NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, February 21, 2022

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

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

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

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

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 12/13/2021

5. Consideration of Approval of Board Meeting Minutes from 12/17/2021

6. DEI Advisory Team Protocol and Update
   - Retreat: 2/28/22 @ 4pm

7. Executive Director Report
   - Form 700
   - Universal Pre-K

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.

8. Elementary and Middle School Campus Reports
    - Campus Data and Enrollment Report from Director of Operations
    - Pursuant to Section 52061 of the CA EC; and Section 124(e) of AB 130: 2021-22 LCAP Supplement; Mid-year Outcome data related to metrics from the 2021-22 LCAP; and Mid-year Expenditures & implementation data on all actions of the 202122 LCAP; Update on the Budget Overview for Parents for New LA Charter Elementary School
    - Pursuant to Section 52061 of the CA EC; and Section 124(e) of AB 130: 2021-22 LCAP Supplement; Mid-year Outcome data related to metrics from the 2021-22 LCAP; and Mid-year Expenditures & implementation data on all actions of the 202122 LCAP; Update on the Budget Overview for Parents for New LA Charter School
    - Consideration of Approval of SARC for New LA Charter Elementary School
    - Consideration of Approval of SARC for New LA Charter School
    - LAUSD Oversight Visits
    - Campus Updates from Principals

9. Finance Advisory Team Report
    - Consideration of Approval of November 2021 Financials
    - Consideration of Approval of December 2021 Financials
    - Consideration of Approval of January 2022 Financials

10. Closed Session

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

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

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. 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 February 22, 2022, at which all the members of the Board of Directors had due notice and at which a quorum was present; and at such meeting such resolutions were adopted by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

WITNESS my hand this 22 day of February, 2022.

_____
Secretary, New Los Angeles Charter Schools

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.

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

1. The meeting was called to order at 4:06 pm
2. Consideration of Approval of Resolution Considering the Continued State of Emergency and Circumstances for Board Meetings by Teleconference Pursuant to the Brown Act **APPROVED**
3. Public Comment*
4. Consideration of Approval of Board Meeting Minutes from 10/11/21 **APPROVED**
5. Consideration of Approval of Special Meeting Minutes from 11/12/21 **APPROVED**
6. Audit Committee Report
   - Consideration of Approval of the 2020-2021 Audit **APPROVED**
7. DEI Opening Protocol and Good Influence Update

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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 **APPROVED**
   - Consideration of Approval of Certification of Compliance for New Los Angeles Charter Elementary School **APPROVED**
   - Consideration of Approval of the LCAP Federal Addendum for New Los Angeles Charter Elementary School **APPROVED**
   - Consideration for Approval of LCAP Federal Addendum for New Los Angeles Charter Elementary School **APPROVED**
   - Consideration of Approval of Uniform Complaint Policy and Procedures **APPROVED**
   - 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 **APPROVED**
    - Consideration of Approval of October 2021 Financials **APPROVED**
    - Consideration of Approval of 1st Interim Report for New LA Charter School **APPROVED**
    - Consideration of Approval of 1st Interim Report for New LA Charter Elementary School **APPROVED**
    - Consideration of Approval of Fiscal Policies **APPROVED**

11. Executive Director Report
    - Consideration of Approval to Nominate Bari Cooper Sherman as New LA Board Member effective 12/13/21 **APPROVED**
    - Consideration of Approval to Increase Teacher Compensation in Alignment with LAUSD Salary Table Adjustment, Effective January 2021 **APPROVED**
      - Approved with date correction of January 2022, retroactive to July 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

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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.

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD SPECIAL MEETING ORDER OF BUSINESS
Teleconference Meeting
2:00 pm, December 17, 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 Michale Graves, Jonathan Lopez, Bari Cooper-Sherman; (Staff) Gaybrielle Brayton, Xochitl Lira, Kate O'Brien, Brooke Rios

