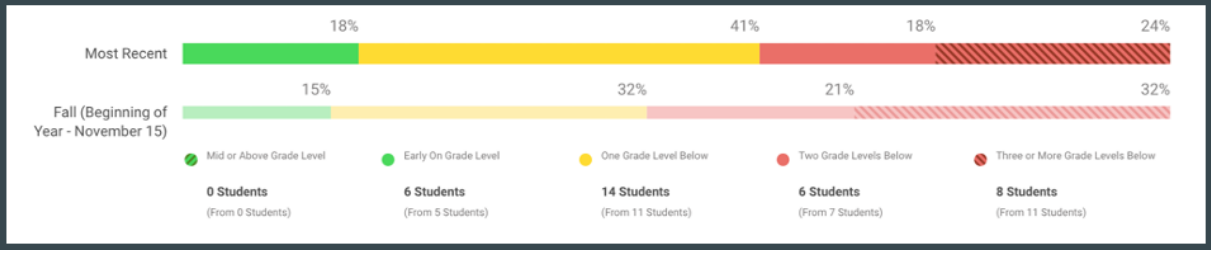


5th

Reading



Math



Additional identified needs include:

- SEL counseling and support – as requested by parents and teachers.
- Focus on School Culture/PBIS/Olweus anti-bullying programs – an area of need identified by parents, teacher, and student feedback.
- Chronic absenteeism rose this year to 43% (preliminary) resulting from quarantines due to infection rates, travel, exposure and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

New Los Angeles Charter Elementary School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS Mis an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

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

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

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

New Los Angeles Charter Elementary School has developed an LCAP that will also serve as its SPSA and meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

New Los Angeles Charter Elementary School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not applicable

New Los Angeles Charter Elementary School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable

New Los Angeles Charter Elementary School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process New Los Angeles Charter Elementary School used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** met weekly during virtual and in-person staff/professional development meetings, and discussed student academic assessment data, Olweus/PBIS update and planning, Ensemble learning EL Professional development,
- **Principals/Administrators:**
- **Other School Personnel – Instructional Assistants** met monthly virtually and in-person; and discussed i-Ready lessons, student progress, supervision, PBIS, and small group intervention support.
- **Other School Personnel – Operations Group** took place weekly both virtually and in-person. Discussions took place on COVID testing protocols and procedures, progress reports, infection rates/quarantine, parent events, staffing, Panorama survey results, and use of one-time funds.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** took place virtually each month (August – May). Discussion took place on i-Ready assessments results, academic tutoring/intervention, Olweus Anti-Bullying program overview, One-time funding including ESSER III, state testing, COVID-19 Health & Safety Policy and Procedures, and SEL. Parents were also surveyed; and participated in DEI strategic surveys and focus groups.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** met with students in-person during weekly schoolwide assemblies where discussion took place on: PBIS/positive school culture, class share outs, Panorama Survey, Student perceptions on bullying and impact on school climate; DEI strategic surveys and focus groups that focused on racism, sexism, homophobia, transphobia and ableism)
- **SELPA –** The Director of Spec consulted with the SELPA (LAUSD Option 3) on a weekly basis (Tuesdays @2:30pm) virtually via Zoom. On June 10th, LCAP Action referencing Students with Disabilities (Goal 1, Action 7) was submitted to the SELPA for input and feedback as required under CA EC 64001(j).
- **ELAC/DELAC and EL-PAC virtual** meetings took place 3 times per year: Fall 2021 – discussion took place on designated ELD, reclassification criteria; attendance; Winter 2022 (midyear) i-Ready report, EL Master Plan, ELPAC Testing; and Spring 2022 – end of year data (i-Ready) report since state mandated assessment results were still pending; and use of one-time funding sources (AB130; and ESSER III).
- **Parent Advisory Committee (PAC) including parents of UP and SWD** took place virtually each month (August – May). Discussion took place on i-Ready assessments results, academic tutoring/intervention, Olweus Anti-Bullying program overview, state testing, COVID-19 Health & Safety Policy and Procedures, use of one-time funding sources (AB130; and ESSER III), and SEL.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** requested professional development and coaching on: ELD standards and EL strategies (Ensemble Learning); Math coaching (UCLA Math Project), Diversity, Equity, and Inclusion; and Restorative Practices/Justice.
- **Principals/Administrator** feedback was focused on the need for robust professional development for Administrators to build capacity and strengthen their skillset as coaches, professional development for teachers on: CGI Math; phonics instruction; ELD; reading strategies; and PBIS/Olweus/Restorative Justice. Feedback from the Assistant Principal and Principal identified the need to provide administrators with training on conducting effective instructional coaching, the roles of Instructional coaching, conducting classroom observations, feedback, and reflection cycle, to ensure that strategies taught to teachers during professional development/learning are implemented with fidelity to improve student outcomes, engagement, which impacts attendance, and academic progress.
- **Other School Personnel:** would like to participate in professional development: anti-racist/DEI/Restorative Justice; and receiving coaching to improve the quality and delivery of services to students.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** would like their students to continue to have access to counseling services, continue Olweus/anti-bullying initiative, and would like parent workshops that address how to support their child academically and social-emotionally at home. Parents also requested that students have access to enrichment courses (Art, Music), and parent educational workshops from FACTOR to continue.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** expressed they would like to continue with Olweus/Anti-bullying initiative to provide all students with a positive school climate.
- **SELPA** – no additional feedback was provided by the SELPA regarding the school's LCAP Goal 1, Action 7.
- **ELAC/DELAC and EL-PAC** parents were concerned with the widening achievement gap among EL and EO students; and would like additional academic support and intervention for ELs during the instructional day, continuation of coaching for teachers on ELD, including strategies to improve outcomes for ELs. Parents of EL and dually identified EL/SWD would like to have i-Ready reports and assessment data reported by student group to assess progress and achievement gaps.
- **Parent Advisory Committee (PAC) including parents of UP and SWD** would like a continuation of the Olweus/anti-bullying initiative and training, including providing additional resources to support a positive school climate, including added security and supervision throughout the day.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of New Los Angeles Charter Elementary School's LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 1: Internal assessment to measure and monitor student progress including disaggregating data by student group and grade level.

- Goal 1, Action 2: Academic intervention with Teachers Assistants supporting ELs and struggling learners. Additionally, after-school tutoring will be provided for additional academic support. RAZ-Kids to support struggling readers.
- Goal 1, Action 4: Student access to enrichment – Art, Coding, Dance, and Music to enhance student learning and engagement.
- Goal 1, Action 7: PBIS Implementation and SEL supports and counseling for students
- Goal 2, Action 1: Coaching for instructional Coaches & Administrators that perform Instructional Coaching.
- Goal 2, Action 1: Professional Development & Coaching on CGI Math (UCLA Math Project); Diversity, Equity & Inclusion coaching and training; and training on Kagan Strategies.
- Goal 2, Action 2: Professional Development on EL strategies and strengthening designated and integrated ELD to increase English language proficiency for ELs.
- Goal 3, Action 1: Campus Aides to provide supervision throughout the day schoolwide.
- Goal 3, Action 3: FACTOR Parent workshop, parent engagement and involvement opportunities.

Goals and Actions

Goal

Goal #	Description
1	**Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.**

An explanation of why the LEA has developed this goal.

