NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, December 13, 2021

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

The Board recognizes and allows public comment "real time" before action taken on each agenda item. 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.

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. Consideration of Approval of Board Meeting Minutes from 10/11/21

5. Consideration of Approval of Special Meeting Minutes from 11/12/21

6. Audit Committee Report
   - Consideration of Approval of the 2020-2021 Audit

7. DEI Opening Protocol and Good Influence Update

8. Elementary and Middle School Campus Reports
   - Campus Data and Enrollment Report from Director of Operations
   - COVID-19 Operations and Program Updates
   - Consideration of Approval of Certification of Compliance for New Los Angeles Charter School

Board meetings are open to the public. An agenda is posted on the front door of the middle school and 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 this 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. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

- Consideration of Approval of Certification of Compliance for New Los Angeles Charter Elementary School
- Consideration of Approval of the LCAP Federal Addendum for New Los Angeles Charter Elementary School
- Consideration for Approval of LCAP Federal Addendum for New Los Angeles Charter Elementary School
- Consideration of Approval of Uniform Complaint Policy and Procedures
- Public Hearing: Educator Effectiveness Block Grant Plan for New Los Angeles Charter Elementary School
- Public Hearing: Educator Effectiveness Block Grant Plan for New Los Angeles Charter School

9. Education Advisory Team Report
   - Fall Data Update

10. Finance Advisory Team Report
    - Consideration of Approval of September 2021 Financials
    - Consideration of Approval of October 2021 Financials
    - Consideration of Approval of 1st Interim Report for New LA Charter School
    - Consideration of Approval of 1st Interim Report for New LA Charter Elementary School
    - Consideration of Approval of Fiscal Policies

11. Executive Director Report
    - Consideration of Approval to Nominate Bari Cooper Sherman as New LA Board Member effective 12/13/21
    - Consideration of Approval to Increase Teacher Compensation in Alignment with LAUSD Salary Table Adjustment, Effective January 2021
    - LAUSD Vaccination Update
    - Fundraising Update
    - Special Board Meeting, 12/17/21 at 2 pm

12. 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).): (one (1) case).

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

13. Adjourn

Board meetings are open to the public. An agenda is posted on the front door of the middle school and 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 this 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. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

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 December 13, 2021, 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 December, 2021.

_____
Secretary, New Los Angeles Charter Schools

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, October 11, 2021

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

The Board recognizes and allows public comment "real time" before action taken on each agenda item. 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.

In attendance: (Board) Matt Albert, Steve Barrett, Alan Michael Graves, Susan Nickerson; (Staff) Gabrielle Brayton, Xochitl Lira, Terri Kessler, Kate O'Brien, Brooke Rios, Terrence Wright

1. The meeting was called to order at 4:04 pm.

2. Public Comment

3. Consideration of Approval to Resolution Considering the Continued State of Emergency and Circumstances for Board Meeting by Teleconference Pursuant to the Brown Act **APPROVED**

4. Consideration of Approval of Board Meeting Minutes from 9/13/21 **APPROVED**

5. DEI Advisory Team Update

6. Executive Director Report
   - 2021-2022 Advisory Teams and Committees
   - Consideration of Approval of 21-22 Audit Committee **APPROVED**
   - Updated 21-22 Board Meeting Calendar
   - Consideration of Approval of Suicide Prevention Policy **APPROVED**

Board meetings are open to the public. An agenda is posted on the front door of the middle school and 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 this 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. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

- Consideration of Approval of Requirement for Proof of COVID 19 Vaccination for Visitors, Contractors and Parents to Enter School Facilities Policy **APPROVED**
- Update on Student Vaccination Policy

7. Elementary and Middle School Campus Reports
   - COVID-19 Operations Update from Director of Operations
   - Campus Data and Enrollment Report from Director of Operations
   - COVID-19 Program Update from Head of Schools
   - Consideration of Approval of 2021-22 LCAP (includes annual update 2019-21) Metric Updates Requested by LAUSD for New Los Angeles Charter School **APPROVED**
   - Consideration of Approval of 2021-22 LCAP (includes annual update 2019-21) Metric Updates Requested by LAUSD for New Los Angeles Charter Elementary School **APPROVED**
   - Program Update from Principals

8. Finance Advisory Team Report
   - Consideration of Approval of Unaudited Actuals for New Los Angeles Charter Elementary School **APPROVED**
   - Consideration of Approval of Unaudited Actuals for New Los Angeles Charter School **APPROVED**
   - Consideration of Approval of ESSR III Expenditure Plan for New Los Angeles Charter School **APPROVED**
   - Consideration of Approval of ESSR III Expenditure Plan for New Los Angeles Charter Elementary School **APPROVED**

9. 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).): (one (1) cases).

   PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   Title: Executive Director

10. Adjourn

Board meetings are open to the public. An agenda is posted on the front door of the middle school and 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 this 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. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD SPECIAL MEETING ORDER OF BUSINESS
Teleconference Meeting
11:00 am, November 12, 2021

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.

In attendance: (Board) Matt Albert, Allison Arkin, Steve Barrett, Alan-Michael Graves, Jonathan Lopez; (Staff) Gabrielle Brayton, Xochitl Lira, Kate O'Brien, Brooke Rios

1. The meeting was called to order at 11:02 am.
2. Public Comment*
3. Consideration of Approval to Resolution Considering the Continued State of Emergency and Circumstances for Board Meeting by Teleconference Pursuant to the Brown Act **APPROVED**
4. Consideration of Approval of Student COVID-19 Vaccination Policy **APPROVED**
5. Adjourn

Board meetings are open to the public. An agenda is posted on the front door of the middle school and 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 this 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. Board packets are available at the middle school office located at 1919 S. Burnside Ave. Los Angeles, CA 90016 for inspection.

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							#DIV/0!					#DIV/0!		#DIV/0!
January							#DIV/0!					#DIV/0!		#DIV/0!
February							#DIV/0!					#DIV/0!		#DIV/0!
March							#DIV/0!					#DIV/0!		#DIV/0!
April							#DIV/0!					#DIV/0!		#DIV/0!
May							#DIV/0!					#DIV/0!		#DIV/0!
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)

DEA (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							#DIV/0!					#DIV/0!		#DIV/0!
January							#DIV/0!					#DIV/0!		#DIV/0!
February							#DIV/0!					#DIV/0!		#DIV/0!
March							#DIV/0!					#DIV/0!		#DIV/0!
April							#DIV/0!					#DIV/0!		#DIV/0!
May							#DIV/0!					#DIV/0!		#DIV/0!
June							#DIV/0!					#DIV/0!		#DIV/0!

