NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, December 14, 2020

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

Phone Number: 1-669-900-9128

Access Code: 95396264099#

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. Public Comment*

3. Consideration of Approval of Board Meeting Minutes from 10/12/20

4. DEI Opening Protocol

5. DEI Advisory Team Update

6. 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 School Plan for Student Achievement for New LA 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 School Plan for Student Achievement for New LA Charter Elementary School
- Consideration of Approval of Certification of Compliance for New Los Angeles Charter School
- Consideration of Approval of Certification of Compliance for New Los Angeles Charter Elementary School
- Consideration of Approval of the Revised LCAP Federal Addendum for New LA Charter School
- Consideration for Approval of Revised LCAP Federal Addendum for New LA Charter Elementary School

7. Education Advisory Team Report
   - Fall Data Update

8. Finance Advisory Team Report
   - Consideration of Approval of October 2020 Financials
   - Consideration of Approval of LCAP Budget Overview for Parents for New LA Charter School
   - Consideration of Approval of LACP Budget Overview for Parents for New LA Charter Elementary School
   - 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
   - Learning Loss Mitigation Funds and Spending Plan Update

9. Executive Director Report
   - New Los Angeles Charter Elementary School Renewal
   - Audit Update
   - December Appeal
   - Site Update
   - COI Code Update from County Board of Supervisors
   - Consideration of Approval of Student Enrollment and Public Random Drawing Policy & Procedures for New Los Angeles Charter School
   - Consideration of Approval of Amended Bylaws for New Los Angeles Charter Schools
   - Consideration of Approval of Certificate of Amendment for Articles of Incorporation

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

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. Adjourn

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NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
4:00 pm, October 12, 2020

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

Phone Number: 1-669-900-6833

Access Code: 82417228770#

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.

In attendance:
(Board) Matt Albert, Allison Arkin (Legal Counsel), Alan-Michael Graves, Jonathan Lopez, Susan Nickerson (Staff) Gabrielle Brayton, Xochitl Lira, Kate O'Brien, Jamila Polk, Brooke Rios, Jenna Rosenberg, Terrance Wright

1. Meeting was called to order at 4:01 pm
2. Public Comment*
3. Consideration of Approval of Board Meeting Minutes from 9/14/120 **APPROVED**
4. Consideration of Approval of Board Meeting Minutes from 9/21/20 **APPROVED**
5. Consideration of Approval of Board Meeting Minutes from 9/24/20 **APPROVED**

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6. Executive Director Report
   - Renewal Update

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 Suicide Prevention Policy **APPROVED**
   - DEI and Program Update from Principals

8. Finance Advisory Team Report
   - Consideration of Approval of July 2020 Financials **APPROVED**
   - Consideration of Approval of August 2020 Financials **APPROVED**
   - Consideration of Approval of September 2020 Financials **APPROVED**
   - Learning Loss Mitigation Funds and Spending Plan
     *The Board of Directors discussed the evolving plan for the use of LLM Funds and is in agreement with the plan

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 (2) 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.

ELEMENTARY SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504's	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	226	204.64	91.17%	0	0	32	14.16%	(6) AUT, (4) OHI, (12), (SLD), (10) SLI	162	25	38	82.74%	70	30.97%
September	224	212.12	95.84%	0	0	33	14.73%	(6) AUT, (4) OHI, (13), (SLD), (10) SLI	160	24	40	82.14%	70	31.25%
October	223	213.77	95.94%	0	1	34	15.25%	(6) AUT, (4) OHI, (14), (SLD), (10) SLI	157	24	42	81.17%	77	34.53%
November	223	214.54	96.21%	0	1	34	15.25%	(6) AUT, (4) OHI, (14), (SLD), (10) SLI	157	24	42	81.17%	77	34.53%
December														
January														
February														
March														
April														
May														
June														

Current Enrollment
223

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)

Race/Ethnicity Breakdown

2.25%	5	American Indian or Alaskan Native
0.00%	0	Asian
0.00%	0	Native Hawaiian/Other Pacific Islander
20.72%	46	Black or African American
4.05%	9	White
73.42%	163	Hispanic/Latino
0.00%	0	Two or More Race Categories
0.00%	0	Unspecified

MIDDLE SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504s	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	323	304.18	95.46%	0	4	33	10.22%	(3) AUT, (1) DEA,(1) ED,(9) OHI,(18) SLD, (1)SLI	262	29	32	90.09%	75	23.22%
September	322	315.74	98.51%	0	4	49	15.22%	(4) AUT, (1) DEA,(1) ED,(2)HOH, (12) OHI, (28) SLD, (1)SLI	268	23	29	90.37%	75	23.29%
October	321	319.57	99.70%	0	4	49	15.26%	(4) AUT, (1) DEA,(1) ED,(2)HOH, (12) OHI, (28) SLD, (1)SLI	268	23	30	90.65%	75	23.36%
November	321	321.00	100.00%	0	4	50	15.58%	(4) AUT, (1) DEA,(1) ED,(2)HOH, (12) OHI, (29) SLD, (1)SLI	267	22	32	90.03%	75	23.36%
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
321

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)

Race/Ethnicity Breakdown

0.63%	2	American Indian or Alaskan Native
0.63%	2	Asian
0.00%		Native Hawaiian/Other Pacific Islander
6.56%	21	Black or African American
0.31%	1	White
91.25%	292	Hispanic/Latino
0.94%	3	Two or More Race Categories

NATIONAL SCHOOL LUNCH PROGRAM

Month	ES Expense	MS Expense	Total Expense	Reimbursement	Billed Meals	Credit	Total	Paid Meals
August	$2,701.00	$2,931.00	$5,632.00	$1,990.90	$0.00	$0.00	**-$3,641.10**	$0
September	$2,329.00	$2,599.54	$4,928.54	$2,437.74	$0.00	$0.00	**-$2,490.80**	
October	$1,589.20	$2,959.20	$4,548.40	$3,936.38	$0.00	$0.00	**-$612.02**	
November	$685.00	$2,466.00	$3,151.00	$2,900.79	$0.00	$0.00	**-$250.21**	
December								
January								
February								
March								
April								
May								
June								

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

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

Board President Name: **Jonathan Lopez**

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

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 23, 2020 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 8, 2021 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 2021
		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., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	x	☐	x
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	x	☐	x

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	x	☐	x
	Certification of timely DOJ and TB clearances by all contracting entities.	x	☐	x
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	x	☐	x
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 AB 1505 and applicable law	x	☐	x
	Master schedule that shows all assignment(s) of each certificated staff member.	x	☐	x
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	x	☐	x
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 **2020-2021 Board meetings calendar**. See current *Federal, State, and District Required Language for Independent*	Accurate and updated school contact information	x	☐	x
	Accurate and updated list/roster of Governing Board members and contact information	x	☐	x

Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Calendar of Governing Board meeting dates and location(s)	x	☐	x
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	x	☐	x
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., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	x	☐	x
	Documentation of emergency drills and preparedness training	x	☐	x
	Documentation of timely and compliant Child Abuse Mandated Reporter training	x	☐	x
	Documentation of annual Blood borne Pathogens training	x	☐	x
	Documentation of Pupil Suicide Prevention Policy training	x	☐	x
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	n/a	☐	n/a
7. The charter school has either implemented the LAUSD **English Learner Master Plan** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	x	☐	x
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	n/a	☐	n/a
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and	Description of the school-wide student behavior and discipline	x	☐	x

School Climate Bill of Rights. See current FSDRL.	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	x	☐	x
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	x	☐	x
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	x	☐	x
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, and the Americans with Disability Act. See Ed. Code § 47610; See 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)	x	☐	x
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 §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 See current FSDRL.	Board meeting agendas and minutes for the past 12 months	x	☐	x
	Verification of compliant public posting of Board agendas, including on the school website	x	☐	x

	Evidence of Brown Act training	x	☐	x
	Forms 700	x	☐	x
	School policy for responding to Public Records Act requests	x	☐	x
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	x	☐	x
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	x	☐	x
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, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, 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]	x	☐	x
16. The charter school implements Uniform Complaint Procedure 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	x	☐	x

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 Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004. 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.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	x	☐	x
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, the **COVID-19 Operations Written Report** that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school's **Learning Continuity and Attendance Plan** and its **Budget Overview for Parents** pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	x	☐	x
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.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	x	☐	x
20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, 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	x	☐	x

21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	n/a	☐	n/a
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	x	☐	x
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	n/a	☐	n/a
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	n/a	☐	n/a
25. The charter school complies with all applicable requirements of AB 605 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.	x	☐	x