There is a need to implement universal screeners, and utilize data to identify learning gaps, monitor student academic progress and provide targeted academic, social-emotional and/or behavioral supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 30.55% met/exceeded 2020-21: not administered	2021-22: results pending			35%
CAASPP Math	2018-19: 19.45% met/exceeded 2020-21: not administered	2021-22: results pending			25%
CA Science Test: Gr 5	2018-19: Did not serve grade 5 2020-21: Not administered	2021-22: results pending			Will establish desired outcome once baseline results are reported
Attendance Rate	2019-20:95%	2020-21: 94%			>95%
Chronic absenteeism Rate	2018-19: 13.2%	2020-21: 15.9%			<10%
% Of students including Unduplicated Pupils, and	2020-21: 100%	2021-22: 100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities (SWD) who have access to Broad Course of Study:					
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary			Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	**EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM**	New Los Angeles Charter Elementary School will employ a principal and 9 teachers to support the core educational program (ELA, Math, Social Studies, PE, and Science) for all students in grades TK-5. All teachers will participate in 10 days of robust professional learning (Summer 2022) that will focus on CGI Math, UDL, ELD Standards & EL strategies. Teachers will also participate in weekly professional learning including 3 non-instructional days that will focus on data analysis to inform instructional decision-making.	$	Y
2	**ASSESSMENT OF LEARNING**	To address learning gaps and close achievement gaps among student groups, there is a need to administer universal screeners and internal benchmark assessments that will be used to develop annual student growth targets, measure, and monitor student academic progress. They include: • i-Ready Reading & Math: 3 times/year • DIBELS: 3 times/year • mClass Math Assessments: 3 times/year • Fountas & Pinnell BAS • CGI Math Assessments • Writers Workshop • IAB’s ELA & Math	$	Y

Action #	Title	Description	Total Funds	Contributing
		mCLASS Math is a math assessment program that uncovers students' mathematical reasoning and measures fundamental skills to build student success. Universal screening and progress monitoring with diagnostic interview provide a rich view of at-risk students and gauge the effectiveness of math instruction. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.		
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	There is a need to accelerate learning and further mitigate learning loss as a result of remote learning and the impacts of the pandemic which have widened achievement gaps among Unduplicated Pupils and Students with Disabilities (SWD). The intervention teacher will provide Tier 2 reading support for struggling learners as identified using i-Ready, and Fountas & Pinnell BAS assessments. Teacher Assistants will provide evidence-based intervention through high dosage tutoring and targeted academic support. Struggling learners will have access to the following supplemental intervention tools: • Raz Kids/Reading A-Z • Flocabulary • i-Ready intervention platform Expanded learning opportunities will be provided for Unduplicated Pupils; and struggling learners through the following:	$	Y

Action #	Title	Description	Total Funds	Contributing
		• After-school tutoring • Winter & Spring Intercession • Summer School July 2022		
4	**BROAD COURSE OF STUDY**	New Los Angeles Elementary School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: • Art • Coding: 9 dots • Health • Music	$	Y
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITY**	New Los Angeles Charter Elementary School strives to provide all students and staff with a safe and clean school facility including janitorial services, that will implement a system of procedures that will safeguard the health and safety of students, teachers, and school staff during the pandemic. On an annual basis, the Facility Inspection Tool (FIT) report will be completed, and results reported on the SARC and LCAP. Any identified findings will be addressed.	$	N
6	**ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS**	New Los Angeles Charter Elementary School is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, ensuring student SEL and mental health needs are met including the following: • Niroga Mindfulness Program • Second Step SEL Curriculum implementation • Restorative Justice/Practices Training • Counseling services: HER Healing • Olweus Bullying Prevention Program • Responsive Classroom • PBIS Cohort: LACOE • PBIS Incentives	$	Y

Action #	Title	Description	Total Funds	Contributing
7	**COMPREHENSIVE SPED PROGRAM**	New Los Angeles Charter Elementary School participates in LAUSD's (Option 3) SELPA. The SPED team will provide instructional and social emotional support as outlined by the student's IEP. The SPED Director will ensure IEP compliance and timelines, communicate, and oversee the vision of the SPED Program. The SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments and support with planning universally designed lessons to support SWD. The SPED Team, comprised of the SPED Director RSPs, BIIs, paraprofessionals, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. BII and BID will follow the behavior plan written into the IEP with fidelity. The SPED team will participate in professional learning offered by the SELPA as well as training for the Linda-mood Bell Seeing Stars curriculum. They will access and other resources to improve delivery of instruction, student academic outcomes and accelerate student learning. SPED team and Students with Disabilities (SWD) will also utilize the following tools: ● GoalBook to support writing and assessing IEP goal ● LLI for reading intervention ● Co-writer & Snap and Read to support students with dyslexia and dysgraphia ● Read Live ● Seeing Stars	$	N

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 6: The Assistant Principal resigned in October 2021, and despite numerous outreach and recruitment efforts, the position was not filled. However, the roles of the administrative team were repurposed and expanded to include those of the Assistant Principal, to ensure student needs were met and fidelity with our LCAP goal and action.

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

Action 6: since the position of the Assistant Principal remained vacant as noted above there is a material difference between Budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal 1, supported the goal with using multiple forms of data to identify student academic, social-emotional, behavioral, and mental health needs. LCAP Goal 1, includes the use of universal screeners and strategies to address those needs identified through a multi-tiered system of supports. The Director of Special Education met regularly with the SELPA, and participated in all Option 3 meetings, including the development of multiple plans.

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

Changes were made to the "titles" of the LCAP Actions to accurately reflect the school's emphasis on MTSS, Diversity, Equity and Inclusion, and whole child approach. The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

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

Goal

Goal #	Description
2	**Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.**

An explanation of why the LEA has developed this goal.

There is a need to continue to provide our educators with evidence-based professional development and ongoing coaching to improve delivery of instruction, student engagement, to improve student attendance, engagement and academic outcomes. There is also a need to strengthen the delivery of ELD instruction (designated and integrated) to improve English Language acquisition and proficiency.

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>% Of students with access to Standards-aligned materials</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td></td><td></td><td>100%</td></tr>
<tr><td>% Of Fully credentialed & Appropriately assigned Teachers</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td></td><td></td><td>100%</td></tr>
<tr><td>Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2</td><td>
<table>
<tr><th colspan="2">2020-21: Implementation</th></tr>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>5</td></tr>
<tr><td>ELD</td><td>3</td></tr>
<tr><td>Math</td><td>5</td></tr>
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<tr><td>PE</td><td>5</td></tr>
<tr><td>VAPA</td><td>5</td></tr>
</table>
</td></tr>
<tr><td>% Of EL who made progress toward English</td><td>2020-21: 5.56% Proficient</td><td>2021-22: results pending</td><td></td><td></td><td>25%</td></tr>
</table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Proficiency measured by ELPAC					
Reclassification Rate	2019-20: 14.1%	2020-21: 1.2%			20%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL LEARNING OPPORTUNITIES**	New Los Angeles Charter Elementary School will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. Based on an analysis of student assessment results, feedback from our educational partners, and findings from classroom observations, and staff surveys, professional development areas of focus will include: • Cognitive Guided Instruction (CGI) Math • Diversity, Equity & Inclusion (DEI) • Restorative Practices/Justice • Universal Design for Learning (UDL) • Accommodations and Modifications – SWD • Kagan strategies • Literacy: phonemic awareness • ELD Coaching The Head of Schools will mentor and coach the Principal, Assistant Principal, and Director of Special Education.	$	Y
2	**SUPPORTING EL – LANGUAGE ACQUISITION**	An area of concern is the impact the pandemic and remote learning has had on English learners with English Language acquisition	$	Y

Action #	Title	Description	Total Funds	Contributing
		resulting in a decline in academic performance. To support the diverse learning needs of ELs, all educators will participate in extensive ELD training (See Goal 2, Action 1) and receive ELD Coaching. The EL Master Plan will be reviewed and revised with input from educational partners. ELs will receive designated and integrated ELD, academic intervention/support from Teacher Assistants (Goal 1, Action 3); and access to supplemental EL tools including Brain Pop EL. Internal assessments will be disaggregated by student group (including EL) to assess EL performance, growth, gap, needs; and will be used to strengthen delivery of instruction and supports for ELs.		
3	**CORE CURRICULAR NEEDS**	The following standards aligned curriculum and consumables will be purchased: • Amplify Science	$	N
4	**CLOSING THE DIGITAL DIVIDE**	New Los Angeles Elementary School will ensure technology devices are available for students to access the curricular and instructional materials; including wi-fi hotspots (as needed); tech support, and subscriptions as needed for virtual meetings.	$	N

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and the actual implementation of these actions. All actions were implemented with fidelity.