Current Enrollment
319

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			**-$20,188.03**
November	$6,464.27	$7,071.75	$13,536.02			**-$13,536.02**
December			$0.00			**$0.00**
January			$0.00			**$0.00**
February			$0.00			**$0.00**
March			$0.00			**$0.00**
April			$0.00			**$0.00**
May						**$0.00**
June						

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

(1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with *only* the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

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

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **New Los Angeles Charter School**

Board President Name: **Jonathan López**

Charter Management Organization: **New Los Angeles Charters**

LAUSD Loc. Code: **8015**

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

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

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☐	☐	☐
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☒	☐	☒
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☐	☐	☐
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☒	☐	☒
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on October, 28, 2021 **the School Administrator of**
Date(s)

New Los Angeles Charter School
Name of Charter School

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

Gabrielle Brayton		10/28/21
Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on December 13, 2021 **, the Governing Board of**
Date(s)

New Los Angeles Charter School
Name of Charter School

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

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☒ Board Minutes

☒ Board Agenda Approving the Minutes

Jonathan López		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 South Beaudry Avenue, 20th Floor, Los Angeles, CA 90017
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

MEGAN K. REILLY
Interim Superintendent

VERONICA ARREGUIN
Chief Strategy Officer

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

CHARTER SCHOOL COMPLIANCE MONITORING 2021-2022

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.32, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. The CSD's compliance oversight process encompasses three important actions by each charter school:

(1) School Administrator's Certification: As the CSD continues its focus on ensuring that the well-being of students remains first and foremost, **by October 29, 2021**, (designed to be aligned with the six-week deadline for Child Abuse Mandated Reporter training) as part of the school's Q1 electronic submission of documents, we request that the school site administrator submit the attached certification confirming the school's implementation of safety measures at the beginning of the school year. This beginning of the year certification by the school administrator informs the governing board and supports the school in ensuring that critical organizational and management systems are in place as the school year begins, as these requirements greatly impact students, staff, and the public. **Please return the entire document with *only* the school administrator's columns completed, along with the administrator's signature no later than October 29, 2021.**

(2) Certification of Board Compliance Review: As in previous years, and as part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the *final* certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2021-2022*, and return the entire document, (including the administrator's certification from the first submission). Please include the relevant Board agenda(s) and minutes as evidence of the Governing Board's review of these items and submit to the Charter Schools Division via Dropbox no later than January 14, 2022.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. Moreover, the charter school's governing board is the first line of charter school oversight. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. As stated in the *LAUSD Policy and Procedures for Charter Schools*, "While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own governing board. The governing board of a charter school has an ongoing

responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders." This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

(3) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2021-2022* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2021-2022* may provide useful support and assistance in this endeavor.

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

Best wishes,

José Cole-Gutiérrez
Director, Charter Schools Division

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2021-2022

School Name: **New Los Angeles Charter Elementary**

Board President Name: **Jonathan Lopez**

Charter Management Organization: **New Los Angeles Charter Schools**

LAUSD Loc. Code: **7581**

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

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for items 1-23; school administrator needs sign and date the certification page and submitted all pages no later than October 29, 2021 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-23 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation such as the Board Agenda where item was discuss, Board Minutes and Board Agenda approving the minutes no later than January 14, 2022 via Dropbox.

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

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., Ed. Code § 47605(b)(5)(F); Ed. Code §§ 45122.1 and 45125.1; Ed. Code § 49406; Ed. Code § 44237.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	☒	☐	☒
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2021-2022" form	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☒	☐	☒
	Certification of timely DOJ and TB clearances by all contracting entities.	☒	☐	☒
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☒	☐	☒
2. Teachers (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☒	☐	☒
	Master schedule that shows all assignment(s) of each certificated staff member.	☒	☐	☒
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures	☒	☐	☒
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2021-2022 Board meetings calendar**. See current	Accurate and updated school contact information	☒	☐	☒
	Accurate and updated list/roster of	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Governing Board members and contact information			
	Calendar of Governing Board meeting dates and location(s)	☒	☐	☒
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines. See *Admissions Requirements and Materials* (August 2011).	Lottery form and enrollment packet	☒	☐	☒
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training as outlined in Ed. Code § 44691; Penal Code § 11165.7 c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan	☒	☐	☒
	Documentation of emergency drills and preparedness training	☒	☐	☒
	Documentation of timely and compliant Child Abuse Mandated Reporter training	☒	☐	☒
	Documentation of annual Blood borne Pathogens training	☒	☐	☒
	Documentation of Pupil Suicide Prevention Policy training	☒	☐	☒
6. **Co-location Charters only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-location school.	Participation in District and site level co-location meetings Review of Policy Bulletin-5532.1 Meeting with local district site principal for additional information and questions	☒	☐	☒
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2021-2022 Welcome Letter.	EL Certification Form	☒	☐	☒
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	☒	☐	☒
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	☒	☐	☒
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports	☒	☐	☒
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☒	☐	☒
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act. See 42 U.S.C.A. § 12182; Ed. Code § 47610; see also current FSDRL.	Current and appropriate Certificate of Occupancy or equivalent; documentation of compliance with fire-life-safety requirements; other required documentation (for any school site not located on District property)	☐	☐	☐
12. The charter school complies with all **federal and state laws related to public entities**, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq.	Board meeting agendas and minutes for the past 12 months	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
• Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 6250, et seq. • Conflicts of Interest, Gov. Code § 1090. See current FSDRL.	Verification of compliant public posting of Board agendas, including on the school website	☒	☐	☒
	Evidence of Brown Act training	☒	☐	☒
	Forms 700	☒	☐	☒
	School policy for responding to Public Records Act requests	☒	☐	☒
13. The charter school ensures that its **Articles of Incorporation** are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	☒	☐	☒
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	☒	☐	☒
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	{See "Fiscal Review" in the *Annual Performance-Based Oversight Visit Preparation Guide* for list of documentation to be provided to the CSD Fiscal Team]	☒	☐	☒
16. The charter school implements Uniform Complaint Procedure (UCP) policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☒	☐	☒
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.				
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Learning Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Annual Update, and Budget Overview for Parents).	☒	☐	☒
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	☒	☐	☒
20. The charter school ensures that it is in compliance with all applicable state law regarding students experiencing homelessness and foster youth, including but not limited to the provisions of Ed. Code §§ 48853, 48853.5, 49069.5, 51225.1, 51225.2 and 48850, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	☒	☐	☒
21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Education Code section 51224.7, including the Board Meeting Agendas and Board Minutes	☐	☐	☐

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with the District's policy (BUL: 2637.4 *Suicide Prevention, Intervention, and Postvention*) and must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes	☒	☐	☒
23. **For High Schools Only**: The charter school has obtained WASC accreditation and UCOP Doorways Course Approval.	Charter school approvals are listed on the WASC website and UCOP Doorways website	☐	☐	☐
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☒	☐	☒
25. Charter school must comply with all online posting requirements related to the filing of a Title IX complaint pursuant to Education Code section 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Education Code section 221.61.	☒	☐	☒
26. Charter school must comply with all Title IX federal requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints set forth in 34 C.F.R. § 106.8.	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☒	☐	☒

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 14, 2022
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased technology devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to devices in order to receive a free appropriate public education.	☒	☐	☒

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 29, 2021)

The undersigned hereby certifies that, on October 28, 2021 **the School Administrator of**
Date(s)

New Los Angeles Charter Elementary
Name of Charter School

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

Kate O'Brien		10/28/21
Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 14, 2022)

The undersigned hereby certifies that, on December 13, 2021 **, the Governing Board of**
Date(s)

New Los Angeles Charter Elementary
Name of Charter School

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

This certification includes the following relevant documentation:

☒ Board Agenda where item was discussed

☒ Board Minutes

☒ Board Agenda Approving the Minutes

Jonathan López		
Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

New Los Angeles Charter Elementary School

CDS code:

19-64733-0133702

Link to the LCAP:

(optional)

https://www.newlaelementary.org/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

New Los Angeles Charter Elementary School will participate in:
- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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 223 students in grades TK-5 with the following demographics: 74% Hispanic, 20% African American, 3% White, 15% Students with Disabilities (SWD), 35% English Learners (EL), 1% Homeless Youth (HY), and 86% Socioeconomically Disadvantaged (SED)

The ***mission*** of New LA Elementary is to develop a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Vision: 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. 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.