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

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

_____
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on **Dec. 14, 2020** **, the Governing Board of**
Date(s)

New Los Angeles Charter School
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

x Board Agenda where item was discussed

x Board Minutes

x Board Agenda Approving the Minutes

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

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2020-2021

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

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 23, 2020 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 8, 2021 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 2021
		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., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	X	☐	X
	Completed and signed "Certification of Clearances, Credentialing and Mandated Reporter Training 2020-2021" form	X	☐	X

Compliance Requirements*	Supporting Documentation	SCHOOL ADMIN.		BOARD CERTIFICATION BY JANUARY 2021
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	x	☐	x
	Certification of timely DOJ and TB clearances by all contracting entities.	x	☐	x
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667.	x	☐	x
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 AB 1505 and applicable law	x	☐	x
	Master schedule that shows all assignment(s) of each certificated staff member.	x	☐	x
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	x	☐	x
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 **2020-2021 Board meetings calendar**. See current *Federal, State, and District Required Language for Independent*	Accurate and updated school contact information	x	☐	x
	Accurate and updated list/roster of Governing Board members and contact information	x	☐	x

Charter School Petitions (New and Renewal) and Material Revisions (FSDRL).	Calendar of Governing Board meeting dates and location(s)	x	☐	x
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	x	☐	x
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., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, AB 2246 (2016)	Comprehensive Health, Safety, and Emergency Plan	x	☐	x
	Documentation of emergency drills and preparedness training	x	☐	x
	Documentation of timely and compliant Child Abuse Mandated Reporter training	x	☐	x
	Documentation of annual Blood borne Pathogens training	x	☐	x
	Documentation of Pupil Suicide Prevention Policy training	x	☐	x
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	x	☐	x
7. The charter school has either implemented the LAUSD **English Learner Master Plan** or updated and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL and 2020-2021 Opening Letter.	EL Certification Form	x	☐	x
	EL Master Plan has been updated (if the school has not adopted the LAUSD EL Master Plan)	n/a	☐	n/a
8. The charter school's school climate and student discipline systems and procedures align with LAUSD's **Discipline Foundation Policy** and	Description of the school-wide student behavior and discipline	x	☐	x

School Climate Bill of Rights. See current FSDRL.	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	x	☐	x
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	x	☐	x
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	x	☐	x
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, and the Americans with Disability Act. See Ed. Code § 47610; See 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)	n/a (prop 39 site)	☐	n/a
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 §§ 54950-54963 • Political Reform Act, Gov. Code §§ 81000-91015 • Public Records Act, Gov. Code §§ 6250-6276.48 See current FSDRL.	Board meeting agendas and minutes for the past 12 months	x	☐	x
	Verification of compliant public posting of Board agendas, including on the school website	x	☐	x

	Evidence of Brown Act training	x	☐	x
	Forms 700	x	☐	x
	School policy for responding to Public Records Act requests	x	☐	x
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	x	☐	x
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	x	☐	x
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, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, 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]	x	☐	x
16. The charter school implements Uniform Complaint Procedure 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	x	☐	x

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 Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004. 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.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	x	☐	x
18. The governing board oversees the development of and approves/adopts the **stakeholder engagement** process, the **COVID-19 Operations Written Report** that aligns with Governor Newsom-issued Executive Order N-56-20 on responding to COVID-19, and the school's **Learning Continuity and Attendance Plan** and its **Budget Overview for Parents** pursuant to Senate Bill 98 (SB 98). The Learning Continuity Plan replaces the Local Control Accountability Plan (LCAP) for the 2020–21 school year and supersedes the requirements in Executive Order N-56-20.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and the COVID-19 Operations Written Report, Learning Continuity and Attendance Plan, and Budget Overview for Parents.	x	☐	x
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.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically	x	☐	x
20. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, 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	x	☐	x

21. **Schools Serving Grade 9 only**: The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	n/a	☐	n/a
22. The charter school complies with all applicable requirements of AB 2246: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the school administrator must access training via the District's website through MyPLN.	Documentation of the adoption of the charter school's policy established in compliance with the AB 2246, including the Board Meeting Agendas and Board Minutes	x	☐	x
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	n/a	☐	n/a
24. The charter school complies with all applicable requirements of AB 543 regarding sexual harassment notifications (Schools serving Grades 9-12).	Verification of pupils being notified in accordance with AB 543 requirements, including displaying a poster in bathrooms and locker rooms at the schoolsite.	n/a	☐	n/a
25. The charter school complies with all applicable requirements of AB 605 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.	x	☐	x

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 23, 2020)

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

_____
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures.

Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2021)

The undersigned hereby certifies that, on **Dec. 14, 2020** **, the Governing Board of**
Date(s)

New Los Angeles Charter Elementary School
Name of Charter School

reviewed the school's compliance related policies, systems, and procedures. **

This certification includes the following relevant documentation:

x Board Agenda where item was discussed

x Board Minutes

x Board Agenda Approving the Minutes

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

EXECUTIVE OFFICE

COUNTY OF LOS ANGELES
EXECUTIVE OFFICE
BOARD OF SUPERVISORS

KENNETH HAHN HALL OF ADMINISTRATION
500 WEST TEMPLE STREET, ROOM 383
LOS ANGELES, CALIFORNIA 90012
(213) 974-1411 • www.bos.lacounty.gov

CELIA ZAVALA
EXECUTIVE OFFICER

MEMBERS OF THE BOARD

HILDA L. SOLIS

MARK RIDLEY-THOMAS

SHEILA KUEHL

JANICE HAHN

KATHRYN BARGER

November 17, 2020

Dr. Brooke Rios
New Los Angeles
1919 South Burnside Avenue
Los Angeles, CA 90016

Dear Dr. Rios:

CONFLICT OF INTEREST CODE FOR THE NEW LOS ANGELES

The Board of Supervisors, at its meeting of October 27, 2020, approved the enclosed Conflict of Interest Code for the New Los Angeles. The effective date of the code is October 28, 2020.

The designated filers listed on Exhibit B of your Code, who had previously filed Form 700s, will not need to file until the next Annual filing period. However, it will be necessary for those persons who assume or leave designated positions after the effective date of this Code to file an Assuming/Leaving Statement of Economic Interests (Form 700) within 30 days of their assuming/leaving date. When filing Form 700s, please refer to the instructions as noted on the first page of your Code under "Place of Filing of Statements of Economic Interests."

Please ensure that your agency's Form 700 Filing Officer takes all appropriate actions to implement your adopted Code. In a separate email, your Filing Officer will be receiving instructional materials and a member of my staff will be reaching out to you for training to acclimate you to your Filing Officer duties.

Should you have any questions regarding this process, please call Don Garcia at (213) 974-1578 or email him at DGarcia@bos.lacounty.gov .

Sincerely,

For Kathy Markarian
Deputy Executive Officer

KM:aa

Enclosures

c: Don Garcia, Chief, Conflict/Lobbyist Division (w/o enclosures)
Darlene Vargas, LAUSD Code Officer
Rahul Reddy, Attorney

Conflict of Interest Code
of the

New Los Angeles Charter School

Incorporation of FPPC Regulation 18730 (2 California Code of Regulations, Section 18730) by Reference

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730, and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated into the conflict of interest code of this agency by reference. This regulation and the attached Appendices (or Exhibits) designating officials and employees and establishing economic disclosure categories shall constitute the conflict of interest code of this agency.

Place of Filing of Statements of Economic Interests

All officials and employees required to submit a statement of economic interests shall file their statements with the agency head; or his or her designee. The agency shall make and retain a copy of all statements filed by its Members of the Board of Directors and the Executive Director and forward the originals of such statements to the Executive Office of the Board of Supervisors of Los Angeles County.

The agency shall retain the originals of statements for all other Designated Positions named in the agency's conflict of interest code. All retained statements, original or copied, shall be available for public inspection and reproduction (Gov. Code Section 81008).

New Los Angeles Charter School

EXHIBIT "B"

Designated Positions	Disclosure Categories
Member, Board of Directors	1, 2, 4
Executive Director	1, 2, 4
Consultants/New Positions*	

* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The Executive Director or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

EFFECTIVE: 10/28/2020

NEW LOS ANGELES CHARTER SCHOOL
STUDENT ENROLLMENT AND PUBLIC RANDOM DRAWING POLICY AND PROCEDURES

Overview

This Student Enrollment and Public Random Drawing Policy and Procedures shall apply to New Los Angeles Charter ("New LA" or the "Charter School") and shall be published in the instructions for student application for admission, the Charter School's website at https://www.newlamiddle.org/apps/pages/index.jsp?uREC_ID=183215&type=d&pREC_ID=381102&hideMenu=0.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

New LA Elementary Charter School is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Admission shall be open to any resident of the State of California. New LA admits all pupils who wish to attend to the extent that space allows. The Charter School will comply with all laws establishing minimum and maximum age for public school enrollment in charter schools.