1. The meeting was called to order at 2:02 pm.
2. Public Comment*
3. Consideration of Approval of Educator Effectiveness Block Grant Plan for New Los Angeles Charter Elementary School **APPROVED**
4. Consideration of Approval of Educator Effectiveness Block Grant Plan for New Los Angeles Charter School **APPROVED**
5. Consideration of Approval to Amend Student COVID-19 Vaccination Policy **APPROVED**
6. Classified Staff Stipend
7. 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	194	170.91	88.10%	0	3	29	14.95%	5 AUT 7 OHI 1 OI 13 SLD 3 SLI	131	33	33	84.54%	63	32.47%
January	196	153.54	78.60%	0	3	31	15.82%	5 AUT **7** OHI 1 OI 14 SLD 4 SLI	134	33	33	85.20%	63	32.14%
February							#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	317	285.62	89.92%	0	2	55	17.35%	4 AUT 2 HOH 9 OHI 40 SLD	232	49	36	88.64%	84	26.50%
January	318	242.40	76.16%	1	2	55	17.30%	4 AUT 2 HOH 9 OHI 40 SLD	233	49	36	88.68%	82	25.79%
February							#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	$19,625.81	$2,301.00	**$1,738.78**
November	$6,464.27	$7,071.75	$13,536.02	$13,239.70	$1,703.00	**$1,406.68**
December	$5,734.06	$6,421.10	$12,155.16	$12,715.77	$1,451.00	**$2,011.61**
January	$8,815.85	$7,389.85	$16,205.70	$11,281.07	$1,481.00	**-$3,443.63**
February						
March						
April						
May						
June						

New Los Angeles Charter Elementary

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	5421 Obama Blvd. Los Angeles, CA , 90016-5122	**Principal:**	Jenna Rosenberg
Phone:	(323) 556-9500	**Grade Span:**	K-5

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Jenna Rosenberg

Principal, New Los Angeles Charter Elementary

About Our School

Welcome to New LA Elementary School!

Being a member of a charter school community requires a strong commitment from everyone: staff, students, and families. By staying focused on learning goals, personal and interpersonal growth, and service to our community, we believe that our school will continue to be a special place. Collaboration, cooperation, and open communication between home and school are keys to building a solid foundation for a successful year. We encourage and invite parent and community involvement in an effort to build a positive and successful educational experience for every student.

We look forward to an exciting year full of learning, making new friends and having fun. We feel honored that you have put your children in our care and we promise that we will strive to make New LA a wonderful community of learners as we grow together.

Warmly,
Jenna Rosenberg, Principal

Contact

New Los Angeles Charter Elementary
5421 Obama Blvd.
Los Angeles, CA 90016-5122

Phone: (323) 556-9500
Email: jrosenberg@newlosangeles.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	New Los Angeles Charter Elementary
Street	5421 Obama Blvd.
City, State, Zip	Los Angeles, CA , 90016-5122
Phone Number	(323) 556-9500
Principal	Jenna Rosenberg
Email Address	jrosenberg@newlosangeles.org
Website	https://www.newlosangeles.org/
County-District-School (CDS) Code	19647330133702

Last updated: 2/3/22

School Description and Mission Statement (School Year 2021—2022)

MISSION & VISION
New Los Angeles Charter Elementary School ("New LA Elementary") develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

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.

Passion for Learning
New LA keyword: Rigor. We believe that college prep starts in Kindergarten and the future academic success of students hinges on a strong foundation at the elementary level. At New LA Elementary, every student will receive the academic foundation to be prepared for a college preparatory middle and high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students will demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. New LA Elementary will implement an effective model of rigorous standards-based instruction, through which all students will achieve mastery of the Common Core standards by the end of each grade.

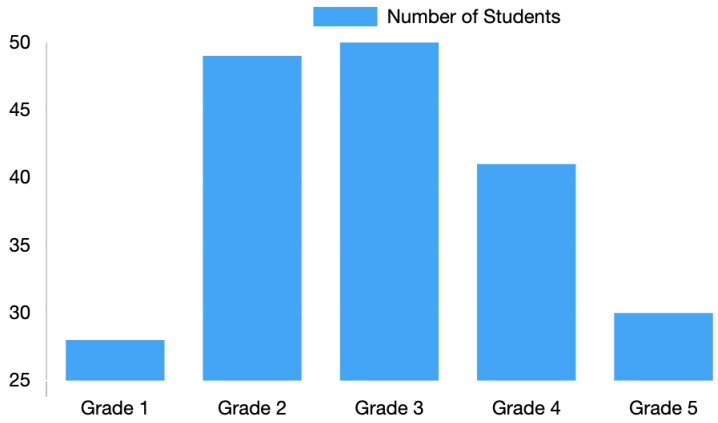
Engagement in the Community
New LA keyword: Relevance. At New LA Elementary, we believe, as John Dewey did, that "education is the fundamental method of social progress." New LA Elementary students will be challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They will be taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students will be volunteers both in and out of the school community, gaining valuable experience in social action. Experiences like this will lead to a deeply embedded feeling in every student that young people have the power to change the world.