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

There were no identified material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions under Goal 2 were highly effective in providing our staff (teachers, administrators and support staff) with a robust professional development program, ongoing coaching and feedback, including implementation of CGI Math to improve math outcomes; Olweus Anti-bullying/PBIS; and the focus on diversity, equity and inclusion.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the school continues with these multi-year initiatives.

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment, to improve student academic outcomes.**

An explanation of why the LEA has developed this goal.

With the return to in-person instruction, educating and informing families on the importance of daily student attendance, is crucial to improve student outcomes. There is a need to provide families with resources on how to support the academic and social-emotional needs of their child/children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 0%	2020-21: 0%			<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 74% Sense of safety 84% School connectedness	2021-22: 52% Sense of safety 63% School connectedness			>60%
Parent Survey: Sense of safety & school connectedness	2020-21: 99% Sense of safety 98% School connectedness	2021-22: 86% Sense of safety 86% School connectedness			>60%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 79% Sense of safety 54% School connectedness	2021-22: 80% Sense of safety 80% School connectedness			>60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 5 7. 5 8. 5	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4			Ranking 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 5	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4			Ranking 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT**	New Los Angeles Charter Elementary School will provide students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs: • Attendance awards, implement SART process • Weekly Mindfulness Assembly • Weekly schoolwide assembly	$	Y

Action #	Title	Description	Total Funds	Contributing
		• Spirit week • Schoolwide events: 100th day of school, College & Career Week, Cultural Heritage Day, Read Across America week • Vision/health screenings • Bus passes for homeless youth • Emergency supplies/equipment • Uniforms & school t-shirts • COVID-19 Surveillance Testing Field Trips and Outdoor Education will provide our students with extended learning opportunities allow for students to learn standards through real world experiences. New LA will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement which will be reported in the school's LCAP and local indicators report. The School Safety Plan will be reviewed and revised with the input of our educational partners and in adherence to state and local county health department guidelines with regards to COVID-19 mitigation efforts.		
2	**PARENT INPUT IN DECISION-MAKING**	At New Los Angeles Charter Elementary School parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$	N
3	**PROMOTING PARENT ENGAGEMENT & PARTICIPATION**	New Los Angeles Charter Elementary School will provide parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with opportunities to engage in their child's education through various activities and events:	$	Y

Action #	Title	Description	Total Funds	Contributing
		• Schoolwide: Back to School; Passion for Learning • Coffee with the Principal • Parent workshops focusing on critical areas of identified need: Attendance, i-ready assessments, Counseling, state mandated assessments, Sex Education • FACTOR Parent Educational Workshops Communication with families will take place through Deans List, Mail Chimp, Remind App, and One call. Families will also have access to PowerSchool Parent portal to monitor their child's academic progress, attendance and communicate with school staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey.		

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1 - The Independent Study Assistant's role was repurposed to monitor student attendance during Independent Study (due to COVID-19), communicate with students and families, and document attendance. As a result of the COVID-19 pandemic and surges, field trips and Outdoor Education have been suspended this school year

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

Minor material differences were identified between Budgeted Expenditures and Estimated Actual Expenditures as a result of the repurposed role and the suspension of field trips due to surges in COVID infection rates.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in supporting the goal with creating a positive school environment, implementing universal screeners, ongoing communication with families; and implementation of workshops targeting critical issues including Olweus/anti-bullying and Diversity, Equity and Inclusion (DEI), all of which promote a positive and safe school climate.

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

Per CDE Guidance and recommendations from WestED's LCAP Local Indicators resource guide, the metrics for Priority 3 "Parent Involvement & Family Engagement" were revised to reflect the responses to the CDE's Priority 3 Local Indicators Self-reflection tools which is used annually by the school to report on the local indicators. This change allows for greater level of transparency and a more consistent tool for measuring this metric.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$642,106	$79,278

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.20%	0%	$0	37.20%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The shift to remote learning that took place as a result of the COVID-19 pandemic has had clear negative impacts on our students' health, social and cognitive development, mental health, and overall academic achievement especially among English Learners (EL), low-income, and Students with Disabilities (SWD).

Our school has taken a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs.

The following goals and actions are being provided on a schoolwide basis and are contributing to the increased services requirement for unduplicated pupils; and are principally directed towards and effective in meeting New Los Angeles Charter Elementary School's goal for unduplicated pupils based on the needs assessment of UP.

The Head of Schools will mentor and coach the Principal, Assistant Principal, and Director of Special Education (Goal 2, Action 1). Feedback from the Assistant Principal and Principal identified the need to provide administrators with training on conducting effective instructional coaching, the roles of Instructional coaching, conducting classroom observations, feedback, and reflection cycle, to ensure that strategies taught to

teachers during professional development/learning are implemented with fidelity to improve student outcomes, engagement, which impacts attendance, and academic progress.

All teachers will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year (Goal 1, Action 1), therefore a portion of salaries will be funded with Supplemental & Concentration grant funds. Based on an analysis of student assessment results, feedback from our educational partners, and findings from classroom observations, and staff surveys, professional development areas of focus will include Cognitive Guided Instruction (CGI) Math; Diversity, Equity & Inclusion (DEI)' Restorative Practices/Justice; Universal Design for Learning (UDL); Accommodations and Modifications – SWD; Kagan strategies; Literacy: phonemic awareness. Cognitive Guided Instruction – Math professional learning and coaching will be provided by the UCLA Math Project (Goal 2, Action 1). These focus areas were identified needs for our Unduplicated Pupils, especially English Learners and low-income students as evidenced with i-Ready assessment, DIBELS, mClass (Goal 1, Action 2) and ELPAC assessment results; in combination with feedback and requests made from our educational partners, on how to best support the academic and SEL needs of our students. mCLASS Math is a math assessment program that uncovers students' mathematical reasoning and measures fundamental skills to build student success. Universal screening and progress monitoring with diagnostic interview provide a rich view of at-risk students and gauge the effectiveness of math instruction. There is a significant achievement gap among English Learners (EL) and English Only (EL), evidenced through i-Ready and CAASPP/SBAC assessments. Teachers Assistants will provide tiered reading and/or math intervention and high dosage evidence-based tutoring for struggling readers and learners as identified through i-Ready, DIBELS, and mClass assessments (Goal 1, Action 3).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short fluency measures used to regularly monitor the development of early literacy and early reading skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading. DIBELS are a benchmark assessment administered three times per year (fall, winter, spring) with additional regular checks based on student needs.

All students will have access to Art and Music enrich (Goal 1, Action 4). Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.

Over the past year with the return to in-person instruction, administrators and educators participated in Diversity, Equity, Inclusion (DEI) training including a needs assessment and self-reflection. This was essential to determine, assess, and ensure our educational program and services are implemented and designed using an equity lens.

An analysis of attendance and Chronic absenteeism rates has concluded that chronic absenteeism rates are higher among English Learners (21.3%) and low-income students (17.3%) compared with schoolwide rates of 15.9%. Chronic absenteeism rates for 2021-22 rose to 43%. The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, ensuring student SEL and mental health needs are met (Goal 1, Action 6). Campus Aides will provide supervision, enforce, and implement PBIS strategies, and security throughout the day (Goal 3, Action 1).