LCAP Goals were revised to reflect an equity lens and key areas of focus for New Los Angeles Charter Elementary School:

- Goal #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.

- Goal #2: Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

- Goal #3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

New Los Angeles Charter Elementary School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS is 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 will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

- Title I: Reading Interventionist (credentialed teacher)

- Title II: Teacher Induction, & UCLA Math Project

- Title IV funds will be transferred to Title I

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for New Los Angeles Charter Elementary School. Each action and service implemented at the school, support of at least one of the LCAP goals.

New Los Angeles Charter Elementary School will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

New Los Angeles Charter Elementary School's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team, and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

New Los Angeles Charter Elementary School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School (NLACES) is a direct-funded charter school serving grades TK-5, and engaged its educational partners (Head of Schools, Principal, Assistant Principal, Leadership Team, SPED Director, EL Specialist, Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy. The policy is reviewed and

evaluated annually by the Parent Advisory Committee (PAC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the principal. Interpreter services are made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.

Accommodations as appropriate are made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

As a Charter School, which is a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school as outlined in our school's LCAP Goal #3.

New Los Angeles Charter Elementary School will provide parents all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to promote parent engagement and participation, the following will be implemented: Coffee with the Principal; Parent workshops to support the academic and social-emotional needs of their child; host community events (winter/spring concerts, learning presentation days, etc.) and Factor.

New LA Charter Elementary School will provide translation services and will also utilize One Call, Remind, and the school's website to communicate with families and keep them updated on events. We will continue to utilize Zoom for parent meetings and for parent workshops.

New LA Charter Elementary School administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in

local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary operates a Title Schoolwide Program (SWP) and uses Title I funds for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Head of Schools, Principal, Special Education Director, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

Our school's 2021-22 LCAP and 2021-22 LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive and was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input. Our school's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

The engagement of educational partners is critical to New Los Angeles Charter Elementary School's decisions regarding expenditures of LCFF and federal funds. The LCAP engagement process includes input and feedback from our educational partners in addition to an analysis of schoolwide/student data, the development of annual growth targets, and assessing future needs. The allocation of resources is aligned and maximized to meet the needs of our students. Educational Partners also include the ELAC/DELAC, EL-PAC, and PAC, as well as (parents, students, staff) survey results, to ensure meaningful consultation takes place. The process of evaluating the impact of current programs takes place through the LCAP Annual Update, which informs revisions to the Goals, Actions and Services, as an effective and transparent process.

To address the academic needs of our students, New Los Angeles Charter Elementary School will use Title I funds for the Reading Intervention Teacher to provide targeted Tier 1, and 2 reading support for students who are struggling academically.

New Los Angeles Charter Elementary School does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Neglected or Delinquent: Not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Assistant Principal serves as the Homeless Liaison and is tasked with ensuring that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include assistance with food, clothing, bus passes, and school supplies. In addition, the school will assist with public transportation funds for going to and from school and provide referrals to resources in the community including to the Homeless Education Program at Los Angeles Unified School District. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and academic, social-emotional and behavioral

interventions and supports, counseling, Niroga Mindfulness Program, 1:1 student to device ratio, and Restorative Practices.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School provides all educators (General Education & Special Education) with a comprehensive 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. To address learning loss and areas for growth based on findings from student assessment data, professional development areas of focus include but not limited to CGI Math; Diversity, Equity & Inclusion (DEI); and Universal Design for Learning (UDL).

New Los Angeles Charter Elementary School provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders will be coached and mentored by the Head of Schools.

- New teachers to the profession and/or newly hired teachers benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies.

- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- All teachers will participate in 2 weeks of intensive Summer Professional Development, prior to the start of the school year, including 3 non-instructional days during the academic school year focused on analyzing student achievement data, and developing intervention plans, and weekly professional development during the academic year. Instructional Coach will support teachers with classroom observations, feedback, coaching and lead professional development sessions on evidence-based pedagogical strategies. In addition, teachers will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Teacher Assistants/paraprofessionals (including Intervention teachers) also participate in professional development during the summer and academic school year, in addition to training led by the Leadership team. In addition, teacher assistants/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

New Los Angeles Charter Elementary School provides all teachers and paraprofessionals (including Teacher Assistants) with evidence-based professional development aligned to the CA State Standards,

school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at New Los Angeles Charter Elementary School were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

Through New Los Angeles Charter Elementary School's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with educational partners, and reported in the annual update of the school's LCAP Federal Addendum.

Title II funds will be used to support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards, evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

Title II funds will also be used to provide our teachers with professional development and coaching: UCLA Math Project

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if New LA Charter Elementary were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All educational partners (teachers, administrators, classified staff, students and families would be involved in this improvement process through Parent Advisory Committee (PAC) and ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School uses data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school leadership and distributed and discussed with stakeholders on a quarterly basis at a minimum: i-Ready assessments, formative/summative assessments, state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), and school climate survey results ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report which is reported on the CA Schools Dashboard. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' academic, social/emotional, and behavioral needs.

Based on the California School Dashboard the school is focusing on improving student attendance (as a result of chronic absenteeism rates) and will host parent workshops to inform families of the impact of excessive absences on student academic outcomes.

Spring 2019 was the first year, our students were assessed in ELA & Math CAASPP (grade 3), therefore our school will not have a performance level on the dashboard until fall 20201, since the fall 2020 dashboard was suspended. State mandated assessments were suspended in Spring 2020 due to the COVID-19 pandemic; and NWEA MAP assessments were administered in Spring 2021, in lieu of CAASPP assessments as a result of the SBE/CDE testing flexibility option.

The Head of Schools presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. New Los Angeles Charter Elementary also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from administrators from classroom observations.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the administrative leadership team, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on schoolwide strengths and areas for growth. The LCAP engagement process with educational partners ensures transparency, input and feedback.