If the number of students who wish to attend the Charter School exceeds capacity, admission shall be determined by a public random drawing ("lottery") in accordance with Education Code 47605(e)(2) and any applicable federal requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

New LA ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

New LA shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Leaner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. The Charter School does not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. New LA may request information necessary to apply specific admission preferences set forth in this charter.

No test or assessment shall be administered to students prior to admission and enrollment into the school. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. Post-matriculation testing is done for all students.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians in accordance with Section 47605(e)(4)(D)(i)-(iii).

The lottery is held on or around April 1 each year. Information about the date, time and location of the lottery will be posted on the New LA website, at the Charter School's physical site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the Charter School.

New LA strongly encourages all potential applicants to review the charter and the Parent/Student Handbook (available on the New LA website), and/or any published information regarding the Charter School and its admission policies and procedures, prior to submitting an application for admission.

A. Application for Admission

1. Interested students must submit a Student Interest Form ("application") by the stated deadline that includes the student's name, grade, birthdate, and contact information for the family. Application materials are available in English and Spanish.

2. Submission of a Student Interest Form is not a guarantee of admission to New LA; the application is an entry into New LA's lottery. If a family does not submit an application by the posted open enrollment deadline, the student will not be entered into New LA's primary lottery.

3. There is no fee to apply to or attend New LA.

4. Student Interest Forms are available online at the Charter School website and/or in-person through the school office. All interested families are required to submit a completed Student Interest Form directly to the Charter School (in person or electronically) before 4:30 p.m. on the date of the annual deadline (typically, March 15), which will be clearly indicted on the form and in all communications and notices (websites, flyers, etc.).

5. The dates of the open enrollment period and application deadline will be published annually, typically each fall. Applications may be submitted prior to the specified application deadline date. Submitted applications will be date- and time-stamped by New LA's staff, and student names will be added to an application roster to track receipt. The open enrollment deadline will be posted on New LA's website and also indicated on all admission applications.

6. Once an application is received, it is "on file" for entry in the lottery. Applicants may phone New LA staff to confirm receipt of the application.

7. Applications received electronically or with a postmarked date after the specified application deadline date, or hand-delivered after that date, will not be placed in the primary lottery but are marked with the date and time of receipt and will be held in abeyance for a subsequent lottery, if necessary.

B. Admission Selection Process and Public Random Drawing/Lottery

1. Each year, the Board of Directors, acting on recommendations from New LA's Executive Director (or designee), will approve a plan for New LA's growth for the upcoming academic year, which shall include the capacity per grade level, and in accordance with the charter.

2. If, at the end of the open enrollment period, New LA receives more applications than it has capacity as determined by the Board of Directors, except for existing students of New LA,[1] admission shall be determined by a public random drawing in accordance with Education Code Section 47605(e)(2)(B)(i)-(iv).

3. **Before the Lottery**:

   a. Optional parent attendance at a school orientation meeting at the middle school campus (meetings are scheduled multiple times over three months and occur on

[1] "Existing students of New LA" is defined to include fifth grade students at New Los Angeles Charter Elementary School who are enrolled at the close of the New LA open enrollment period.

weekday mornings, weekday evenings, and weekends, so as to make attendance as easy as possible); and

b. Completion of a one-page simple student interest form.

4. **Lottery Date and Time**: The lottery shall be held on or around April 1 annually. Public notice of the lottery will be posted at New LA's physical site and on New LA's website, regarding the date, time, and location of the lottery.

5. **Lottery Location**: The lottery will be held at New LA's facilities (1919 S. Burnside Avenue, Los Angeles, CA 90016), or at any other publicly accessible location as may be determined. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families.

6. **Lottery Process**:

a. Each grade's lottery will be conducted separately.
b. Admission for each grade will be determined in stages pursuant to the preferences in this policy, until capacity is met as follows:
    i. Students who reside in the boundaries of the District;
    ii. Siblings of students currently enrolled in the Middle School, or who culminated the year prior;
    iii. Children of New LA staff (no more than 10% of total enrollment).
    iv. All other students.
c. Applications of interest for each grade are separated into piles according to their preference stage and are counted and numbered. If the number of applications exceeds the grade's capacity, the matching numbers assigned to the applications of interest are put into a box and drawn until capacity is reached.
d. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. The order of the wait list will be determined in the same stages outlined above and will be ordered directly by the order picked in the lottery.
e. Enrollment or wait-list confirmations are mailed and emailed by the operations director to parents/guardians. Registration packets are also mailed at this time and will consist of state-required information and forms.
f. Forms must be returned by a specified date no less than two (2) weeks from acceptance to the main office in order to confirm a student's place in the School. If not, the slot will be forfeited.

The Charter School ensures that there is a designated note taker present at the lottery to document the fair execution of lottery procedures.

7. Upon receipt of a complete application, New LA shall verify whether an applicant is eligible to receive a claimed admission preference. If the applicant is eligible, the preference will be applied at the time of the lottery.

8. **Existing students** are exempt from the lottery and are guaranteed enrollment in the next academic year. Existing students must submit an "Intent to Re-Enroll Form" by the published deadline in order to secure their enrollment.

9. For purposes of this policy, the term "students who reside in the boundaries of the District" is defined as a child who resides within the boundaries of the Los Angeles Unified School District. Residents of the District must submit an application for admission in accordance with New LA's policy. Applicants must indicate on their application if they are a resident of the District.

   If offered admission, applicants indicating that they live within District boundaries will need to present an official document in the applicant's enrollment package to verify proof of residency. Acceptable proof of residency will include the following:

   i. Utility bill (current bill within 30 days)
   ii. Homeowner's or renter's insurance policy
   iii. Lease agreement
   iv. Current property tax bill from the County Tax Collector's Office
   v. Official letter or form from a social services or government agency (current within 30 days)

10. For purposes of this policy, the term "siblings of students currently enrolled in the Middle School, or who culminated the year prior" is defined as a child who has at least one biological, adoptive, or foster parent in common with the currently enrolled New LA pupil, or who has been legally adopted by or placed under legal guardianship of at least one biological, adoptive, or foster parent of the currently enrolled pupil. Cousins are only considered siblings if they reside at the same address. Siblings of students admitted or attending New LA must submit an application for admission in accordance with New LA's policy and posted timeline. Applicants must indicate on their application if they have a sibling currently enrolled at New LA.

11. For purposes of this policy, the term "children of New LA staff" is defined as a child of an employee of the nonprofit public benefit corporation who works at least 30 hours per week. Children of Charter School staff must submit an application for admission in accordance with New LA's policy. Applicants must indicate on their application if they are the child of a current employee.

12. During the lottery, once capacity is reached, the remaining applications will continue to be drawn and will be placed on a **waiting list** in the order drawn. If vacancies

occur during New LA's school year, the vacancies may be filled according to the waiting list. Once all admission slots have been filled, remaining applicants will be added to the wait list in the order in which they were randomly drawn, which takes into account their admission preference, if any. Records will be kept on file at New LA documenting the fair execution of the lottery.

13. Applicants who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list, unless otherwise requested by the parent/guardian to be removed.

C. Admission Offers and Acceptance of Offers/Enrollment

a. Families receive an automatic notification of lottery results from Apply LA immediately following the lottery.

b. Following the lottery, families who are offered admission at New LA will have two weeks to complete an enrollment packet, which is comprised of the following:
   a. Completion of Student Enrollment Form
   b. Proof of Immunization
   c. Home Language Survey
   d. Completion of Emergency Medical Information Form
   e. Proof of Age Requirement
   f. Parent/Student Handbook
   g. Release of Records[2]

c. New LA staff are available to assist families in completing the enrollment forms. An optional orientation meeting ("Community Night") is held during the enrollment period to provide parents and students with more information about the Charter School and answer their questions. Attendance is not required.

d. Admission offers are valid only for the applied for academic year. There is no option to defer an offer for admission. No additional future consideration will be given to an applicant who was offered a slot and declined that slot.

e. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families are contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the Charter School and proceed with the enrollment process, including completion of the enrollment packet, as described above.