Respect for Self and Others
New LA keywords: Respect and Relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA Elementary will encourage vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The school uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	28
Grade 2	49
Grade 3	50
Grade 4	41
Grade 5	30
Kindergarten	27
Total Enrollment	225



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.56%
Male	51.35%
Non-Binary	0.00%
American Indian or Alaska Native	0.89%
Asian	0.45%
Black or African American	20.09%
Filipino	0.00%
Hispanic or Latino	73.21%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.34%
White	3.13%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.58%
Foster Youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disavantaged	86.00%
Students with Disabilities	15.30%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: February 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers and Writers Workshop Units of Study Units of Sudy for Phonics Guided Reading Libraries		0%
Mathematics	Cognitively Guided Instruction (CGI) in Mathematics Zearn Math Seeds		0%
Science	Amplify Science		0%
History-Social Science	Authentic teacher developed units based in the CA Frameworks for History and Social Science		0%
Foreign Language	N/A		0%
Health	Teacher Created Units based on the standards		0%
Visual and Performing Arts	Authentic visual art lessons and materials Comprehensive gengeral music program		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/31/22

School Facility Conditions and Planned Improvements

General: New LA is co-located at the Baldwin Hills Elementary campus which is run by the Los Angeles Unified School District. The FIT report from September 2021 indicates that the facility is in good repair across all categories.

Maintenance and Repair: Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The facility is maintained by LAUSD and maintenence staff are provided by the district.

Cleaning Process and Schedule: The school is cleaned nightly. Maintenance staff conduct regular clean up throughout the day. In the 2021-2022 school year cleaning schedules have been modified to increase cleaning of high touch areas, sanitizing of all spaces thorughout the day and implementing other COVID safe sanitizing procedures.

Projects and Major Repairs: There are no major repairs planned.

Last updated: 2/3/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2021

Overall Rating	Exemplary

Last updated: 2/3/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/31/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	121	115	95	5	41
Female	56	53	94	6	45
Male	65	61	93	7	39
American Indian or Alaska Native	0				
Asian	--				
Black or African American	19	17	89	11	47
Filipino	0				
Hispanic or Latino	95	93	97	3	39
Native Hawaiian or Pacific Islander	0				
Two or More Races	--				
White	--				
English Learners	37	33	89	11	21
Foster Youth	0				
Homeless	--				
Military	0				
Socioeconomically Disadvantaged	87	84	96	4	39
Students Receiving Migrant Education Services	0				
Students with Disabilities	23	18	78	22	22

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/3/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP Growth
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	121	116	96	4	22
Female	56	54	96	4	20
Male	65	62	95	5	24
American Indian or Alaska Native	0				
Asian	--				
Black or African American	19	19	100	0	21
Filipino	0				
Hispanic or Latino	95	93	97	3	20
Native Hawaiian or Pacific Islander	0				
Two or More Races	--				
White	--				
English Learners	37	33	89	11	15
Foster Youth	0				
Homeless	--				
Military	0				
Socioeconomically Disadvantaged	87	87	100	0	18
Students Receiving Migrant Education Services	0				
Students with Disabilities	23	19	82	18	5

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/3/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/3/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At New LA, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school's mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families.

Parent Engagement Group (booster club)
The booster club is an action-oriented parent organization benefitting the students and staff of New LA by fundraising, organizing innovative educational programs, fostering school spirit, and supporting parent and community engagement. The group organizes community events and partners with teachers and administration to help support the mission of the school.

Family Diversity
At New LA, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, New LA asks parents to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC)
Parent members of the ELAC are elected by their peers and charged with supporting the school decision making around program planning and supporting student learning specifically for English Learners. The PAC support the the school leadership with planning and decision making.