To address the academic needs the school will ***use Title II Funds to fund the following actions***:

- ***UCLA Math Project Instructional Coach*** will provide all teachers with professional development and coaching on strengthening the delivery of Math instruction including evidence-based strategies to increase rigor and differentiate; conduct classroom observations; co-teach (learn by doing); and will model lessons. The UCLA Math Project is part of a statewide program that strives to make a positive impact on TK-12 educators, students, communities in the Los Angeles basin, in order to provide rich and transformative Mathematical experiences in urban schools.

- Title II funds will support teachers participating in high quality educator induction programs (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)).

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter Elementary School does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) New Los Angeles Charter Elementary School has partnered with the Young Musicians Foundation that has provided instruments for our Music Program; Open Paths (Cedar Sinai), that provides counseling and mental health services for our students; and 9Dots to strengthen our Coding program for students, which provides our students with a well-rounded education; and a safe and healthy learning environment for all students.

(B) New Los Angeles Charter Elementary School plans to transfer Title IV funds into Title I. In the case that Title IV funds are not transferred New Los Angeles Charter Elementary School will use funds aligned with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

New Los Angeles Charter Elementary School is a charter school and not subject to equitable services requirements for private schools.

New Los Angeles Charter Elementary School has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process in the development of the LCAP.

Well Rounded Education: NLACES offers "Specials," which are electives/enrichment courses that include visual art, computer coding, PE, health and music.

According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap

in achievement levels among youth of high SES versus low SES. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.

(C)Safe and Healthy Students: New LA Charter Elementary School supports student social emotional learning through the Second Step curriculum used at all levels. Additionally, teachers have regular morning meetings to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health.

New LA partners with Open Paths Counseling Center to provide individual counseling services which will be provided via video conferencing during distance learning.

The Assistant Principal leads the school's SEL (Second Step), provides counseling services in collaboration with the Counselor. With the transition to distance learning, the AP will monitor student attendance and participation, following the school's tiered reengagement strategies to maximize student attendance, communicating with families and home visits, if applicable.

(D) New Los Angeles Charter Elementary School has implemented a 1:1 **student to device ratio**; and students who lack connectivity have been provided with a Wi-Fi hotspot and/or resources to address connectivity issues However, federal funds are not used to fund technology devices, and hardware.

(E) At a minimum on an annual basis, New Los Angeles Charter Elementary School will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, Local Indicators and the CA School Dashboard.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

New Los Angeles Charter School

CDS code:

19-64733-0117614

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

New Los Angeles Charter School will participate in:
- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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. 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 321 students in grades 6-8 with the following demographics: 91% Hispanic, 5% African American, 1% 2+ Races, 15% Students with Disabilities (SWD), 23% 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.

Vision: New LA Charter School 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. 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.

LCAP Goals were revised to reflect an equity lens and key areas of focus for New Los Angeles Charter School:

- Goal #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.

- Goal #2: Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

-Goal # 3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

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 will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

- Title I: Reading Interventionist (credentialed teacher); Panorama SEL Surveys, i-Ready

- Title II: Teacher Induction, Professional development & coaching: UCLA Writing Project; and Project-based Learning (PBL)

- Title IV funds will be transferred to Title II

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for the New Los Angeles Charter School. Each action and service implemented at the school, support of at least one of the LCAP goals.

New Los Angeles Charter School will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

New Los Angeles Charter School's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team, and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

New Los Angeles Charter School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 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

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School (NLACS) is a direct-funded charter school serving grades 6-8 and engaged its educational partners (Head of Schools, Principal, Assistant Principal, Leadership Team, SPED Director, EL Specialist, Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy. The policy is reviewed and evaluated annually

by the Parent Advisory Committee (PAC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the principal. Interpreter services are made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents. All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.

Accommodations as appropriate are made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

As a Charter School, which is a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school as outlined in our school's LCAP Goal #3.

New Los Angeles Charter School will provide parents all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to promote parent engagement and participation the following will be implemented: Coffee with the Principal; Parent workshops to support the academic and social-emotional needs of their child; host community events (Book Fair, Open House, High School Night/Fair.) and Factor.

New LA Charter School will provide translation services and will also utilize PowerSchool Parent Portal, One Call, Remind, and the school's website to communicate with families and keep them updated on events. We will continue to utilize Zoom for parent meetings and for parent workshops.

New LA Charter School administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School operates a Title I Schoolwide Program and uses Title I funds for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Head of Schools, Principal, Special Education Director, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

New LA Charter School's 2021-22 LCAP and 2021-22 LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive and was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input. Our school's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

The engagement of educational partners is critical to New Los Angeles Charter School's decisions regarding expenditures of LCFF and federal funds. The LCAP engagement process includes input and feedback from our educational partners in addition to an analysis of schoolwide/student data, the development of annual growth targets, and assessing future needs. The allocation of resources is aligned and maximized to meet the needs of our students. Educational Partners also include ELAC/DELAC, EL-PAC, and PAC, as well as (parents, students, staff) survey results, to ensure meaningful consultation takes place. The process of evaluating the impact of current programs takes place through the LCAP Annual Update, which informs revisions to the Goals, Actions and Services, as an effective and transparent process.

To address the academic needs of our students, New Los Angeles Charter School will use Title I funds for:

- ***Reading Intervention Teacher*** will provide academic support/intervention through small group instruction during a designated time during the instructional day. Teachers will refer students for additional support if they are not performing at grade level or who need support in other areas, including English Learners, Students with Disabilities, students in foster care, or experiencing homelessness, and students requiring mental health support.

- 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.

- Panorama surveys - bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

New Los Angeles Charter School does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not Applicable

Neglected or Delinquent: Not Applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Assistant Principal serves as the Homeless Liaison and is tasked with ensuring that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and

year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include assistance with food, clothing, bus passes, and school supplies. In addition, the school will assist with public transportation funds for going to and from school and provide referrals to resources in the community including to the Homeless Education Program at Los Angeles Unified School District. Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School School provides all educators (General Education & Special Education) with a comprehensive 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. To address learning loss and areas for growth based on findings from student assessment data, professional development areas of focus include but not limited to CGI Math, UCLA Writing Project, Project-based Learning and Diversity, Equity, and Inclusion (DEI).

New Los Angeles Charter School provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders will be coached and mentored by the Head of Schools.

- New teachers to the profession and/or newly hired teachers benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies.

- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- All teachers will participate in 2 weeks of intensive Summer Professional Development, prior to the start of the school year, including 3 non-instructional days during the academic school year focused on analyzing student achievement data, and developing intervention plans, and weekly professional development during the academic year. Instructional Coach will support teachers with classroom observations, feedback, coaching and lead professional development sessions on evidence-based pedagogical strategies. In addition, teachers will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Teacher Assistants/paraprofessionals (including Intervention teachers) also participate in professional development during the summer and academic school year, in addition to training led by the Leadership team. In addition, teacher assistants/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

New Los Angeles Charter School provides all teachers and paraprofessionals (including Teacher Assistants) with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for

Professional Development at New Los Angeles Charter School were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

Through New Los Angeles Charter School's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with educational partners, and reported in the annual update of the school's LCAP Federal Addendum.