Issues Not Covered Under this Policy

[2] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

In the case that the procedures herein do not cover a situation that arises during the admission and enrollment process, the Executive Director has authority to take any additional steps necessary to execute the admission and enrollment process.

AMENDED AND RESTATED BYLAWS
OF
NEW LOS ANGELES CHARTER SCHOOL,
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION
(DATED DECEMBER 14, 2020)

ARTICLE I. NAME

Section 1.01 Corporate Name. The name of this California nonprofit public benefit corporation is New Los Angeles Charter School (hereinafter "corporation").

ARTICLE II. OFFICES

Section 2.01 Principal Office. The corporation's principal office is located at 1919 S. Burnside Ave., Los Angeles, CA 90016. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III. PURPOSES

Section 3.01 Description in Articles. The corporation's general and specific charitable purposes are described in its Articles of Incorporation.

ARTICLE IV. DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This corporation's assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. Upon dissolution of the corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V. NO MEMBERS

Section 5.01 No Members. The corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 5.02 Authority Vested in the Board. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation

Law in the members shall vest in the Board.

Section 5.03 Associates. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI. BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as they may deem best;

(f) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

Section 6.03 Number and Election of Directors. The Board shall consist of a minimum of three (3) and no more than fifteen (15) Directors, with the exact number to be determined from time to time by a resolution of the Board. Directors shall be elected by the vote of a majority of the Directors then in office. All Directors shall have full voting rights.

Section 6.04 Terms Of Office. Each Director shall hold office for two (2) years, until a successor has been elected by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected.

Section 6.06 Removal. Any Director may be removed at any time by a majority vote of the Board, with or without cause.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President, the Executive Director, the Secretary, or the Board as a whole, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Director may resign when the corporation would then be left without at least one (1) Director in charge of its affairs.

Section 6.08 Brown Act and Charter Schools Act Compliance. At all times that the corporation has a valid charter to operate a public charter school, meetings of the Board with respect to charter school activities shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Government Code Sections 54950, *et seq.*) ("Brown Act") and the Charter Schools Act, including Education Code Section 47604.1 (effective January 1, 2020).

Section 6.09 Place of Meetings. Meetings of the Board shall be held within the jurisdictional boundaries of Los Angeles County.

Section 6.10 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers, approving the regular meeting schedule, and the transaction of such other business as may properly be brought before the meeting.

Section 6.11 Regular Meetings. The Board shall hold regular meetings, which along with the annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to charter school activities shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act, including that agendas for such meetings will be posted seventy-two (72) hours prior to the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6.12 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the President or the Executive Director. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email. In compliance with the Brown Act, notice of special meetings related to charter school activities shall be provided at least twenty-four (24) hours prior to the meeting and shall be held in locations and in a manner consistent with the Brown Act and the Charter Schools Act. Any oral notice given personally or by telephone may be communicated either to the Director or to the person at the office of the Director who the person giving the notice has reason to believe will promptly communicate it to the Director.

Section 6.13 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), ~~Section 5235 (compensation of directors or officers),~~ and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may

continue to transact business, notwithstanding the withdrawal of Directors, but no action can be taken unless and until a quorum is restored.

Section 6.14 Participation in Meetings by Teleconference. Members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. A meeting related to charter school activities must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

(a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within Los Angeles County;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.15 Waiver of Notice. Notice of a meeting need not be provided to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.16 [RESERVED]

Section 6.17 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to a future time and location. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to a future time and location shall be given prior to the adjourned meeting to the Directors who

were not present at the time of the adjournment.

Section 6.18 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors.

ARTICLE VII. OFFICERS

Section 7.01 Required Officers. The officers of the corporation shall be a President of the Board (who may also be referred to as the Board Chairperson), a Chief Executive Officer (who may also be referred to as the Executive Director), a Secretary, and a Treasurer (who may also be referred to as the Chief Financial Officer). The Chief Executive Officer ("CEO") and Chief Financial Officer ("CFO") may serve the corporation by employment or contract.

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, one or more Vice Presidents, and such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President of the Board.

Section 7.04 Election of Officers. Except for the CEO and CFO who may serve by employment or contract, the corporation's officers shall be elected annually by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.07 Vacancies. A vacancy in any office because of death, resignation,

removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 Chief Executive Officer. The corporation shall have a CEO, who may also be referred to as the Executive Director. The CEO shall be the general manager and chief executive officer of the corporation, and, subject to the control of the Board and his or her contract of employment, shall generally supervise, direct, and control the activities, affairs, and employees of the corporation, shall see that all resolutions of the Board are carried into effect, and shall perform any and all other duties assigned by the Board, and by contract if an employee.

Section 7.09 President of the Board. The Board may elect one Director to serve as the President of the Board. He or she shall preside as Chairperson at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may direct, a book of minutes of all meetings and actions of Directors and any committees thereof, with the time and place of holding, whether annual or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer. The Secretary shall also have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer. The Treasurer, who may also be referred to as the CFO, of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the CEO and Directors, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer or designee shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer shall have such other

powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 Compensation of Officers. Subject to Section 6.18 above, the salaries of employed or contracted officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the CEO, the CEO shall have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

ARTICLE XIII. COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

(a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;

(b) The filling of vacancies on the Board or on any committee which has the authority of the Board;

(c) ~~The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;~~

~~(d)~~ The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board; and

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with the Brown Act. The Board may prescribe the manner in which proceedings of any such committee

shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

ARTICLE IX. INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 9.02 Other Indemnification. No provision made by the corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

ARTICLE X. RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such

records shall be kept at the corporation's principal office, or if its principal office is outside the State of California, at its principal office in this state.

Section 10.02 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail, or the equivalent:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

(e) Any information required by Corporations Code Section 6322.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 10.03 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

ARTICLE XI. OTHER PROVISIONS

Section 11.01 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the Board President and the Executive Director shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or

employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the corporation shall end on June 30.

ARTICLE XII. AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal these Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

###

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of New Los Angeles Charter School, a California nonprofit public benefit corporation, and that the above Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Directors on ~~September 16, 2019~~December 14, 2020.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on ~~September 16, 2019~~December 14, 2020.

_____

Secretary, New Los Angeles Charter School

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of New Los Angeles Charter School, a California nonprofit public benefit corporation.

2. Article II.A of the Articles of Incorporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to create, manage, operate, guide, direct and promote one or more public charter schools.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____

_____
Brooke Rios, Chief Executive Officer

Date: _____

_____
Steve Barrett, Secretary

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 ("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.

Situated in Mid-City Los Angeles, New LA Charter Elementary School currently serves 223 students in grades TK-. Our student demographics include: 74% Hispanic, 20.2% African American, 3.1% White, 1.3% 2+ Races, and 3.3% Asian, 15.2% Students with Disabilities, 35% English Learners, 0.9% Homeless and 81.2% who qualify for free/reduced lunch.

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.

Our school's ***LCAP Goals*** are as follows:

- Goal #1: Continue to develop an infrastructure for ongoing analysis of student achievement data; including reading/writing assessments and demographics, to measure program efficacy and ensure maximization of (physical, human, and financial) resources; in order to tailor intervention programs for all subgroups.

- Goal #2: Provide all students with high-quality instruction, a rigorous standards-aligned curriculum through student-centered/student-driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

- Goal #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

New LA Elementary uses a system of Data-Driven Instruction as their primary strategy to promote success for each and every student. Whether high achievers or those below grade level, it all starts with making sure each teacher knows exactly where each student stands, and therefore, having the ability to teach students in more personal and connected ways.

New LA Elementary uses a school-wide system of benchmarking, data analysis, and planning to best meet the needs of all students. Students take four formal benchmark tests during the school year. Based on the initial practice assessment, each teacher prepares a pacing plan, indicating which standards will have been covered by each of the benchmark dates. The pacing plans are then used to prepare comprehensive benchmark tests for each grade level. Benchmark testing is administered school-wide and on the same day.

After testing, reports are sent home to families in addition to regular progress reports. Students track their own progress in Advisory groups and are responsible for understanding their individual reports. Teachers use the data to execute individual learning plans for each student.

In addition to Dashboard and CAASPP data, New LA uses surveys, school climate data, and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed. New Los Angeles Charter Elementary School has established a ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- DIBELS Reading: 3 times/year
- mCLASS Math: 3 times/year
- Running Records
- Formative assessments

New LA Charter Elementary School uses Title I funding to fund an intervention teacher.

New LA Charter Elementary School uses Title II funds to support teachers with a robust professional development including Math Coaching from the UCLA Math Project.