Engaging parents/families in their child's education is essential to improve student outcomes, especially among Unduplicated Pupils. During consultation with our educational partners, parents/families expressed they would like parent education workshops to be offered so they can support their child academically at home. (Goal 3, Action 3).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: To further support the learning needs and improve English language acquisition and proficiency of ELs, all teachers will participate in a series of ELD professional learning and coaching that will focus on designing and delivering engaging and rigorous designated and integrated ELD instruction, provide teachers with tools to implement evidence-based strategies to engage English learners and improve English language proficiency (as measured on the ELPAC summative assessment) and annual reclassification rates. Additionally, ELs will utilize Brain Pop EL to improve their vocabulary and language skills.

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

The additional concentration grant add-on funding will be used to increase the number of Teacher Assistants that provide direct services to students, specifically Unduplicated Pupils (English learners, low-income and foster youth). See Goal 1, Action 3 for further details.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.939.6400

Plan Summary 2022-23

General Information

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

The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching student's skills that will enable them to thrive and ensure advanced academic success. We nurture and teach students to understand how to collaborate to solve problems and changing their own lives as they change the community around them. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

New Los Angeles Charter School serves approximately 320 students in grades 6-8 with the following demographics: 87% Hispanic, 7% African American, 2% 2+ Races, 1% Asian, 19% Students with Disabilities (SWD), 26% English Learners (EL), 0.3% Foster Youth (FY), 0.3% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED).

MISSION

New Los Angeles Charter School develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This past school year, New Los Angeles Charter School implemented restorative practices, consisting of social-emotional support for students, through community/group circles in the Advisory course which also focused on relationship building practices. With the implementation of Positive Behavioral Interventions Support (PBIS), our students are learning life skills to overcome challenges and gain success, impacting both school and work climates. PBIS is a proactive approach to improve student outcomes by supporting students with positive preventative behavior rather than punishment. For educators, it is not a curriculum to learn and teach but instead, a commitment to establishing behavioral and cultural supports needed for any student to achieve academic and emotional success.

PBIS is a three-tiered framework that supports students in multiple ways. When implemented effectively, students experience greater academic success, schools experience less of a need for exclusionary practices like suspension or expulsion, and teachers and staff often feel more effective. Each tier reflects a particular system of support that in unison operate to improve student outcomes across every aspect of their lives.

For the 2022-23 school year, New LA will continue to deepen PBIS practices and implement restorative practices by providing cycles of reflection and feedback during monthly professional learning led by the Los Angeles Institute for Restorative Practices. Additionally, our PBIS team will participate in the PBIS Cohort training and Community of Practice at the Los Angeles County Office of Education (LACOE), to strengthen PBIS implementation schoolwide with fidelity. Additionally, we will pilot the Community Matters (Facing History) Advisory Curriculum in the 2022-23 school year and integrate universe of obligation that provides an understanding humanity and human behavior, alignment with restorative practices and learning about accountability and responsibility.

The Seminar block, that focused on reading strategies, was piloted this past year, a phonics program for our struggling readers, that took place during humanities and reading intervention was successful as measured using running records, i-Ready assessments, and feedback from teachers. The purpose was to accelerate student progress towards grade level mastery in reading comprehension through explicit phonics instruction and intervention. For the 2022-23 school year, we will continue to train teachers on implementing phonics instruction to address identified student needs that include issues with decoding and vocabulary.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following chart reflects New Los Angeles Charter School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since Fall 2019. Performance levels for Suspension Rate reflected a blue performance level schoolwide and for all numerically significant student groups (English Learners, Socioeconomically Disadvantaged, African American, and Hispanic).

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Green	Orange	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

The shift to remote learning that took place as a result of the COVID-19 pandemic has had clear negative impacts on our students' health, social and cognitive development, mental health, and overall academic achievement especially among English Learners (EL), low-income, and Students with Disabilities (SWD).

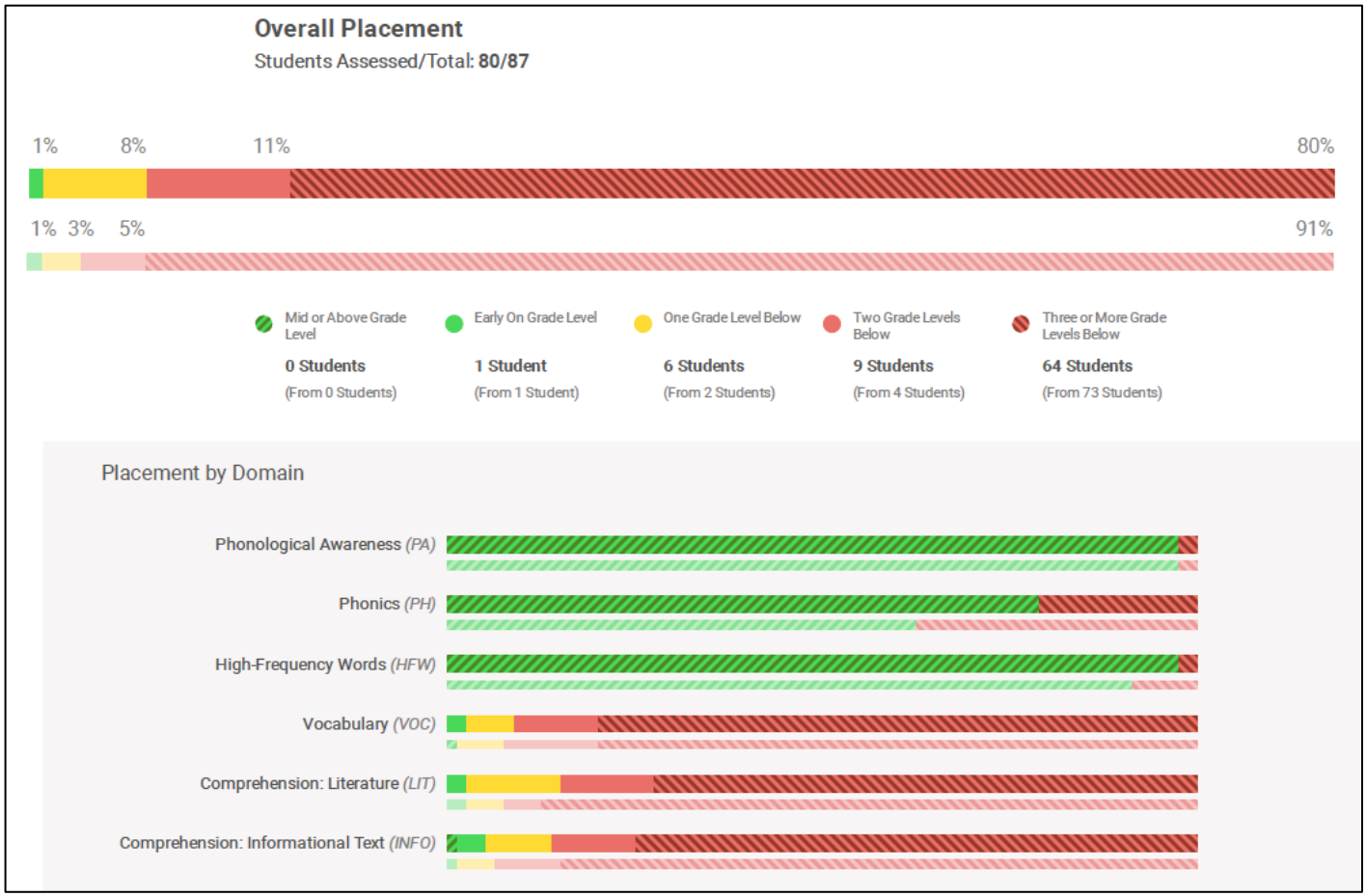
Our school has taken a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs.

In the 2021-22 school year, i-Ready assessments were administered in-person to all students as a diagnostic assessment at the beginning of the school year (fall), mid-year (winter) and end of year (spring), to assess student academic needs and target instruction.