Title II funds will be used to support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards, evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

Title II funds will also be used to provide our teachers with professional development and coaching: UCLA Writing Project; and Project-based Learning through PBL Works to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if New LA Charter School were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All educational partners (teachers, administrators, classified staff, students and families would be involved in this improvement process through Parent Advisory Committee (PAC) and ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to

determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School uses data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school leadership and distributed and discussed with stakeholders on a quarterly basis at a minimum: i-Ready assessments, formative/summative assessments, state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), and school climate survey results ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report which is reported on the CA Schools Dashboard. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' academic, social/emotional, and behavioral needs.

Based on the California School Dashboard and local assessments the school is focusing on increasing the ELA and Math performance on the CAASPP (Orange on the Dashboard), with a focus on determining successful strategies for English Learners and Students with Disabilities (both Red in ELA and MATH) and improving attendance rates and decreasing suspension rates (orange on the dashboard). Therefore Professional Learning will focus on targeted interventions for specific student groups in the content areas of ELA and Math. As a result, the focus areas for professional learning this school year include: CGI Math (UCLA Math Project); UCLA Writing Project; Project-based Learning; Olweus Bullying Prevention; and Diversity, Equity & Inclusion (DEI) training.

Based on the California School Dashboard the school is focusing on improving student attendance (as a result of chronic absenteeism rates) and will host parent workshops to inform families of the impact of excessive absences on student academic outcomes.

The Head of Schools presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. New Los Angeles Charter School also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from administrators from classroom observations.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the administrative leadership team, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on schoolwide strengths and areas for growth. The LCAP engagement process with educational partners ensures transparency, input and feedback.

Title II funds will be used to support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards, evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

Title II funds will also be used to provide our teachers with professional development and coaching: UCLA Writing Project; and Project-based Learning through ***PBL Works*** to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Los Angeles Charter School does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) New Los Angeles Charter School has partnered with Cedars Sinai Share and Care; and Open Paths Counseling Center that provides counseling and mental health services for our students; which provides our students with a safe and healthy learning environment for all students.

(B) New Los Angeles Charter School plans to transfer Title IV funds into Title II. In the case that Title IV funds are not transferred New Los Angeles Charter School will use funds aligned with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

New Los Angeles Charter School is a charter school and not subject to equitable services requirements for private schools.

New Los Angeles Charter School has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process in the development of the LCAP.

Well Rounded Education: NLACS offers the following electives courses that include Art, Advisory, Health/Sex Education, and Physical Education.

According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap in achievement levels among youth of high Socio-economic Status (SES) versus low SES. Learning

experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.

(C)Safe and Healthy Students: New LA Charter School supports student social emotional learning through the Second Step curriculum used at all levels. Additionally, teachers have regular morning meetings to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health. New LA Charter School will also implement Panorama SEL surveys as a universal screener and to monitor and track student SEL needs.

New LA Charter School will continue to implement and strengthen its PBIS in combination with MTSS. The Assistant Principal leads the school's PBIS Team and schoolwide initiative, ensuring SEL and mental health needs are met. The Counselor will provide SEL and mental health services and small group counseling services. New LA Charter School staff and educators will participate in robust training on restorative practices, Responsive Classroom, Olweus Bullying Prevention Program, and Freedom from Chemical Dependency.

(D) New Los Angeles Charter School has implemented a 1:1 **student to device ratio**; and students who lack connectivity have been provided with a Wi-Fi hotspot and/or resources to address connectivity issues However, federal funds are not used to fund technology devices, and hardware.

(E) At a minimum on an annual basis, New Los Angeles Charter School will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, Local Indicators and the CA School Dashboard.

Board Policy #: 1002
Adopted/Ratified: September 14, 2020
Revision Date: December 13, 2021

NEW LOS ANGELES CHARTER SCHOOL
UNIFORM COMPLAINT POLICY AND PROCEDURES

New Los Angeles Charter School ("Charter School") complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope:

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

(5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

(6) Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officer

The Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Brooke Rios, Executive Director
New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016
323-939-6400

The Executive Director or designee shall ensure that the compliance officer designated to investigate complaints are knowledgeable about the laws and programs for which they are

responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Governing Board.

Notifications

The Executive Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the Charter School's website. Charter School shall annually provide written notification of the Charter School's UCP to students, employees, parents/guardians, the Governing Board, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that Charter School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter School is operating pursuant to Title 22 licensing requirements.

3. A statement that Charter School is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of

the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of Charter School's decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of Charter School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

  Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

The Charter School shall issue an investigation report (the "Decision") based on the evidence. Charter School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. Charter School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether Charter School is in compliance with the relevant law.

3. Corrective actions, if Charter School finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) calendar days to the CDE, except when Charter School has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Charter School's Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Charter School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in Charter School's Decision is inconsistent with the law.

5. In a case in which Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Charter School's Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Charter School for resolution as a new complaint. If the CDE notifies Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 5 CCR 4650 exists, including but not limited to cases in which through no fault of the complainant, the Charter School has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ❑ Accommodations for Pregnant, Parenting or Lactating Students
- ❑ Adult Education
- ❑ Career Technical and Technical Education
- ❑ Career Technical and Technical Training
- ❑ Child Care and Development
- ❑ Consolidated Categorical Aid Programs
- ❑ Every Student Succeeds Act
- ❑ Local Control Funding Formula/ Local Control and Accountability Plan
- ❑ Migrant Education Programs
- ❑ Regional Occupational Centers and Programs
- ❑ School Plans for School Achievement
- ❑ School Safety Plan
- ❑ Pupil Fees
- ❑ Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ❑ Age
- ❑ Ancestry
- ❑ Color
- ❑ Disability (Mental or Physical)
- ❑ Ethnic Group Identification
- ❑ Medical Condition
- ❑ Immigration Status
- ❑ Gender / Gender Expression / Gender Identity
- ❑ Genetic Information
- ❑ Nationality/ National Origin
- ❑ Race or Ethnicity
- ❑ Religion
- ❑ Sex (Actual or Perceived)
- ❑ Sexual Orientation (Actual or Perceived)
- ❑ Marital Status

- ❑ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____
_____
_____
_____
_____
_____
_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents (circle one). Yes No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Brooke Rios, Executive Director
New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016

Educator Effectiveness Plan Executive Summary

Educator Effectiveness Plan
Executive Summary for Board Information
November 2021

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

- On or before December 30, 2021, develop and adopt a plan delineating how the Educator Effectiveness funds will be spent including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.
- As a condition of apportionment, submit an annual data report and an annual expenditure report detailing information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators or classified staff that received professional development on or before September 30 of each year. In addition, as a condition of apportionment, a final data and expenditure report is also required to be submitted to the CDE on or before September 30, 2026.

Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff that interact with pupils in order to promote educator equity, quality, and effectiveness. Funding apportioned for Educator Effectiveness is subject to the annual audits required by Section 41020 of the *EC*.