New LA Charter Elementary School daily instructional schedule provides 240-270 of daily instructional minutes of synchronous instruction.

The data on the Fall 2019 California School Dashboard revealed yellow performance level for Chronic Absenteeism rates and blue for Suspension rates.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	None	None
English Learners	Green	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	Red	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

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.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 14, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Educational Specialists, EL specialist, Paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard.

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) engaged its stakeholders (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.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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 provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

Our school communicates with families on a regular basis especially during distance learning to ensure their needs are being met and students are participating, engaged and learning.

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be 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.

Our 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.

For the 2020-21 school year, New Los Angeles Charter Elementary School has developed a SPSA to meet federal requirements.

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 I Schoolwide Program, to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Specifically Title I Funds are used for an intervention teacher to provide academic support for struggling learners.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent.

For the 2020-21 school year, New Los Angeles Charter Elementary has implemented the Learning Continuity & Attendance Plan Stakeholder Engagement Process, for the development of the school's 2020-21 SPSA, as required per Section 70 of SB820.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that need to be improved and help identify the specific academic needs of students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. Our school identified factors and developed support systems to address the needs of our lowest-performing students that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) who were not demonstrating proficiency, but also the subject area (ELA & Math), and to develop an Action Plan to address the academic needs of these students and provide evidence-based targeted academic intervention to close the achievement gap.

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

For the 2020-21 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: 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 SPSA (SWP Plan) is monitored regularly by the Director in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA 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.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- The ***Intervention Teacher*** will provide daily small group instruction for students in grades K-3 who are struggling academically in Math and in Reading during asynchronous instructional block. The Interventionist will use NWEA MAP Math assessment results to target students for intervention and to measure student progress throughout the year.

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 Elementary 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 Homeless Liaison, who is the Assistant Principal, ensures 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 understands the importance of relevant and in-depth professional learning to drive improvement. This is prioritized in LCAP 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. In alignment with this focus, the school has provided all teachers with evidence-based professional development aligned to the CA State Standards, the school's mission, the educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs.

New Los Angeles Charter Elementary School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACES has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

New Los Angeles Charter Elementary School shall ensure that all teachers are appropriately credentialed and assigned in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of their students. For new teachers, New LA Elementary will pay for the costs of the induction program (Title II) to support their job-embedded professional learning during their first two years of teaching. New teachers also benefit from collaboration with more experienced teachers at the pre-service and monthly professional learning.

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 stakeholders (teachers, administrators, classified staff, students and families would be involved in this improvement process through 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 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:

The data from the California School Dashboard provides the starting point for the New Los Angeles Charter Elementary School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders, charter level interim/benchmark assessments, and surveys. Some of the interim assessments used are NWEA MAP Reading and Math, DIBELS reading, mClass for math,, along with school climate data and survey data. The leadership presents data reports regularly to the Board of Directors at public meetings that include an evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

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.

The success of Professional Learning is ultimately evaluated by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes leadership, teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, such as feedback from classroom visits by the Principal is also included in determining the impact of Professional Learning. The LCAP stakeholder engagement process is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

New Los Angeles Charter Elementary conducts biweekly classroom observations of all teachers utilizing the Kim Marshall Teacher Evaluation Rubrics. The Principal observes teachers, and the Assistant Principal focuses on paraprofessionals and third-grade teachers. The Administrative Team has a protocol for debriefing educators after each observation.

Prior to the start of the school year, every educator develops 3 professional goals: a goal that focuses on distance learning, a personal teacher goal; and a goal that incorporates the Social Justice standards for Social Studies and racial healing.

Every educator conducts a self-evaluation and develops goals and throughout the academic school year, the Principal and Assistant Principal conduct classroom observations throughout the academic year, followed by mid-year goals check-in, and then an end-of-year performance evaluation. Findings from coaching sessions, classroom observations and feedback from our educators are some of the elements used in designing the annual evidence-based professional development plan.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- ***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.

- New LA Charter Elementary has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in professional learning through a Book Study that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing.

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:

New Los Angeles Charter Elementary School plans to transfer Title IV funds into Title I.

New Los Angeles Charter Elementary receives $10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than $30,000 are exempt from this requirement.

For the 2020-21 school year, New Los Angeles Charter Elementary has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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

Our charter 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.

Well Rounded Education

NLACES will offer "Specials," which are electives/enrichment courses that include visual art, computer coding, PE, health and music will be provided in a combination of asynchronous and synchronous media such as video and Google classroom assignments and Zoom. According to extensive research, teaching through the Visual Arts and Music, can present difficult concepts visually, and therefore easier to understand. Visual Arts and Music instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words, and phrases with sounds, sentences and phrases.

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.

School Year: 2020-21

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Los Angeles Charter Elementary	**19-64733-0133702**	**N/A per Section 70 of SB820**	**12/14/2020**

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

New Los Angeles Charter School is a Title I Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. Describe how the school will support priority areas and/or specific student groups in need and how the school selected evidence-based interventions to support priority areas and/or student groups.

As a result of SB820 and SB98, the 2020-21 LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

New Los Angeles Charter Elementary School will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, SPSA and Federal Funding. In addition, the actions outlined in this plan provide a description of how our school will support low performing student groups (English Learners, Socio-economically Disadvantaged, Hispanic).

Leadership Team researched the following sites to ensure adoption and implementation of evidence-based interventions for the school's SPSA plan which included:

- EvidenceforESSA.org website
- What Works Clearinghouse website
- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education Resources to Support Next Generation High Schools: Using evidence to create next generation High Schools
- U.S. Department of Education: Using Evidence to Strengthen Education Investments (Non-regulatory guidance)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Section 70 of SB820 requires charter schools to use the stakeholder engagement process used for the Learning Continuity and Attendance Plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

New Los Angeles Charter Elementary School recognizes that ***meaningful stakeholder engagement*** is a critical component of school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development.
Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

- March – June 2020; and August to present: Coffee with the Principal monthly events (w/parents)
- April/May 2020 opportunity for **parents** to share and provide feedback on the ***distance learning survey***
    - 91% of parent respondents stated they felt very supported/supported by the school.
    - 95% strongly agree/agree they have received consistent messaging about the school's response to COVID-19
    - 88% strongly agree/agree knew what their child should be learning at home.
    - 96% strongly agree/agree they (parents) were supported by their child's teacher and/or school leader and/or staff in implementing distance learning.
- May 2020 student survey on distance learning (grades 3-4)
    - 82% of student respondents stated they felt very supported/supported by the school.
    - 70% stated their teacher has communicated with them a few times a week, once a day, or a few times a day.
    - 89% stated they knew what assignments they needed to focus on.
    - 89% stated they were learning new things while at home.
- May 2020 Staff survey on distance learning:
    - 82% staff respondents stated they felt very supported/supported by the school.
    - 86% strongly agree/agree they felt connected with the school community
    - 68% strongly agree/agree there is a shared vision across the school for effective learning.
    - 86% strongly agree/agree they have the autonomy to support their students in their learning.

- June 22 – July 2020: Task force was developed over the summer to include staff to develop the Health & Safety; Academic Program; and School Reopening plans
- July 23rd: Task Force presented plans to the entire staff prior to the start of summer Professional Development
- End of July: school staff administered a technology and internet survey to all households to assess device and internet needs for all students. School staff called families who did not complete the survey to ensure 100% families had been contacted.

- August 3-14th: Ongoing planning with teacher leaders and grade level team to develop a plan with the input of multiple stakeholders.
- August: Hosted Introduction to distance learning town hall meetings with parents and received feedback.
- 9/17/20 Mental Health workshop for parents

Monthly Coffee with the Principal
- 8/27: distance learning updates
- 9/17: Virtual MAP testing overview and support
- 10/15: Parent support of coding in distance learning from 9 Dots
- 11/12: LADOT presentation about Adams Safety Project, virtual parent-teacher conferences overview
- 10/15 - 11/20 Survey to Staff, students and parents
- Parent advocacy meetings (focus on renewal advocacy)

Our stakeholder groups will continue to meet throughout the school year with a member of the leadership team to ensure our learning models are enabling success for all students. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our school communicates with families using the following platforms as requested by families:
- Weekly newsletters are emailed weekly (Via Mailchimp)
- Remind app, One call, U.S. mail and social media

Comprehensive Needs Assessment

Data Analysis

Review available data by "All students" and by individual student groups (e.g. 2019 CA Dashboard, local achievement data, etc.). Briefly identify and describe the conclusions of your data analysis, inclusive of all state indicators, including student performance against state determined long-term goals. How are you modifying instruction based on these results?