The following charts reflect English Learner (EL) student performance (growth) from fall 2021 to winter 2022 in reading as measured using i-Ready assessments.

Analyzing Fall 2021 to Winter 2022 results:

- Approximately 9 out 73 EL students advanced from performing at 3+ grade levels below, to 2 grade levels below, in reading.
- A total of 5 out of 9 students advanced from performing at 2 grade levels below, to 1 grade level below.



The following chart provides overall grade level performance from fall to winter for ELs using i-Ready Reading assessment.

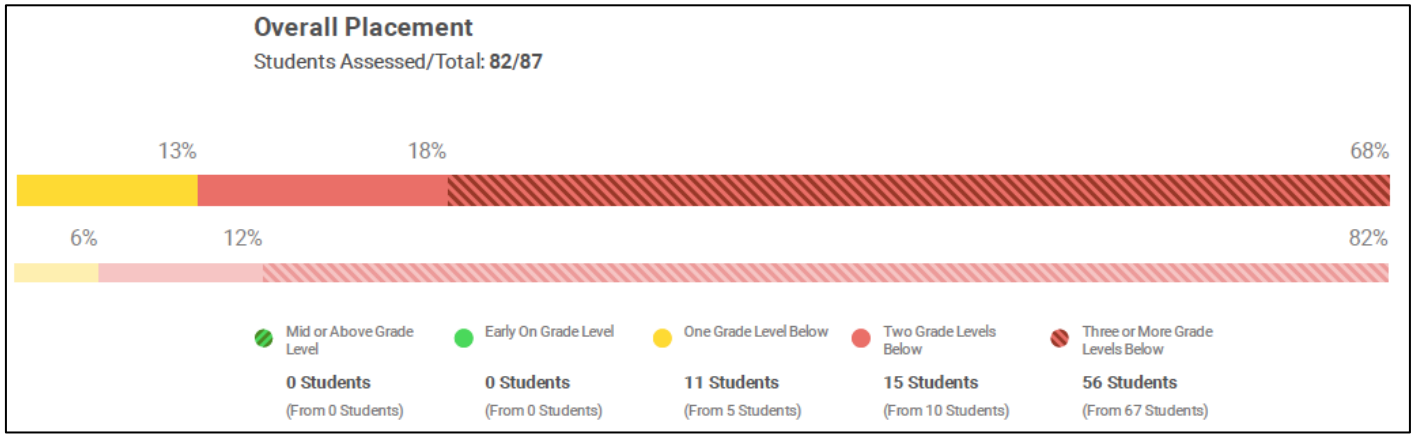
Grade		Overall Grade-Level Placement					
Switch Table View Grade 6 Placement Summary	Winter (November 16 - March 1) Show Results By Grade		0%	0%	14%	14%	71%
	Fall (Beginning of Year - November 15)		0%	4%	4%	14%	79%

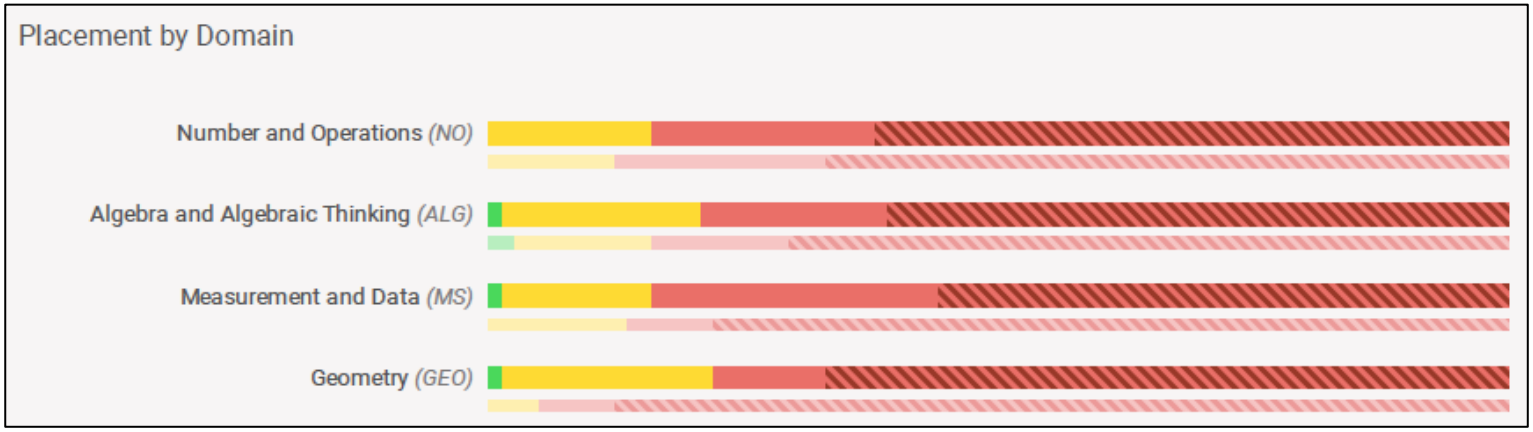
Grade		Overall Grade-Level Placement					
Grade 7	Winter (November 16 - March 1)		0%	0%	3%	9%	88%
	Fall (Beginning of Year - November 15)		0%	0%	0%	0%	100%
Grade 8	Winter (November 16 - March 1)		0%	5%	5%	10%	80%
	Fall (Beginning of Year - November 15)		0%	0%	5%	0%	95%

For the 2022-23 school year, there is a need to strengthen EL academic performance and language acquisition and proficiency. Our teachers will implement Ensemble learning goals designing classrooms that center around collaborative learning structures and provide opportunities for EL students to practice listening and speaking skills. There is a need to ensure teachers differentiate/scaffold instruction to support the learning needs of our English Learners and Students with Disabilities. An ELD credentialed teacher will be hired to solely teach designated ELD courses by level, ensure language needs are being met, and collaborate with teachers on strategies to support ELs.

i-Ready assessment findings were analyzed and presented to staff and parents; and used to inform instruction and identify intervention needs; and use of supplemental instructional materials. These findings were also used in our needs assessment and consultation with our educational partners in the development of the 2022-23 LCAP. There is a significant need to strengthen and expand reading intervention to reduce achievement gaps among Unduplicated pupils.

The following charts reflect overall placement (performance) for ELs in Math from fall 2021 to winter 2022, and placement by domain.





Grade		Overall Grade-Level Placement					
Grade 6	Winter (November 16 - March 1)		0%	0%	22%	15%	63%
	Fall (Beginning of Year - November 15)		0%	0%	4%	15%	81%
Grade 7	Winter (November 16 - March 1)		0%	0%	11%	17%	72%
	Fall (Beginning of Year - November 15)		0%	0%	11%	11%	78%

Grade		Overall Grade-Level Placement					
Grade 8	Winter (November 16 - March 1)		0%	0%	5%	26%	68%
	Fall (Beginning of Year - November 15)		0%	0%	0%	11%	89%

There is also a need to improve Math instruction and strengthen vertical alignment and will hire a math intervention teacher that will collaborate and plan with our math teachers. Collaborative math structures will take place on the use of CPM and retrain all teachers. This past year, our teachers received training from the UCLA Math Project, including coaching and math labs. Coaches met with the Administrative team to conduct a needs assessment to improve math instruction. As evidenced in the i-Ready assessments, 100% of our students are performing at least one year below grade level.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

New Los Angeles Charter School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS Mis an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

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

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

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

New Los Angeles Charter School has developed an LCAP that will also serve as its SPSA and meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

New Los Angeles Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Not applicable