Per *EC* 41480, local educational agencies shall coordinate the use of Title II funds with the expenditure of Educator Effectiveness funds and to ensure professional development meets educator and pupil needs, local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.

Kate O'Brien
Head of Schools
Board Public Hearing: December 13, 2021
Board Adoption: December 17, 2021

EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN

LEA Name:	Contact Name:	Email Address:	Phone Number:
New Los Angeles Charter School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org	(323) 939-6400

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$73,682	December 13, 2021	December 17, 2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.
New Los Angeles Charter School has coordinated Title II Funds with the expenditure of Educator Effectiveness Block Grant funds to further support our educators to reduce teacher turnover. Title II funds will support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA

sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)). In addition, Title II Funds support teachers with evidence-based instructional coaching in Writing through the UCLA Writing Project (UCLAWP); and Project-based Learning through PBL Works to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

Educator Effective Funds will be used to supplement Title II Funds and provide Humanities teachers with additional professional development and coaching on teaching of writing across all content areas.

In addition, Math teachers will receive Coaching and Professional Development on Cognitively Guided Instruction Math. CGI helps teachers understand how students mathematical ideas develop and provides an opportunity to build on their own thinking through the UCLA Math Project (UCLAMP).

New LA Charter School educators, paraprofessionals and administrators will participate in professional learning that focuses on Diversity, Equity, and Inclusion (DEI) to build an inclusive environment and achieve equity, racial justice, and positive transformational change, that will provide our staff with strategies to engage students, families and effectively address barriers to learning. Providing equitable access to education and supporting tolerance of those who look different or have special needs creates a positive effect on learning.

Educator Effectiveness Funds will also be used to provide teachers, paraprofessionals, and administrators with Coaching on Restorative Practices, that focus on creating a positive school culture/climate, in alignment with our school's Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS).

Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.

New LA Charter School meaningfully consulted with its certificated and classified staff during staff meetings and professional development, in addition to staff surveys that are administered regularly. The Leadership Team considered findings from survey results, feedback from staff meetings; schoolwide data, student achievement internal data (i-Ready Assessment), and findings from classroom observations.

New LA Charter School administers i-Ready Reading and math assessments three times per year and are used as universal screeners to assess student learning gaps, needs, develop annual growth targets, and monitor student progress over time. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed.

With the return to full-time in-person instruction, there is a need for our teachers to continue to receive comprehensive professional development and coaching to improve teacher expertise, ensure implementation of evidence-based pedagogical strategies to engage our students in the learning process and improve student academic outcomes.

As a result of the analysis of multiple types of data we have identified the need to continue to build and strengthen leadership and teacher capacity with CGI Mathematics to improve student academic outcomes across all student groups in alignment with the school's mission and educational program.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1& 2	Instructional Coaching: UCLA Writing Project	$11,841
1& 2	Instructional Coaching: UCLA Math Project	$11,841
5	Instructional Coaching/Professional Development: Diversity, Equity & Inclusion	$25,000
5	Instructional Coaching: Restorative Practices	$25,000
Total Budgeted Educator Effectiveness Expenditures		**$73,682**

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

(c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.** Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

(d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:

(1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

(2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.

EDUCATOR EFFECTIVENESS BLOCK GRANT 2021
EXPENDITURE PLAN

LEA Name:	Contact Name:	Email Address:	Phone Number:
New Los Angeles Charter Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org	(323) 556-9500

Total amount of Educator Effectiveness funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
$62,328	December 13, 2021	December 17, 2021

Describe how the LEA is coordinating Title II funds with the expenditure of Educator Effectiveness Block Grant funds to support teachers and administrators.

New Los Angeles Charter Elementary School has coordinated Title II Funds with the expenditure of Educator Effectiveness Block Grant funds to further support our educators to reduce teacher turnover. Title II funds will support teachers participating in high quality educator induction programs, certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective

teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)). In addition, Title II Funds support teachers with evidence-based instructional coaching in Cognitively Guided Instruction for Mathematics (CGI Math) through the UCLA Math Project that provides extensive coaching and training for teachers.

Educator Effective Funds will be used to supplement Title II Funds and provide teachers with additional professional development and coaching on Cognitively Guided Instruction Math. CGI helps teachers understand how students mathematical ideas develop and provides an opportunity to build on their own thinking through the UCLA Math Project (UCLAMP).

New LA Charter Elementary School educators, paraprofessionals and administrators will participate in professional learning that focuses on Diversity, Equity, and Inclusion (DEI) to build an inclusive environment and achieve equity, racial justice, and positive transformational change, that will provide our staff with strategies to engage students, families and effectively address barriers to learning. Providing equitable access to education and supporting tolerance of those who look different or have special needs creates a positive effect on learning.

Educator Effectiveness Funds will also be used to provide teachers, paraprofessionals, and administrators with Coaching on Restorative Practices, that focus on creating a positive school culture/climate, in alignment with our school's Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS).

Describe how the LEA allowed schoolsite and content staff to identify the topic or topics of professional learning.

New LA Charter Elementary School meaningfully consulted with its certificated and classified staff during staff meetings and professional development, in addition to staff surveys that are administered regularly. The Leadership Team considered findings from survey results, feedback from staff meetings; schoolwide data, student achievement internal data (i-Ready Assessment), and findings from classroom observations.

New LA Charter Elementary School administers i-Ready Reading and math assessments three times per year and are used as universal screeners to assess student learning gaps, needs, develop annual growth targets, and monitor student progress over time. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed.

With the return to full-time in-person instruction, there is a need for our teachers to continue to receive comprehensive professional development and coaching to improve teacher expertise, ensure implementation of evidence-based pedagogical strategies to engage our students in the learning process and improve student academic outcomes.

As a result of the analysis of multiple types of data we have identified the need to continue to build and strengthen leadership and teacher capacity with CGI Mathematics to improve student academic outcomes across all student groups in alignment with the school's mission and educational program.

Allowable Use #	Planned Activity:	Total Budgeted per Activity
1 & 2	Instructional Coaching: UCLA Math Project	$12,328
5	Instructional Coaching/Professional Development: Diversity, Equity & Inclusion	$25,000
5	Instructional Coaching: Restorative Practices	$25,000
Total Budgeted Educator Effectiveness Expenditures		**$62,328**

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

(1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

(c) To ensure professional development meets educator and pupil needs, **local educational agencies are encouraged to allow schoolsite and content staff to identify the topic or topics of professional learning.** Professional learning provided pursuant to this section shall do both of the following:

(1) Be content focused, incorporate active learning, support collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and be of sustained duration.

(2) As applicable, be aligned to the academic content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

(d) As a condition of receiving funds apportioned pursuant to this section, a school district, county office of education, charter school, or state special school shall do both of the following:

(1) On or before December 30, 2021, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be presented in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

(2) On or before September 30, 2026, report detailed expenditure information to the department, including, but not limited to, specific purchases made and the number of teachers, administrators, paraprofessional educators, or classified staff that received professional development. The department shall determine the format for this report.