New Los Angeles Charter Elementary serves approximately 223 students in grades TK-5 with demographics that include:

- 20.2% African American
- 74% Hispanic
- 3.3% Asian
- 0.9% American Indian
- 3.1% White
- 1.3% 2+ Races
- 15.2% Students with Disabilities (SWD)
- 35% English Learners
- 0.9% Homeless Youth
- 81.2% Qualify for free/reduced lunch

The school's leadership team comprised of the Head of Schools, Principal, Assistant Principal/EL Coordinator, SPED Director, and Lead Teachers, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the ***needs assessment***. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	None	None
English Learners	Green	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	Red	Blue	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

CHRONIC ABSENTEEISM

New Los Angeles Charter Elementary received an orange performance level on the Fall 2019 CA Schools Dashboard for Chronic absenteeism (all students) and the Hispanic student group; English Learners (EL) received a green performance level; Socioeconomically Disadvantaged (SED), and African American; received a red performance level.

The following charts provide the total number of eligible students per student group, total count and chronic absenteeism rate calculated for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard..

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

NEW LA ELEMENTARY SCHOOL							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	168	17	10.4%	SCHOOLWIDE	205	27	13.2%
AFRICAN-AMERICAN	30	3	10.0%	AFRICAN-AMERICAN	39	8	20.5%
HISPANIC	126	14	11.2%	HISPANIC	147	17	11.6%
EL	79	10	12.8%	EL	81	8	9.9%
SOC. ECON DISADV.	149	15	10.3%	SOC. ECON DISADV.	179	25	14.0%
SWD	25	1	4.0%	SWD	32	4	12.5%

In 2019-20 our school implemented the following strategies to reduce absenteeism:

- Administration conducted monthly attendance audits
- Notification letters to parents
- 2nd notification – meeting with Assistant Principal, that focused on support and goal setting.
- 3rd notification – (10 unexcused absences) – SART meeting

In an effort to strengthen daily student attendance our school implemented mid-year incentive plans that included students developing class goals, schoolwide posting of daily attendance rates.

For the 2020-21 school year, to improve student attendance and participation, and decrease chronic absenteeism rates, New Los Angeles Charter Elementary has developed and implemented strategies in alignment with SB98 daily student attendance, and participation; and designed student and parent expectations for distance learning.

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory

education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians. Student attendance will be taken daily at each Zoom lesson by the classroom teacher and documented on PowerSchool.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the school's distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template

DAILY PARTICIPATION & WEEKLY ENGAGEMENT

In Distance Learning, New LA will have a tiered response to any absences:

- 1 absence: Office staff call home
- 2 absences: Office staff will call home; teacher will send a Remind message and/or email
- 3 absences: Assistant principal calls home, sends an email, or Remind message, 1st attendance notification is mailed home.

In Distance Learning New Los Angeles Charter Elementary School will implement a Tiered Re-engagement Plan as required per SB98, and based on Weekly Engagement Log. Engagement is considered a combination of daily participation, synchronous engagement (presence and participation) and asynchronous engagement (work completion and progress on online platforms). Students will be identified at Tier 1, 2 or 3 for engagement. Once identified students may be re-engaged in a variety of ways, the chart below describes many of the re-engagement strategies that will be employed by New Los Angeles Charter Elementary School.

Tier	Indicator/Range	Supports
1	Absence = 0-2 Weekly Engagement rating = >2	Universal Supports: • Engaging classrooms • Relationship building with teachers and peers • Verification of contact info (ongoing) • Phone calls when absent (office, teacher) • Remind messages (to all class) • Remind messages (to individuals) • Emails (to all class/all parents) • Emails (to individuals) • Provide technical support • Provide Chromebook • Provide hotspot
2	Absence = 3-5 Weekly Engagement Rating = <2 Or Monthly engagement rating of 2 (4 weeks at low 2)	Targeted supports: All above and …. • Phone call, email, Remind from administrator • Call emergency contacts • Mail postcard • 1 on 1 zoom with family • Provide paper packets • Flexibility with time • Counseling resources
3	Absence = 4+ Weekly Engagement Rating = 1 or lower Weeks on Tier 2 = 4	Intensive Supports: All above and …. • Home visit • Leave a note on the door • Increased access to in-person instruction (when allowed) • Student Leadership opportunities • Send certificated mail

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following ***tiered reengagement strategies*** for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.
2. Daily notification to parents or guardians of absences;
3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School documents daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.
- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

The School ensures that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

SUSPENSION RATE

The following chart outlines cumulative enrollment, enrollment by student group, total number of suspensions, Unduplicated Pupil Counts, and suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	168	0	0	0%	0%	0%
AFRICAN-AMERICAN	30	0	0	0%	0%	0%
HISPANIC	126	0	0	0%	0%	0%
ELL	79	0	0	0%	0%	0%
SOC. ECON DISADV	149	0	0	0%	0%	0%
SWD	25	0	0	0%	0%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	210	0	0	0%	0%	0%
AFRICAN-AMERICAN	43	0	0	0%	0%	0%
HISPANIC	148	0	0	0%	0%	0%
ELL	82	0	0	0%	0%	0%
SOC. ECON DISADV	181	0	0	0%	0%	0%
SWD	32	0	0	0%	0%	0%

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. Our partnership with Open Paths that provide LMFT's will facilitate professional development for staff on trauma informed practices, and Health & Safety; and workshops for parents on recognizing trauma in students; and how to address it.

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. We attribute the implementation of these elements to the 0% suspension rate for the 2017-18 and 2018-19 school year.

ACADEMIC INDICATOR

New Los Angeles Charter Elementary does not have academic indicator performance level on the Fall 2019 CA School Dashboard because the first cohort to participate in state mandated assessments was our third grade students in Spring 2019. In Spring 2018 our school served grades TK-2. In order to have a performance level on the dashboard, the school must have 2 years of data and at least 30 students for each indicator each year.

NWEA MAP ANALYSIS

New Los Angeles Charter Elementary School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

New Los Angeles Charter Elementary administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative and summative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020. For Winter 2020 we administered Interim Assessment Blocks for grades 3-4 in preparation for Spring CAASPP.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	140	145.6	131.7	147.1	144.9	143	7.1	-0.7	11.3	9.63	5.75
GRADE 1	158.7	151.6	150.3	166.6	159.7	158.6	7.9	8.1	8.3	9.92	5.85
GRADE 2	168.6	162.4	158.1	179	172.9	166.2	10.4	10.5	8.1	8.85	5.86
GRADE 3	182.8	172.5	169.2	--	--	--	--	--	--	7.28	5.86
GRADE 4	191.7	181.7	181	--	--	--	--	--	--	5.82	5.76

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 2 cohort exceeded School Growth Norms
- The EL Student group exceeded School Growth Norms for grade 2; with a decline in performance for grade K.
- The Students with Disabilities exceeded School Growth Norms for grade K.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	FALL TO WINTER MEAN	FALL TO WINTER STD. DEV
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE K	136.1	147.6	131.7	143.9	138.7	138.5	7.8	7.8	6.8	10.27	5.15
GRADE 1	156.7	150.1	146.7	166	162.3	157.9	9.3	9.3	11.2	10.13	5.22
GRADE 2	173.9	170.6	168.4	182.8	181	169.8	8.9	8.9	1.4	9.03	5.11
GRADE 3	185	177.8	170.4	--	--	--	--	--	--	7.75	4.99
GRADE 4	190.6	182.8	178	195.5	188.6	182.2	4.9	5.8	4.2	6.50	4.98

Highlights – Overall Comparison of NWEA Math Assessment

- Grade K-2; and 4 cohorts performed below the school growth norm but within the standard deviation across all grade levels.
- The EL student group performed below the school growth norm but within the standard deviation across all grade levels.
- The Students with Disabilities student group outperformed its grade level cohort for grade 1; grades K & 4 performed below the School Growth Norm and grade 2 was significantly below School Growth Norms.

In order to improve student academic performance especially during distance learning New Los Angeles designed and implemented distance learning policies and procedures to ensure all stakeholders understood their role and also to implement norms that support positive student academic outcomes and creates a culture of high expectations.

Prior to the start of the school year, we hosted a virtual playdate so students would have an opportunity to meet and socialize with peers virtually. The first week of school we implemented the following

- One-on-one teacher family meetings: M/W
- Students participated in daily morning meetings.
- Provided time for students to troubleshoot technology issues on their own.
- Teachers distributed "distance learning schedules for every student, including login information, email account, etc.
- The emphasis was on community building and gaining technology independence.