Parent and Family Education
In order to help provide families the tools they need to do the very difficult job of parenting elementary school children, and to bolster the partnership between school and home, New LA offers a series of Coffees & Family Education Evenings throughout the school year. Topics include:

- Bullying & Harassment Awareness
- Internet Safety
- Positive Discipline Supports
- Positive attendance practices
- Supporting learning from home
- Computer Coding
- Passion for Learning Nights and Celebrations

Throughout the school year New LA hosts Passion for Learning nights in the core academic areas. These evening events allow parents to see samples of student work as well as get in-depth understanding of the standards and expectations in the areas of math, reading and STEAM.
Additonaly, parents are actively involved in planning and contributing to cultural and academic celebrations throughout the year including: Hispanic Heritage Month, Love of Literacy Week, African American History Month, the 100th Day of School, Multicultural Day and Career and College Awareness Week.

Parent Academic Engagement

In addition to all the above parents are invited to engage in their child's education by attending Back to School Night and parent teacher conferences twice a year.

During the 2020-2021 school year and into the 2021-2022 school year all parent events were held virtually but they did all continue as planned.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	229	226	36	15.9
Female	110	110	16	14.5
Male	119	116	20	17.2
American Indian or Alaska Native	1	1	0	17.2
Asian	2	2	0	0.0
Black or African American	46	45	8	17.8
Filipino	0	0	0	0.0
Hispanic or Latino	170	168	27	16.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	7	7	0	0.0
English Learners	81	80	17	21.3
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	198	196	34	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	8	20.0

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.00%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/31/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The school has a comprehensive emergency response and safety plan including evacuations, lockdown, fire, earthquake, etc. This campus adheres to the plan implemented by Baldwin Hills Elementary where New LA is co-located. Classrooms have emergency backpacks and the school has food and water on site for every student for three days. Each classroom is also equipped with a condensed safety plan that includes evacuation maps, rosters, instructions for staff and roles. Staff received comprehensive training in August 2021 and receives periodic updates and provides feedback on plan effectiveness after each monthly emergency drill.

Last updated: 1/31/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	2	
1	24.00		2	
2	26.00		2	
3	17.00	2		
4				
5				
6				
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		2	
1	27.00		2	
2	23.00		2	
3	23.00		2	
4	32.00		1	
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	27.00		1	
1	28.00		1	
2	24.00		2	
3	25.00		2	
4	21.00	1	1	
5	30.00		1	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.80
Other	1.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12759.50	$3863.11	$8896.39	$62118.86
District	N/A	N/A	$8823.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	0.82%	-23.57%
State	N/A	N/A	$8443.83	$84665.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	5.22%	-30.72%

Last updated: 1/31/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

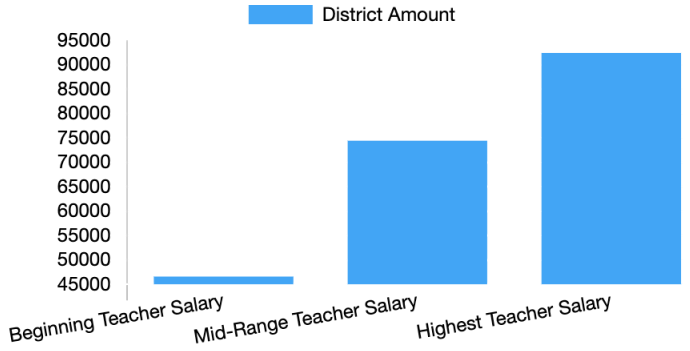
Reading Intervention Program

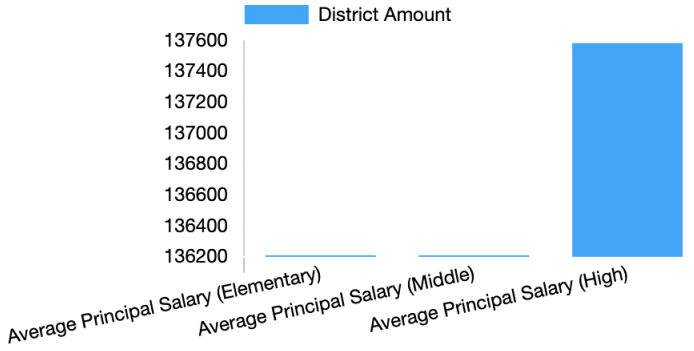
Last updated: 1/31/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

New Los Angeles Charter

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	1919 South Burnside Ave. Los Angeles, CA , 90016-1114	**Principal:**	Gabrielle Brayton
Phone:	(323) 939-6400	**Grade Span:**	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Gabrielle Brayton

Principal, New Los Angeles Charter

About Our School

Greetings!