New Los Angeles Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable

New Los Angeles Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process New Los Angeles Charter School used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- **Teachers** met weekly during virtual and in-person staff/professional development meetings, and discussed student academic assessment data, Olweus/PBIS update and planning, Ensemble learning EL Professional development, use of one-time funds, and 2022-23 PD planning.
- **Principals/Administrators** met weekly in-person and virtually to discuss attendance, behavior, COVID-19 protocols, Health & safety issues, intervention, i-Ready assessments, reclassification, professional development needs, use of one-time funds, budget, and parent workshops.
- **Other School Personnel– Operations Group** took place weekly both virtually and in-person. Discussions took place on COVID testing protocols and procedures, progress reports, infection rates/quarantine, parent events, staffing, Panorama survey results, and use of one-time funds.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** meetings took place monthly via zoom (virtually). feedback on ways to engage parents during a pandemic, opportunities for community engagement, volunteering opportunities, use of one-time funds, parents had concerns about COVID protocols, about homework policies about students need for academic support.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** meetings took place in-person during monthly townhalls meetings, weekly advisory circles, and each trimester via Panorama survey. Discussions took place on COVID protocols, SEL, DEI survey, and Olweus Bullying prevention and questionnaire (OBQ)
- **SELPA–** The Director of Spec consulted with the SELPA (LAUSD Option 3) on a weekly basis (Tuesdays @2:30pm) virtually via Zoom. On June 10th, LCAP Action referencing Students with Disabilities (Goal 1, Action 7) was submitted to the SELPA for input and feedback as required under CA EC 64001(j).
- **ELAC/DELAC and EL-PAC:** took place every other month virtually and discussion greater understanding of what English learners are, the process for reclassification, understanding of the ELPAC and how New LA is working to support them. We received feedback on our Ensemble goal, which was critical in making sure the implementation is effective.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** took place monthly virtually. Parents provided feedback through diverse lenses and allowed for discourse around covid policies, grading, assessment, uniform, fundraising, bullying and restorative practices and counseling support.
-

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers** stated they need more support, training, resources to support English Learners and Students with Disabilities (SWD). Teachers shared concerns on COVID protocols and safety; and would like more consistency and structure with the SSPT/MTSS. Teachers would like to continue with Friday folder and quick notes but that it wasn't sufficient time to discuss student needs.
- **Principals/Administrators:** feedback was focused on the need for robust professional development for Administrators to build capacity and strengthen their skillset as coaches, professional development for teachers on: CGI Math; phonics instruction; ELD; reading strategies; and PBIS/Olweus/Restorative Justice. Feedback from the Assistant Principal and Principal identified the need to provide administrators with training on conducting effective instructional coaching, the roles of Instructional coaching, conducting classroom observations, feedback, and reflection cycle, to ensure that strategies taught to teachers during professional development/learning are implemented with fidelity to improve student outcomes, engagement, which impacts attendance, and academic progress.
- **Other School Personnel– Operations Group** took place weekly both virtually and in-person. Discussions took place on COVID testing protocols and procedures, progress reports, infection rates/quarantine, parent events, staffing, Panorama survey results, and use of one-time funds.
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)** stated they would like to be able to volunteer onsite; and for the school to communicate using communication tools (email, text, Remind app, etc.); and a return weekly Friday folder. Parents would like additional targeted intervention for their child that is struggling academically (significantly below grade level) in mathematics and reading; and opportunities for after-school tutoring.
- **Students including Unduplicated Pupils and Students with Disabilities (SWD)** would like the LGBTQ+ club to continue; and the implementation of LAIRP lessons (restorative practices) and mindfulness.
- **SELPA**– no additional feedback was provided by the SELPA regarding the school's LCAP Goal 1, Action 7.
- **ELAC/DELAC and EL-PAC** would like the school to improve communication about English learners, reclassification rates, increases supports through an additional credentialed teacher (to teach designated ELD), rather than having Humanities teachers also teacher dELD. and academic expectations.
- **Parent Advisory Committee (PAC) including parents of UP and SWD:** would like workshops on restorative practices, SEL/mental health needs, and strategies to identify and address bullying.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of New Los Angeles Charter School's LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Goal 1, Action 3: Reading and Math Intervention Specialists for struggling learners.
- Goal 1, Action 3: After-school tutoring
- Goal 1, Action 6: Counseling services for SEL Support
- Goal 1, Action 7: PBIS Implementation and SEL supports and counseling for students
- Goal 2, Action 1: Coaching for instructional Coaches & Administrators that perform Instructional Coaching.

- Goal 2, Action 1: Professional Development & Coaching on Diversity, Equity & Inclusion coaching, and training; and training on Kagan Strategies.
- Goal 2, Action 2: Hire an EL Specialist to teach multiple levels of designated ELD to improve EL academic outcomes, reclassification, and English Language proficiency.
- Goal 3, Action 1: Parent workshops on topics parents have requested and to inform them of student academic and SEL needs.

Goals and Actions

Goal

Goal #	Description
1	**Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.**

An explanation of why the LEA has developed this goal.

There is a need to implement universal screeners, and utilize data to identify learning gaps, monitor student academic progress and provide targeted academic, social-emotional and/or behavioral supports to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 38.06% met/exceeded 2020-21: Not administered	2021-22: results pending			40%
CAASPP Math	2018-19: 22.91% met/exceeded 2020-21: Not administered	2021-22: results pending			35%
CA Science Test: Gr 5	2018-19: 21.78% met/exceeded 2020-21: Not administered	2021-22: results pending			25%
Attendance Rate	2019-20: 96%	2020-21: 95%			>95%
Chronic absenteeism Rate	2018-19: 6.1%	2020-21: 15.8%			10%
% Of students including Unduplicated Pupils, and Students with Disabilities	2020-21: 100%	2021-22: 100%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(SWD) who have access to Broad Course of Study:					
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Exemplary			Good
Middle School Dropout Rate	2019-20: 0%	2020-21: 0%			0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**EDUCATORS – SUPPORTING THE CORE EDUCATIONAL PROGRAM**	New Los Angeles Charter School will employ a principal and 14 teachers to support the core educational program (ELA, Math, Social Studies, PE, and Science) for all students. All teachers will participate in 10 days of robust professional learning (Summer 2022) that will focus on CGI Math, UDL, ELD Standards & EL strategies. Teachers will also participate in weekly professional learning including 3 non-instructional days that will focus on data analysis to inform instructional decision-making.	$	
2	**ASSESSMENT OF LEARNING**	To address learning gaps and close achievement gaps among student groups, there is a need to administer universal screeners and internal benchmark assessments that will be used to develop annual student growth targets, measure, and monitor student academic progress. They include: • i-Ready Reading & Math: 3 times/year • CPM Unit Assessments • Running Records • Formative Assessments: On demand writing • CGI Math Assessments	$	

Action #	Title	Description	Total Funds	Contributing
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	There is a need to accelerate learning and further mitigate learning loss as a result of remote learning and the impacts of the pandemic which have widened achievement gaps among Unduplicated Pupils and Students with Disabilities (SWD). The Reading Intervention teacher will provide Tier 2 reading support; and Math Intervention Specialist will provide tiered support for struggling learners as identified through i-Ready and CAASPP assessments. To further support struggling learners, the master schedule will include an additional block for reading and math intervention that meets at least twice per week each. Expanded learning opportunities will be provided for Unduplicated Pupils; and struggling learners through the following: • After-school tutoring • Winter & Spring Intercession • Summer School July 2022	$	
4	**BROAD COURSE OF STUDY**	New Los Angeles Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: • Art • Advisory • Sex Education	$	
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	New Los Angeles Charter School strives to provide all students and staff with a safe and clean school facility including janitorial services, that will implement a system of procedures that will safeguard the health and safety of students, teachers, and school staff during the pandemic. On an annual basis, the Facility Inspection Tool (FIT) report will be completed, and results reported on the SARC and LCAP. Any identified findings will be addressed.	$	