New Los Angeles Charter Schools
Fiscal Policies & Procedures

New Los Angeles Charter Schools Fiscal Policies & Procedures

Table of Contents

Introduction 1

Accounting Procedures 1
Basis of Accounting 1
Bank Reconciliations 1
Record Keeping 1

Internal Controls 2
Lines of Authority 2
Segregation of Duties 3

Financial Planning & Reporting 3
Budgeting Process 3
Internal Financial Reports 4
Audit 4
Tax Compliance 5
Exempt Organization Returns *5*
Quarterly/Annual Payroll Reports *5*

Revenue & Accounts Receivable 5
Cash Receipts 5
Deposits 6

Expense & Accounts Payable 6
Payroll 6
Time Sheet Preparation & Approval *6*
Payroll Additions, Deletions, and Changes *7*
Payroll Preparation & Approval *7*
Pay Upon Termination *8*
Purchases & Procurement 8
Credit Cards 9
Debit Cards 10
Independent Contractors 10
Invoice Approval & Processing 11
Cash Disbursements 11
Petty Cash 11
Employee and Volunteer Expense Reimbursements 12
Travel Expenses *13*
Governing Board Expenses *13*

Asset Management 13
Cash Management and Investments 13
Capital Equipment 14
Loans 14
Insurance 14
Parking Lot Liability 15
Operating Reserve 15

Introduction

The Governing Board of New Los Angeles Charter Schools has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of New Los Angeles Charter Schools to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

New Los Angeles Charter Schools has contracted with ExED for various business services including budgeting, financial reporting, and forecasting; accounting and bookkeeping; cash management and payroll processing and retirement reporting.

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will print the bank statements directly from the online banking system. If online banking is unavailable, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation.

- The Accounting Manager or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation by initialing and dating the report.

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the 990 policy.

Procedures:
- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation at its site until the prior year audit has been completed.
- ExED will deliver financial records to the organization for storage for the remaining years of the seven year retention period.
- At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
- Financial records will be shredded at the end of their retention period.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted. The organization employs various electronic systems and processes to complete the work associated with its fiscal operations (e.g., SpendBridge, Paychex). The electronic systems the organization chooses to use may change over time and new electronic systems may be introduced. The organization will configure the electronic systems to ensure they align to the organization's internal controls.

Lines of Authority

Governing Board

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the Executive Director.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.
- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.

- Reviews the Executive Director's performance annually and establishes the salary.
- Reviews and approves all contracts over $25,000.
- Reviews and approves all non-budgeted expenditures over $25,000.
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Approves the annual financial audit by December 15.
- Appoints someone else to perform the duties of the Executive Director in the case of absence.

Executive Director

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under $25,000.
- Reviews and approves all expenditures under $25,000.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- All administrative employees are required to take annual vacations of at least five (5) consecutive days. During the mandatory vacation, responsibilities shall shift to another employee who has been cross-trained in those responsibilities.

Financial Planning & Reporting

Budgeting Process

Policy: In consultation with the Executive Director and Finance Advisory Team , ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

- The Executive Director will work together with the Director of Operations, School Principals and all program managers to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.

- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- ExED will present a draft budget to the Finance Advisory Team prior to the end of the fiscal year.
- The Finance Advisory Team shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board at each board meeting.

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within 45 days of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also present a check register at each board meeting.
- The Executive Director, Director of Operations, and Board Finance Advisory Team will review financial reports each month.
- ExED and/or the Finance Advisory Team will present the financial reports to the Governing Board at each meeting.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133.* The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/), in order to properly conduct the audit engagement.

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.

- The Audit Committee may include persons who are not members of the board, but may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and approve the audit no later than December 15.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15.

Tax Compliance

Exempt Organization Returns

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:
- ExED will work with the tax preparer to complete the organization's tax returns.
- The Executive Director will review the tax returns before submitting to the Governing Board for final approval prior to May 15.
- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

Procedures:
- ExED will prepare employee W2s by January 31 each year.
- ExED will file quarterly payroll tax reports (941 and DE9) by the filing deadline.

Revenue & Accounts Receivable

Cash Receipts

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising or other event in which cash or checks will be collected, the Executive Director will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Director of Operationsimmediately.
- The Director of Operations and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The Director of Operations will immediately put the funds in a secure, locked location.
- Cash/checks dropped off in the classroom will be held by the teacher. Each morning, the teacher will collect all forms, payments, etc. that have been brought in by students that day and place them in a large envelope. Before the end of the work day, the teacher will bring the envelope from his/her classroom to the office where the cash/checks will be counted by the teacher and the office manager.
- Mail (including anything official such as governmental notices, invoices and checks) received at the school must be opened by office staff members and stamped with a “received” stamp. If possible, the person opening the mail should not also be responsible for making bank deposits.
- Once a week, the Director of Operations will log cash or checks received into the Cash Receipts Book. Copies of Cash Receipt records should be sent to ExED for posting into the general ledger.
- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The Executive Director or designee is responsible for making bank deposits. Deposits totaling less than $2,000 will be made weekly. Deposits totaling more than $2,000 will be deposited within 72 hours.

Procedures:

- The Director of Operations will restrictively endorse each check received (e.g. For Deposit Only New Los Angeles Charter School).
- The Director of Operations will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The Executive Director will review and approve the deposit packet.
- The Executive Director or designee will make the deposit and attach the deposit receipt to the deposit packet.
- The Director of Operations will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

Expense & Accounts Payable

Payroll

Policy: Employees are paid on a semi-monthly basis (15th and end of month). Under the supervision of the Executive Director, ExED will be responsible for processing payroll through a third-party provider.

Time Sheet Preparation & Approval

Policy: All non-exempt employees are required to record time worked, holidays, and leave taken for payroll, benefits tracking, and cost allocation purposes.

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.
- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return.
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.

Payroll Additions, Deletions, and Changes

Policy: The Executive Director is authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

- The Director of Operations or designee will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the Executive Director or designee will provide ExED with a summary payroll report that includes:
    - A listing of salaried staff to be included in the payroll and an accounting of any vacation, sick, or personal hours to be recorded for each salaried employee.
    - The number of hours each hourly employee worked during the pay period as well as an account of any vacation, sick, or personal hours to be recorded for each hourly employee.
- The ExED Accounting Analyst, Associate, or Senior Associate assigned to the organization will prepare payroll based upon the summary payroll report and submit the "Register Prior to Processing" to the ExED Accounting Manager (AM)or Vice President (VP), School Finance.
- The ExED senior staff will review the "Register Prior to Processing" and the supporting "Employee Change Listing" for accuracy and completeness.
- If there are changes between the payroll summary report and the register, ExED will obtain approval from the Executive Director before submitting payroll.
- The ExED Accounting Manager or Vice President, School Finance will submit payroll to the 3rd party payroll provider for check and direct deposit processing.
- The 3rd party payroll provider will deliver the payroll package to the organization address on file one day prior to the check date.
- The Executive Director or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing checks.
- The Executive Director or designee will distribute pay stubs to employees on the check date.