Being a member of a charter school community requires a strong commitment from everyone—staff, parents, and students. By staying focused on learning, community, and respect, we believe that our community will be strong and special. Collaboration, cooperation and open communication between home and school are keys to building a strong foundation for a successful school year.

We encourage and invite parent and community involvement in an effort to build a positive and successful educational experience for every student. We have high standards for students and families. We look forward to welcoming our new families and continuing the journey with our returning families. We strive to continue to make New LA a wonderful community of learners as we grow together, solid and strong.

Warmly,
Gabrielle Brayton, Principal

Contact

New Los Angeles Charter
1919 South Burnside Ave.
Los Angeles, CA 90016-1114

Phone: (323) 939-6400
Email: gbrayton@newlosangeles.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Reilly, Megan
Email Address	megan.reilly@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2021—2022)

School Name	New Los Angeles Charter
Street	1919 South Burnside Ave.
City, State, Zip	Los Angeles, CA , 90016-1114
Phone Number	(323) 939-6400
Principal	Gabrielle Brayton
Email Address	gbrayton@newlosangeles.org
Website	https://www.newlosangeles.org/
County-District-School (CDS) Code	19647330117614

Last updated: 1/31/22

School Description and Mission Statement (School Year 2021—2022)

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
The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them. Located in Mid-City Los Angeles, the heart of a diverse city, New LA serves 300 students in grades 6-8. With small classes, a diverse student body, and attentive teachers, New LA is a nurturing standards-based school. New LA has a rigorous standards-based 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.

Passion for Learning
New LA keyword: Rigor. Middle school is the gateway to future academic success. At New LA, every student receives the academic foundation to be
prepared for a college preparatory high school. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students demonstrate mastery of concepts and skills by working together on real- life projects rather than test-taking alone. New LA uses an effective model of rigorous standards-based instruction, through which all students will achieve mastery of California state content standards by the end of each grade level.

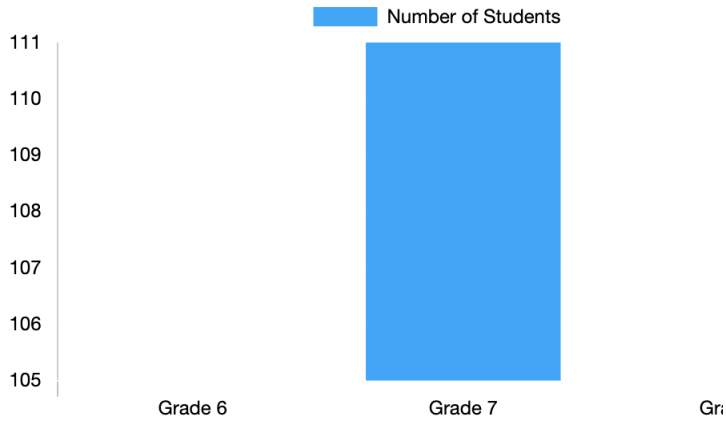
Engagement in the Community
New LA keyword: Relevance. At New LA, we believe, as John Dewey did, that "education is the fundamental method of social progress." New LA students are challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students participate in volunteer work, gaining valuable real life experience. This leads to a deeply embedded feeling in every student that adolescents have the power to change the world.

Respect for Self and Others
New LA keywords: Respect and Relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice, but through the use of active listening and conflict resolution techniques. The school uses active and project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice. New LA students participate in a structured Advisory program in order to develop a deep sense of trust in themselves, the strength and courage to succeed at life's challenges, and the skills necessary to confidently pursue future academic and career aspirations.