Action #	Title	Description	Total Funds	Contributing
6	**ADDRESSING SEL, BEHAVIORAL, & MENTAL HEALTH NEEDS**	An area of concern on the CA School Dashboard are the suspension and chronic absenteeism state indicators. New Los Angeles Charter School will continue to implement and strengthen its PBIS in combination with MTSS. New Los Angeles Charter School is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. The Assistant Principal will lead the PBIS team and schoolwide initiative, ensuring SEL and mental health needs are met; and implement strategies to reduce chronic absenteeism rates. The Counselor will provide SEL and mental health services and small group counseling services. Our school will also implement the following: • Restorative Practices professional development – staff-wide, to implement restorative practices • Counseling services: Open Paths, Share & Care • Olweus Bullying Prevention Program • Responsive Classroom • Freedom from Chemical Dependency training for entire staff • Los Angeles Institute for Restorative Practices: • Leadership Program for 8th grade students to mentor 6th grade students • PBIS Cohort Training: LACOE PBIS rewards/incentives: mission pillar awards, positive behavior expectations, monthly missions, turtle tickets, and schoolwide celebrations.	$	
7	**COMPREHENSIVE SPED PROGRAM**	New Los Angeles Charter School participates in LAUSD's (Option 3) SELPA. The SPED team will provide instructional and social emotional support as outlined by the student's IEP. The SPED Director will ensure IEP compliance and timelines, communicate with families, and oversee the vision of the SPED Program. Members of the SPED team will participate in LAUSD SELPA Option 3 committees and professional development. SPED Director will support SPED staff with IEP Compliance, co-teaching, developing lessons that focus on IEP goals, and support general education with implementing IEP accommodations into lessons and assessments and support with planning universally designed lessons	$	

Action #	Title	Description	Total Funds	Contributing
		to support SWD. The SPED Team comprised of the SPED Director RSP, BII, Paraprofessionals, and Contracted Services will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided. BII and BID will follow the behavior plan written into the IEP with fidelity. The SPED team will participate in professional learning offered by the SELPA and other resources to improve delivery of instruction, student academic outcomes and accelerate student learning. SPED team and Students with Disabilities (SWD) will also utilize: ● GoalBook to support writing and assessing IEP goals ● LLI for reading intervention ● Co-writer & Snap and Read to support students with dyslexia and dysgraphia ● Wilson Reading Program		

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3: The Math interventionist resigned in December 2021; and despite numerous recruitment efforts the position remained vacant.

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

Action 3: there was a material difference between Budgeted Expenditures and Estimated Actual Expenditures since the position was vacant for a portion of the school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions outlined in Goal 1, supported the goal with using multiple forms of data to identify student academic, social-emotional, behavioral, and mental health needs. LCAP Goal 1, includes the use of universal screeners and strategies to address those needs identified through a multi-tiered system of supports. The Director of Special Education met regularly with the SELPA, and participated in all Option 3 meetings, including the development of multiple plans.

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

Changes were made to the "titles" of the LCAP Actions to accurately reflect the school's emphasis on MTSS, Diversity, Equity and Inclusion, and whole child approach. The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

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

Goal

Goal #	Description
2	**Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.**

An explanation of why the LEA has developed this goal.

There is a need to continue to provide our educators with evidence-based professional development and ongoing coaching to improve delivery of instruction, student engagement, to improve student attendance, engagement and academic outcomes. There is also a need to strengthen the delivery of ELD instruction (designated and integrated) to improve English Language acquisition and proficiency.

Measuring and Reporting Results

<table>
<tr><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Year 3 Outcome</th><th>Desired Outcome for 2023–24</th></tr>
<tr><td>% Of students with access to Standards-aligned materials</td><td>2020-21: 100%</td><td>2021-22: 100%</td><td></td><td></td><td>100%</td></tr>
<tr><td>% Of Fully credentialed & Appropriately assigned Teachers</td><td>2020-21: 94.4%</td><td>2021-22: 100%</td><td></td><td></td><td>100%</td></tr>
<tr><td>Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2</td><td>
<table>
<tr><th colspan="2">2020-21: Implementation</th></tr>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>4</td></tr>
<tr><td>ELD</td><td>4</td></tr>
<tr><td>Math</td><td>4</td></tr>
<tr><td>NGSS</td><td>4</td></tr>
<tr><td>History</td><td>4</td></tr>
<tr><td>Health</td><td>3</td></tr>
<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>3</td></tr>
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</table>
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<table>
<tr><th colspan="2">2023-24: Implementation</th></tr>
<tr><th colspan="2">Academic Standards</th></tr>
<tr><td>ELA</td><td>5</td></tr>
<tr><td>ELD</td><td>4</td></tr>
<tr><td>Math</td><td>4</td></tr>
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<tr><td>PE</td><td>4</td></tr>
<tr><td>VAPA</td><td>4</td></tr>
</table>
</td></tr>
</table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 17.57% Proficient	2021-22: results pending			25%
Reclassification Rate	2019-20: 6.5%	2020-21: 0%			20%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL LEARNING OPPORTUNITIES**	New Los Angeles Charter School will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. Based on an analysis of student assessment results, feedback from our educational partners, and findings from classroom observations, and staff surveys, professional development areas of focus will include: • Diversity, Equity & Inclusion (DEI) • Olweus Bullying Prevention • I-Ready Implementation & data analysis to inform instruction • Restorative Practices/Justice • Universal Design for Learning (UDL) • Accommodations and Modifications – SWD • Kagan strategies • Literacy: phonemic awareness • ELD Training & Coaching The Head of Schools will mentor and coach the principal, and Director of Special Education. • Leadership Coaching: Principal and Head of Schools	$	

Action #	Title	Description	Total Funds	Contributing
		• Critical Friends Group (CFG) for Coaches To support teacher effectiveness and credential clearance, New LA will reimburse teacher induction expenses.		
2	**SUPPORTING EL – LANGUAGE ACQUISITION**	An area of concern is the impact the pandemic and remote learning has had on English learners with English Language acquisition resulting in a decline in academic performance. To support the diverse learning needs of ELs, all educators will participate in extensive ELD training (See Goal 2, Action 1) and receive ELD Coaching. To further increase services for English Learners, an ELD teacher will be added to provide designated ELD, monitor EL student progress, provide targeted support; to improve English language proficiency, reclassification rates and reduce the number of long-term ELs. The EL Master Plan will be reviewed and revised with input from educational partners. ELs will receive designated and integrated ELD, academic intervention/support from Teacher Assistants (Goal 1, Action 3); and access to supplemental EL tools including Brain Pop EL. Internal assessments will be disaggregated by student group (including EL) to assess EL performance, growth, gap, needs; and will be used to strengthen delivery of instruction and supports for ELs.	$	
3	**CORE CURRICULAR NEEDS**	The following standards aligned curriculum and consumables will be purchased: • CPM Math • DBQ • Amplify Science • NewsELA • Classroom libraries & novels	$	
4	**CLOSING THE DIGITAL DIVIDE**	New Los Angeles Charter School will ensure technology devices are available for students to access the curricular and instructional materials; including wi-fi hotspots (as needed); tech support, and subscriptions as needed for virtual meetings	$	

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and the actual implementation of these actions. All actions were implemented with fidelity.

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

There were no identified material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions under Goal 2 were highly effective in providing our staff (teachers, administrators, and support staff) with a robust professional development program, ongoing coaching and feedback, including implementation of CGI Math to improve math outcomes; Olweus Anti-bullying/PBIS; and the focus on diversity, equity and inclusion.

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

No changes were made to the planned goal, metrics, desired outcomes, or actions for the coming year as the school continues with these multi-year initiatives.

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

Goal

Goal #	Description
3	**Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment, to improve student academic outcomes.**

An explanation of why the LEA has developed this goal.