NLACES has developed and implemented a comprehensive System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated

English language development, for English learners in grades TK-5. Embedded within our distance learning model are the following supports:

- Daily synchronous instruction of core subjects
- Intervention and support blocks: Small Group Instruction (SGI)
- Independent coursework
- Advisory that focuses on SEL
- Online adaptive programs for ELA, and Math
- EL will receive additional small group instruction targeted at their ELPAC Level
- NewsELA will be assigned to students targeting their independent level as identified by the universal screener
- Teaching Assistants & Interventionist to provide additional small group instruction during the instructional day

Support staff will assist teachers to allow for frequent breakout rooms and thus smaller groups for live instruction allowing maximum interaction between students and between teacher and students. All students will be receiving additional Core content support during Seminar. Core, Resource and Specialist teachers will identify students' needs based on formative data collection and refer them to specific breakout sessions focusing on extension or intervention activities during a designated time in the instructional day. During this time students who are not performing at grade level shall be provided additional instruction by the reading intervention specialist and the math intervention specialist. They will support students needing tier 2 intervention by seeing them in small groups during a designated time during the instructional day. Teachers will be encouraged to refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support.

Specials such as visual art, computer coding, PE, health and music will be provided in a combination of asynchronous and synchronous media such as video and Google classroom assignments and Zoom. According to extensive research, teaching through the Visual Arts and Music, can present difficult concepts visually, and therefore easier to understand. Visual Arts and Music instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork.

New LA will continue to offer an After School Program through Arc After School. Arc will support students daily from 2:00-4:00PM and is open to all students. The day starts with academic support and academic enrichment and then students join breakout rooms for enrichment activities such as origami, art, creative writing and cheer. Any necessary instructional materials are provided to students via curbside pick-up at the school.

New Los Angeles Charter Elementary School has established a ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year

- DIBELS Reading: 3 times/year
- mCLASS Math: 3 times/year
- Running Records
- Formative assessments

During distance learning school Administrators provide academic support to students in breakout rooms. They also monitor and facilitate the weekly engagement logs and tiered re-engagement plan; host parent meetings and workshops.

- Our school will continue to partner with Open Paths and Share to provide counseling services via Zoom; and IEP Counseling will continue via Zoom led by the school Counselor.
- Teaching Assistants are strategically assigned to classroom to provide additional academic support and intervention, support parent communication and translation services.
- The PE Coach provides synchronous and asynchronous instruction in Physical Education; and also provides support with classroom management via breakout rooms and small groups.
- Office Support Staff roles include contacting families when students are absent, translate materials sent to families (Spanish), tech-support (logging on, laptop replacement

ANNUAL PROGRAM EVALUATION

As part of the ***annual program evaluation*** on the use of Title I funded programs which included an Intervention teacher for the 2019-20 school year.

- We reviewed NWEA MAP assessment and Guided reading levels.
- The implementation of Guided Reading groups were effective as measured by assessments.

COMPREHENSIVE NEEDS ASSESSMENT

As a result of our ***needs assessment*** for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning. The following includes programs and supports that will be implemented for 2020-21 school year to improve student academic outcomes.

- The ***Intervention Teacher*** will provide daily small group instruction for students in grades K-3 who are struggling academically in Math and in Reading during asynchronous instructional block. The Interventionist will use NWEA MAP Math assessment results to target students for intervention and to measure student progress throughout the year. (Title I)

- ***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)

- New LA Charter Elementary has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in professional learning through a Book Study that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing. (Title II)

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s). What surveys have been administered? Briefly summarize the results/major findings.

The following are the ***Distance Learning Survey*** (May) results administered to parents to gather input/feedback on the school's transition to distance learning:

- 91% reported they felt supported
- 95% agree/strongly agree that the school has maintained consistent communication since the COVID-19 school closure.
- 90% agree/strongly agree that they knew what their child should be learning at home.
- 97% agree/strongly agree that they felt supported by their child's teacher, school leader and/or staff in implementing distance learning.

The following are the ***findings of the Fall 2020 survey*** by stakeholder:

Parent Survey Findings – Participation Rate: 80.7%:

- 80.7% responding
- 91% say they feel supported or very supported by the school
- 95.8% agree or strongly agree that they have been supported by their child's teacher and staff in implementing DL
- 81% Rated their overall satisfaction with New LA's DL program as a 4 or 5 out of 5.

Staff Survey Findings – Participation Rate: 92%

- 82% feel supported or very supported by the school
- 91% agree or strongly agree that there is a shared vision across the school about effective DL.
- 86% agree or strongly agree that they feel connected to the school community

Student Survey Findings – Participation Rate: 52% of 3rd-5th graders responding

- 74% feel supported or very supported by the school
- 98% said it was true or mostly true that they are learning new things while in DL

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Summarize informal classroom observations/walkthroughs. What major trends appear or areas of focus are suggested from these observations?

New Los Angeles Charter Elementary conducts biweekly classroom observations of all teachers utilizing the Kim Marshall Teacher Evaluation Rubrics. The Principal observes teachers, and the Assistant Principal focuses on paraprofessionals and third-grade teachers. The Administrative Team has a protocol for debriefing educators after each observation.

Prior to the start of the school year, every educator develops 3 professional goals: a goal that focuses on distance learning, a personal teacher goal; and a goal that incorporates the Social Justice standards for Social Studies and racial healing.

Every educator conducts a self-evaluation and develops goals and throughout the academic school year, the Principal and Assistant Principal conduct classroom observations throughout the academic year, followed by mid-year goals check-in, and then an end-of-year performance evaluation. Findings from coaching sessions, classroom observations and feedback from our educators are some of the elements used in designing the annual evidence-based professional development plan.

Professional Development

How does ongoing professional development align to content standards, assessed student performance, and professional needs (ESEA)? How does the LEA ensure ongoing instructional assistance and support for teachers in improving their practice (e.g., use of content experts and instructional coaches)?

New Los Angeles Charter Elementary School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACES has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During our review process the Leadership team identified the following ***Resource Inequities*** by looking at ways in which a program may lack inclusion as a result distance/hybrid learning and continued areas for improvement. We utilized the toolkit provided by the Alliance for Resource Equity, a collaboration between Education Resource Strategies (ERS) and The Education trust, that developed the Education Resource Equity Framework. Resource inequities identified in our program in connection with our school's needs assessment includes:

- ***Empowering Rigorous Content***: There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.
- ***Student Supports & Intervention:*** There is a need to continue to provide additional academic support and intervention to address learning gaps and further mitigate learning loss. The Interventionist (credentialed teacher) will provide academic intervention for students in grades K-3 during asynchronous instructional time. There is a need to strengthen both designated and integrated ELD instruction.
- ***Teaching Quality & Diversity:*** Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. New Los Angeles provides evidence-based professional development to improve the quality and delivery of instruction and build capacity among its teachers, that will result in positive student academic outcomes, engagement, participation and attendance.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Continue to use multiple forms of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; in order to make informed decisions on instruction, increase student access to rigor, provide relevant learning experiences that will result in positive academic outcomes.

Identified Need

There is a need to strengthen literacy and math instruction to improve student academic outcomes. In addition, there is a need to further implement evidence-based strategies to improve daily student attendance and reduce chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-37 DFS	+5 point Scale Score growth
CAASPP Math	-58 DFS	+5 point Scale Score growth
Attendance Rates	95.1%	>95%
Chronic Absenteeism	13.2% (2018-19)	10%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 5 (Scale Score)	N/A	Spring 2021 will serve as a baseline
Suspension Rate	0%	<2%
Expulsion Rate	0%	<1%
Middle School Dropout Rate	0%	<1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The ***Intervention Teacher*** will provide daily small group instruction for students in grades K-3 who are struggling academically in Math and in Reading during asynchronous instructional block. The Interventionist will use NWEA MAP Math assessment results to target students for intervention and to measure student progress throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$85,768	Title I

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.