Last updated: 1/31/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 6	105
Grade 7	111
Grade 8	105
Total Enrollment	321



Last updated: 1/31/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	0.90%
Black or African American	5.30%
Filipino	0.00%
Hispanic or Latino	91.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.90%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.40%
Foster Youth	0.30%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disavantaged	92.20%
Students with Disabilities	15.90%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: February 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Authentic novel study Newsela		0%
Mathematics	Teacher developed authentic curriculum based in California Math Standards and the 8 mathematical practices.		0%
Science	Amplify Science		0%
History-Social Science	Authentic teacher developed units based in the CA frameworks for History and Social Science Newsela		0%
Foreign Language	N/A		0%
Health	Postive Prevention Plus		0%
Visual and Performing Arts	Authentic lessons and materials for visual art		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/31/22

School Facility Conditions and Planned Improvements

General: New LA's unique campus is a converted two-story brick warehouse, gutted on the inside in order to create a wonderful educational environment in a very special space.

The campus has 10 state-of-the-art classrooms (most with Smart Boards), 2 science labs, a wonderful cafeteria, a large multi-purpose room, and an admin area. Every classroom has natural light, and the brilliant school design centers around a large two-story atrium topped with a 40-foot skylight.

Maintenance and Repair: Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. School administration conducts monthly facilities audits to ensure good repair and safety.

Cleaning Process and Schedule: The school is cleaned nightly. Maintenance staff conduct regular clean up throughout the day. Standards for cleanliness are checked during regular facilities audits and are available on campus. In the 2020-2021 school year and 2021-2022 school year cleaning schedules have been modified to increase cleaning of high touch areas, sanitizing of all spaces thorughout the day and not just nightly and implementing other COVID safe sanitizing procedures.

Projects and Major Repairs: The facility was built in 2010 and is kept is superb working condition. There facility is not in need of major repairs or modernization.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2021

Overall Rating	Exemplary

Last updated: 2/2/22

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 2/2/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): NWEA MAP Growth
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	321	312	97	3	39
Female	151	144	95	5	47
Male	170	168	99	1	33
American Indian or Alaska Native	--				
Asian	--				
Black or African American	21	20	95	5	30
Filipino	0				
Hispanic or Latino	294	283	96	4	40
Native Hawaiian or Pacific Islander	--				
Two or More Races	--				
White	--				
English Learners	75	72	96	4	11
Foster Youth	--				
Homeless	--				
Military	0				
Socioeconomically Disadvantaged	295	283	96	4	38
Students Receiving Migrant Education Services	0				
Students with Disabilities	51	49	96	4	22

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/3/22

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP Growth
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	321	314	98	2	28
Female	151	144	95	5	34
Male	170	170	100	0	23
American Indian or Alaska Native	--				
Asian	--				
Black or African American	21	21	100	0	29
Filipino	0				
Hispanic or Latino	294	284	97	3	28
Native Hawaiian or Pacific Islander	--				
Two or More Races	--				
White	--				
English Learners	75	72	96	4	3
Foster Youth	--				
Homeless	--				
Military	0				
Socioeconomically Disadvantaged	295	285	97	3	27
Students Receiving Migrant Education Services	0				
Students with Disabilities	51	49	96	4	12

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 2/3/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	25.29	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 2/2/22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 2/2/22

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At New LA, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school's mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families.

Parent Engagement Group and Booster Club
The booster club is an action-oriented parent organization benefitting the students and staff of New LA by fundraising, organizing innovative educational programs, fostering school spirit, and supporting parent and community engagement. The group organizes community events and partners with teachers and administration to help support the mission of the school.

Family Diversity
At New LA, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, New LA asks parents to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC)
Parent members of the ELAC are elected by their peers and charged with supporting the school decision making around program planning and supporting student learning for English Learners. The PAC meets to discuss and advise the administration program planning, LCAP and suppport student learning. During the 2020-2021 and 2021-2022 school years parents were able to participate in meetings and committees remotely via video conferencing technology to ensure the safety of all.