With the return to in-person instruction, educating and informing families on the importance of daily student attendance, is crucial to improve student outcomes. There is a need to provide families with resources on how to support the academic and social-emotional needs of their child/children.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 0.9%	2020-21: 0%			<1%
Expulsion Rate	2019-20: 0%	2020-21: 0%			0%
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 78% Sense of safety 59% School connectedness	2021-22: 62% Sense of safety 42% School connectedness			60%
Parent Survey: Sense of safety & school connectedness	2020-21: 100% Sense of safety 96% School connectedness	2021-22: 80% Sense of safety 96% School connectedness			60%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 83% Sense of safety 61% School connectedness	2021-22: 80% Sense of safety 75% School connectedness			60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 3 8. 4			Ranking of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 3 3. 4 4. 3	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4			Ranking of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING STUDENT ENGAGEMENT & A SAFE LEARNING ENVIRONMENT**	New Los Angeles Charter School will provide students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. Our school will implement the following to provide all students and staff with a safe, welcoming, and positive learning environment that will promote student academic growth and SEL needs: • Monthly Townhall • Spirit week • Schoolwide events: College & Career Week, Cultural Heritage Day • Bus passes for homeless youth	$	

Action #	Title	Description	Total Funds	Contributing
		• Emergency supplies/equipment • Uniforms & school t-shirts • Lunch supervision aide • COVID-19 Surveillance Testing Field Trips will provide our students with extended learning opportunities allow for students to learn standards through real world experiences. New LA will administer Panorama SEL surveys to students, staff, and parents to assess school connectedness, safety, satisfaction, and engagement which will be reported in the school's LCAP and local indicators report. The School Safety Plan will be reviewed and revised with the input of our educational partners and in adherence to state and local county health department guidelines with regards to COVID-19 mitigation efforts.		
2	**PARENT INPUT IN DECISION-MAKING**	At New Los Angeles Charter School parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$	
3	**PROMOTING PARENT ENGAGEMENT & PARTICIPATION**	New Los Angeles Charter School will provide parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with opportunities to engage in their child's education through various activities and events: • Schoolwide: Back to School; Passion for Learning • Coffee with the Principal • Parent workshops focusing on social media, setting boundaries, attendance, connecting with your teen, restorative practices,	$	

Action #	Title	Description	Total Funds	Contributing
		bullying prevention, i-ready assessments, drug/alcohol prevention program; and Sex Education. Communication with families will take place through Deans List, Mail Chimp, Remind App, and One call. Families will also have access to PowerSchool Parent portal to monitor their child's academic progress, attendance and communicate with school staff. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey.		

Goal Analysis for 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: The Independent Study Assistant's role was repurposed to monitor student attendance during Independent Study (due to COVID-19), communicate with students and families, and document attendance. As a result of the COVID-19 pandemic and surges, field trips and Outdoor Education have been suspended this school year

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

Minor material differences were identified between Budgeted Expenditures and Estimated Actual Expenditures as a result of the repurposed role and the suspension of field trips due to surges in COVID infection rates.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in supporting the goal with creating a positive school environment, implementing universal screeners, ongoing communication with families; and implementation of workshops targeting critical issues including Olweus/anti-bullying and Diversity, Equity and Inclusion (DEI), all of which promote a positive and safe school climate.

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

Per CDE Guidance and recommendations from WestED's LCAP Local Indicators resource guide, the metrics for Priority 3 "Parent Involvement & Family Engagement" were revised to reflect the responses to the CDE's Priority 3 Local Indicators Self-reflection tools which is used annually by the school to report on the local indicators. This change allows for greater level of transparency and a more consistent tool for measuring this metric.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,059,462	$127,116

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.28%	0%	$0	38.28%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The shift to remote learning that took place as a result of the COVID-19 pandemic has had clear negative impacts on our students' health, social and cognitive development, mental health, and overall academic achievement especially among English Learners (EL), low-income, and Students with Disabilities (SWD).

Our school has taken a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs.

The following goals and actions are being provided on a schoolwide basis and are contributing to the increased services requirement for unduplicated pupils; and are principally directed towards and effective in meeting New Los Angeles Charter School's goal for unduplicated pupils based on the needs assessment of UP.

All teachers will participate in a robust evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year (Goal 1, Action 1), therefore a portion of salaries will be funded with Supplemental & Concentration grant funds. Based on an analysis of student assessment results, feedback from our educational partners, and findings from classroom observations, and staff surveys, professional development areas of focus will include Cognitive Guided Instruction (CGI)

Math; Restorative Practices/Justice; Kagan strategies; Literacy: Balanced Literacy Program, Kagan Strategies, SEL and strategies to support English Learners (Goal 2, Action 1).

New Los Angeles Charter School will provide students with access to Art elective course (Goal 1, Action 4). Art instruction helps children with the development of motor, language, and social skills, including decision-making, risk taking, and inventiveness. Art instruction promotes physical and psychological well-being, lowering stress and improving memory.

An area of concern on the CA School Dashboard are the suspension and chronic absenteeism state indicators. Chronic absenteeism rates in 2020-21 schoolwide was 15.8%; ELs 12%; Students with Disabilities 19.6%, and Socioeconomically Disadvantaged at 16.4%; for the 2021-22 school year, chronic absenteeism rates rose to 44%. New Los Angeles Charter School will continue to implement and strengthen its PBIS in combination with MTSS. New Los Angeles Charter School is committed to providing social-emotional and behavioral emotional supports to support the mental health need of our students. The Assistant Principal will lead the PBIS team and schoolwide initiative, ensuring SEL and mental health needs are met; and implement strategies to reduce chronic absenteeism rates. The Counselor will provide SEL and mental health services and small group counseling services (Goal 1, Action 6). The Administrative Assistant's (Goal 3, Action 3) will communicate with families for identified students that are at-risk of being chronically absent, under the guidance and supervision of the Assistant Principal. There is a need to increase parent engagement of Unduplicated pupils in their child's education and promote their participation at the school including attending parent education workshops to support their child's academic and SEL needs.

The Head of Schools will mentor and coach the Principal, Assistant Principal, and Director of Special Education (Goal 2, Action 1). Feedback from the Assistant Principal and Principal identified the need to provide administrators with training on conducting effective instructional coaching, the roles of Instructional coaching, conducting classroom observations, feedback, and reflection cycle, to ensure that strategies taught to teachers during professional development/learning are implemented with fidelity to improve student outcomes, engagement, which impacts attendance, and academic progress.

Improving student engagement and promoting a positive school climate and safe school is essential to improve student outcomes, and attendance. Students need to feel a sense of belonging through community building, implementation of PBIS and restorative practices. Campus Aides will provide supervision, enforce, and implement PBIS strategies, and security throughout the day (Goal 3, Action 1).

Engaging parents/families in their child's education is essential to improve student outcomes, especially among Unduplicated Pupils. During consultation with our educational partners, parents/families expressed they would like parent education workshops to be offered so they can support their child academically at home (Goal 3, Action 3).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: To further support the learning needs and improve English language acquisition and proficiency of ELs, an additional specialized credentialed teacher will be hired to solely provide designated ELD, and academic support targeted for English Learners. An

analysis of student achievement data and schoolwide data, as identified achievement gaps among ELS versus English Only (EO) students, with low reclassification rates (2019-20: 6.5%; 2020-21: 0%), and an increasing number of long-term English Learners (2019-20: 10.5%; 2020-21: 29.4%). Additionally, ELs will utilize Brain Pop EL to improve their vocabulary and language skills.

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

The additional concentration grant add-on funding will be used to fund the Reading Interventionist, that will increase the number of staff who provide direct services to Unduplicated students. The Reading interventionist will target students reading 2+ years below grade level, an identified need outlined in this plan and as requested by educational partners.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.