Pay Upon Termination

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The Executive Director or designee will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED will prepare the final check based on the final check calculation. ExED will provide ExED-generated checks to the school in accordance with the timelines required by law. The organization is responsible for obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit unless agreed to by the employee and the organization.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Purchases & Procurement

Policy: All purchases must be authorized by the Executive Director. Any expenditure in excess of $5,000 for the purchase of a single item should have bids from three (3) suppliers if possible. Any food contract that exceeds $150,000 (the small purchase threshold set by the US Department of Agriculture) shall follow a competitive bid process.

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

The Governing Board must approve any contract over $25,000 that is not included in the budget.

Procedures:

- All purchases require a purchase requisition.
- The Executive Director will approve the purchase requisition after determining:
  - If the expenditure is budgeted.
  - If funds are available for the expenditure.
  - If the expenditure is allowable under the appropriate revenue source.
  - If the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures and any related laws or applicable regulations.
  - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures during each board meeting through the review of a check register that will list all checks written since the Governing Board's last meeting and will include the check #, check date, payee, and check amount.

Contracts

- The Executive Director will consider in-house capabilities to accomplish services before contracting for them.
- The Director of Operations will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) for any contract over $5,000.
- The Director of Operations will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The Director of Operations will keep a record of all searches.
- The Director of Operations will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- The Executive Director will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.

- The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

Credit Cards

Policy: Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:
- Purchase requisition and other documentation requirements apply to credit card purchases.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the Executive Director. Should the Executive Director be required to complete a "missing receipt" form, authorization must be granted by a member of the Governing Board.
- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the Executive Director and should be used for the benefit of the organization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the Executive Director.

Debit Cards

Policy: Organization debit cards are not permitted.

Procedures:
If a debit card is automatically issued by the bank, the Executive Director will:
- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Independent Contractors

Policy: The organization will comply with all applicable federal and state laws relative to the use of independent contractors.

Procedures:

- The Executive Director has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- School employees may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Executive Director must approve all invoices. The following procedures will be performed either manually or electronically.

Procedures:

- The Director of Operations will open and review invoices and bills and will notify the Executive Director of any unexpected or unauthorized expense.
- When receiving tangible goods from a vendor, the Office Manager will trace the merchandise to the packing list and note any items that were not in the shipment.
- The Office Manager will code invoices to the correct budget line.
- Invoices are then routed to the Executive Director for payment approval.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.

Cash Disbursements

Policy: Vendor payments will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures: Two methods are used to issue vendor payments:

Bank Check

- Once an invoice is approved by the Executive Director for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.
- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the Executive Director's facsimile signature stamp, which is maintained in a secured location when not in use.
- ExED will distribute the check as follows:
    - Original – mailed or delivered to payee

    - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check.

Nvoicepay/Corpay (outsourced payment provider)

- Once an invoice is approved by the Executive Director for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 60 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 60-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Wire Transfers

Policy: Wire transfers initiated by the client or ExED will be executed upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures for ExED executed wire transfers:

- ExED will initiate and execute wire transfers with supporting documentation for the following:
    - Routine wires initiated and executed by ExED:
        - Please list
        - i.e. semi-monthly Payroll, LACOE Retirement contributions
- All other ExED executed wire transfers will adhere to the following procedures:
    - Executive Director will review all supporting documentation and approve. The school will then send all documentation to ExED
    - ExED will execute the wire transfer

Procedures for client initiated and executed wire transfers:

- Someone other than the Executive Director or Director of Operations (wire approver) shall prepare all supporting documentation for the wire transfer
- Executive Director will review all supporting documentation and approve in writing
- School will send all documentation to ExED

Petty Cash

Policy: The Director of Operations will keep a petty cash box not to exceed $100. Petty cash will be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable school purposes (not advances, personal uses, reimbursements, etc.).

Procedures:

- The Director of Operations will manage the petty cash fund.
- The Director of Operations will maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Director of Operations and the petty cash recipient.
- Within 48 hours of the petty cash withdrawal, the petty cash recipient will submit an original receipt to the Director of Operations who will attach the receipt to the petty cash slip and store in the petty cash box.
- At all times the petty cash box must contain receipts, petty cash slips, and cash totaling $100.
- When the petty cash balance is low the Office Manager will prepare a petty cash reimbursement form, totaling all the petty cash disbursements and attaching the original petty cash slips and receipts to the form. The Director of Operations will review and approve the petty cash reimbursement form and supporting documentation.
- The Director of Operations will forward the petty cash reimbursement form and original supporting documentation to ExED.
- The ExED Accounting Analyst will record the petty cash disbursements in the general ledger and issue a check made payable to the Director of Operations in the amount of the total petty cash disbursement.
- It is the Director of Operations' responsibility to cash the check and to keep track of funds in the box. Reconciliation must occur when funds are replenished, and/or at a minimum, annually.
- ExED will conduct surprise counts of the petty cash fund.
- Loans will not be made from the petty cash fund.

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized school-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the Executive Director may incur school-related expenses without pre-approval.

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from their supervisor..

- Employees will submit signed expense reports monthly, as necessary, to the Executive Director for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- Executive Director expense reports must be approved by a member of the board.
- The Office Manager will submit the approved expense report and supporting documentation to ExED.
- ExED will issue a reimbursement check within five business days of receipt of appropriate and complete documentation.
- Employees will submit expense reports within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made.

Travel Expenses

Policy: The Executive Director must pre-approve all school related travel. Mileage will be reimbursed at the organization-approved mileage rate, not to exceed the current IRS reimbursement rate.

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, the distance traveled shall be reduced by the employee's home-to-office commute distance.
- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed up to the established per diem rate found at (http://www.gsa.gov/portal/category/100120 - US Government Rates) for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize bus/shuttle service whenever possible. When traveling in groups, taxis may be more economical. Employees should choose between long-term parking or a taxi based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the Executive Director for approval and then on to ExED for processing.

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report and attach original receipts.
- The Executive Director and/or another board member will approve and sign the expense report, and submit it to ExED for payment.

Asset Management

Cash Management and Investments

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:
- The Executive Director will obtain Governing Board approval before opening or closing a bank account.
- Governing Board will adopt an investment policy before funds are to be invested.

Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of $1,000 or more and with a useful life of more than one year.

Procedures:
- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The Executive Director will be notified of all cases of theft, loss, damage or destruction of assets.
- The Director of Operations will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.

Loans

Policy: The Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter and/or other lenders in accordance with the loan documents.
Employee loans, including salary advances, are not allowed.

Procedures:
- The Executive Director and/or Governing Board designee shall review and sign the promissory note before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.

Insurance

Policy: The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:

- The Executive Director will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.
- The Director of Operations will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

Policy: Parking lot related incidences are not covered under any school insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage though his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the Executive Director and the Governing Board on a monthly basis.
- It is the responsibility of the Executive Director and the Governing Board to understand the organization's cash situation and it is the responsibility of the Executive Director to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.

- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.