Family Education Program
In order to help provide families the tools they need to do the very difficult job of parenting middle school children, and to bolster the partnership between school and home, New LA offers a series of Coffees & Family Education Evenings throughout the school year. All family education events were offered virtually during the 2020-2021 and 2021-2022 school years. Topics include:

- Bullying & Harassment Awareness
- Internet Safety
- Adolescent Development
- Building Positive Self-Image and Understanding Eating Disorders
- Promoting Literacy at Home
- Nutrition Education with Revolution Foods
- Sexual Education
- Preparing for High School and College
- Drug and Alcohol Awareness
- The Importance of Good Attendance

Passion for Learning Nights
Throughout the school year New LA hosts Passion for Learning nights in the core academic areas. These evening events allow parents to see samples of student work as well as get in-depth understanding of the standards and expectations in the areas of math, humanities and science. Passion for Learning Nights were held viturally during the 2020-2021 and 2021-2022 school year.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	327	322	51	15.8
Female	156	152	29	19.1
Male	171	170	22	12.9
American Indian or Alaska Native	3	3	1	12.9
Asian	2	2	1	50.0
Black or African American	18	17	3	17.6
Filipino	0	0	0	0.0
Hispanic or Latino	297	293	45	15.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	1	20.0
White	1	1	0	0.0
English Learners	76	75	9	12.0
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	304	299	49	16.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	10	19.6

Last updated:

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	3.83%	0.00%	0.65%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.02%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.91%	0.44%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 2/2/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The school has a comprehensive emergency response and safety plan with monthly drills including evacuations, lockdown, fire, earthquake, etc. Classrooms have emergency backpacks and the school has food and water on site for every student and staff member for three days. Each classroom is also equipped with a condensed safety plan that includes evacuation maps, rosters, instructions for staff and roles. Staff received training in August 2021. After any drill is conducted, a discussion is held among staff and teachers after to obtain feedback on how the process can be improved. Students discuss the plan at the start of the school year and periodically during the school year in advisory.

Last updated: 2/2/22

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	25.00		4	
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	27.00		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K				
1				
2				
3				
4				
5				
6	27.00		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00		8	
Science	27.00		8	
Social Science	27.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	28.00		8	
Math	28.00		8	
Science	28.00		8	
Social Science	28.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	27.00		8	
Math	27.00		8	
Science	27.00		8	
Social Science	27.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13185.78	$4151.31	$9034.47	$65735.43
District	N/A	N/A	$8823.00	$78721.00
Percent Difference – School Site and District	N/A	N/A	2.36%	-17.97%
State	N/A	N/A	$8443.83	$84665.00
Percent Difference – School Site and State	N/A	N/A	6.76%	-25.17%

Last updated: 2/2/22

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020–2021)

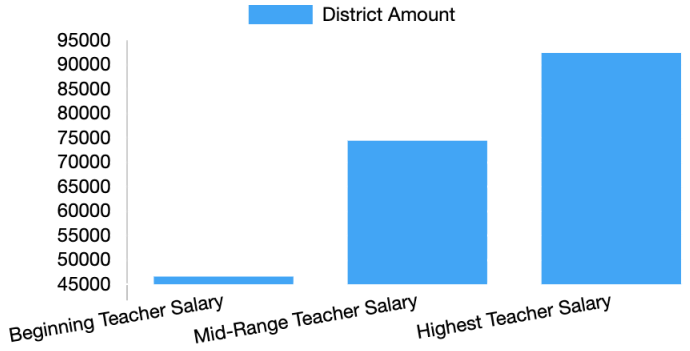
Intensive intervention program.

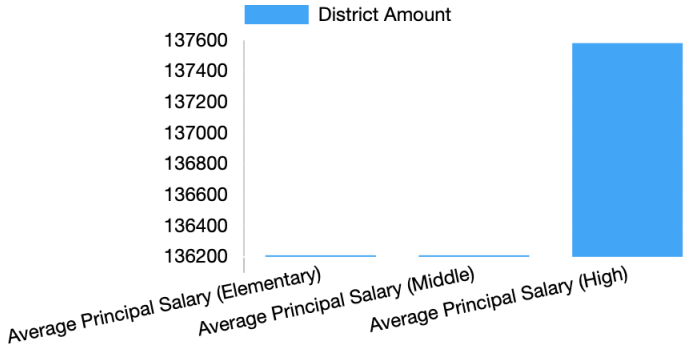
Last updated: 2/2/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46587.00	$50897.00
Mid-Range Teacher Salary	$74412.00	$78461.00
Highest Teacher Salary	$92389.00	$104322.00
Average Principal Salary (Elementary)	$124955.00	$131863.00
Average Principal Salary (Middle)	$136210.00	$137086.00
Average Principal Salary (High)	$137581.00	--
Superintendent Salary	$350000.00	$297037.00
Percent of Budget for Teacher Salaries	28.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated:

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13