Identified Need

There is a need to provide all teachers with professional development on evidence-based strategies to address the learning gaps of students including scaffolding/differentiation, ELD standards; and engage students in the learning process. There is a need for teachers to use multiple forms of data including daily formative assessment to inform instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	21.7% (Very low)	35%
EL Reclassification Rate	14.1%	18%
% Teachers appropriately credentialed and assigned:	100%	100%
% Students with access to standards-aligned materials	100%	100%
All teachers will implement the state board adopted academic content and performance standards for all students: (ELA, Math, ELD, History, PE, NGSS, Health, VAPA, & World Languages)	100%	100%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal & Teacher salaries to provide in-person (hybrid) and distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$852,392	LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$3,600	Title II

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

New LA Charter Elementary has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in professional

learning through a Book Study that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$808	Title II

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not applicable

As a result of SB98, the 2020-21 LCAP was eliminated, therefore charter schools are required to complete a SPSA for the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not applicable

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Not applicable

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$
Title II	$
Title IV	$
	$
	$

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$
	$
	$

State or Local Programs	Allocation ($)
	$
	$

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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. Our 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 321 students in grades 6-8. Our student demographics include 91.3% Hispanic, 5.3% African American, 1.3% 2+ Races, and 0.3% White, of which 23.4% English Language Learners, 15.3% Students with Disabilities, and 90% qualify for free/reduced lunch.

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.

- Goal #1: Continue to develop an infrastructure for ongoing analysis of student achievement data; including reading/writing assessments and demographics, to measure program efficacy and ensure maximization of (physical, human, and financial) resources; in order to tailor intervention programs for all subgroups.

- Goal #2: Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student-driven learning experiences, that will prepare all students to

strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

- Goal #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

New LA uses a system of Data-Driven Instruction as their primary strategy to promote success for each and every student. Whether high achievers or those below grade level, it all starts with making sure each teacher knows exactly where each student stands, and therefore, having the ability to teach students in more personal and connected ways.

New LA uses a school-wide system of benchmarking, data analysis, and planning to best meet the needs of all students. Students take four formal benchmark tests during the school year. Based on the initial practice assessment, each teacher prepares a pacing plan, indicating which standards will have been covered by each of the benchmark dates. The pacing plans are then used to prepare comprehensive benchmark tests for each grade level. Benchmark testing is administered school-wide and on the same day.

After testing, reports are sent home to families in addition to regular progress reports. Students track their own progress in Advisory groups, and are responsible for understanding their individual reports. Teachers use the data to execute individual learning plans for each student.

In addition to Dashboard and CAASPP data, New LA uses surveys, school climate data and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed.

New Los Angeles Charter School has established a ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- iXL Math: beginning of the year
- Formative assessments

New Los Angeles Charter School uses Title I funding for an ELA Intervention teacher and a Math Intervention teacher in addition to Lexia Learning.

New Los Angeles Charter School uses Title II funds to support: PBL professional development, ELD Coaching (evidence based strategies for ELs) and Professional Book study – Racial Healing handbook.

The data on the Fall 2019 California School Dashboard revealed orange performance levels across all indicators: Chronic absenteeism, suspension rates, ELA and Math Academic Indicator.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Green	Orange	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

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. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 14, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Educational Specialists, EL specialist, Paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard.

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) engaged its stakeholders (Head of School Principal, Assistant Principal/EL Coordinator, 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.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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 provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

Our school communicates with families on a regular basis especially during distance learning to ensure their needs are being met and students are participating, engaged and learning.

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be 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.

Our 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.

For the 2020-21 school year, New Los Angeles Charter School has developed a SPSA to meet federal requirements.

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, to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Specifically Title I Funds are used to fund an ELA Intervention teacher and Math Intervention teacher and lexia learning to provide academic support for struggling learners.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent.

For the 2020-21 school year, New Los Angeles Charter School has implemented the Learning Continuity & Attendance Plan Stakeholder Engagement Process, for the development of the school's 2020-21 SPSA, as required per Section 70 of SB820.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that need to be improved and help identify the specific academic needs of students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. Our school identified factors and developed support systems to address the needs of our lowest-performing students that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) who were not demonstrating proficiency, but also the subject area (ELA & Math), and to develop an Action Plan to address the academic needs of these students and provide evidence-based targeted academic intervention to close the achievement gap.

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

For the 2020-21 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: 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 SPSA (SWP Plan) is monitored regularly by the Director in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA 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.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- ***Math Intervention Teacher*** will provide Tier 2 intervention (push-in support) during synchronous instruction and small group during asynchronous instruction.

- ***ELA Intervention Teacher*** will provide academic support/intervention with small groups 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.

- This school year, in order to provide additional support and intervention for our struggling readers, our school has adopted ***Lexia Learning***, an evidence-based reading intervention program. All educators have received training on the recommended use of Lexia, how to monitor student progress, identify students for small group instruction or mini lessons, develop individual growth targets for each student, and how to use Lexia data reports to inform instruction, and identify level of support for students.

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 Homeless Liaison, who is the Assistant Principal, and ensures 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 helping the students get necessary 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 Santa Anna 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 understands the importance of relevant and in-depth professional learning to drive improvement. This is prioritized in LCAP Goal #2: "Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student-driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness." In alignment with this focus the school has provided all teachers, principals and other school leaders with evidence-based professional development (PD) aligned to the CA State Standards, the school's mission, the educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs.

New Los Angeles Charter School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACS has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

New Los Angeles Charter School shall ensure that all teachers are appropriately credentialed and assigned in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of their students. For new teachers, New LA Charter School will pay for the costs of the induction program (Title II) when applicable to support their job-embedded professional learning during their first two years of teaching. New teachers also benefit from collaboration with more experienced teachers at the pre-service and monthly professional learning.

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 stakeholders (teachers, administrators, classified staff, students and families would be involved in this improvement process through 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 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:

The data from the California School Dashboard provides the starting point for the New Los Angeles Charter School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders, charter level interim/benchmark assessments, and surveys. Some of the interim assessments used are NWEA MAP Reading and Math, iXL Math, Lexia Diagnostic assessments, Formative and Summative Assessments, along with school climate data and survey data. The leadership presents data reports regularly to the Board of Directors at public meetings that include an evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

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). Therefore Professional Learning will focus on targeted interventions for specific student groups in the

content areas of ELA and Math. One area of focus will be increasing and improving Designated ELD. And because research is clear about the positive effects of a safe and welcoming school environment of academic success, the staff will also undergo professional development on Culturally Responsive Teaching.

The success of Professional Learning is ultimately evaluated by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes leadership, teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, such as feedback from classroom visits by the Principal is also included in determining the impact of Professional Learning. The LCAP stakeholder engagement process is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

New Los Angeles Charter School conducts biweekly classroom observations of all teachers utilizing the Kim Marshall Teacher Evaluation Rubrics. The Principal observes teachers, and the Assistant Principal focuses on paraprofessionals and third-grade teachers. The Administrative Team has a protocol for debriefing educators after each observation.

Prior to the start of the school year, every educator develops 3 professional goals: a goal that focuses on distance learning, a personal teacher goal; and a goal that incorporates the Social Justice standards for Social Studies and racial healing.

Every educator conducts a self-evaluation and develops goals and throughout the academic school year, the Principal and Assistant Principal conduct classroom observations throughout the academic year, followed by mid-year goals check-in, and then an end-of-year performance evaluation. Findings from coaching sessions, classroom observations and feedback from our educators are some of the elements used in designing the annual evidence-based professional development plan.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- All educators will paritipcate in professional development on ***Project-based Learning. PBL Works*** builds capacity of teachers and school leaders with 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.

- New LA Charter School has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in ***professional learning through a Book Study*** that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing.

Provide all teachers with ***professional development*** and coaching on strategies for implementing effective designated and integrated ELD instruction using the ELD standards and ***evidence-based intervention strategies to improve English Learners*** in making progress toward English Language Proficiency (ELPI Indicator).

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:

New Los Angeles Charter School plans to transfer Title IV funds into Title I & Title II.

New Los Angeles Charter School receives $10,000 in Title IV Allocations. Therefore per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than $30,000 are exempt from this requirement.

For the 2020-21 school year, New Los Angeles Charter School has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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

Our charter 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.

The Comprehensive Needs Assessment involves a robust data set with formative, interim and summative assessments. Staff also does a more in-depth look at additional state testing data (including Physical Fitness), surveys, and interim data to get a more complete picture of how students are progressing both academically and social-emotionally.

Title IV programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the LCAP.

Well Rounded Education:

Title IV funds may be used to extend or support the following programs at New LA. All students including unduplicated pupils and Students with Disabilities, at New LA have access to the following elective and/or enrichment courses: *Art, Music, coding, Health, & Advisory.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. * This relates to academic outcomes on the California Dashboard.

Safe and Healthy Students:

Title IV funds may be used to extend or support the following programs at New LA, which will be evaluated based on improvement in the outcomes of selected sections of the California Healthy Kids Survey, or another similar survey:

- RtI program
- Restorative Justice/Practices
- Contract Nursing Services
- Partnership with Cedar Sinai, Open Paths, and Share and Care for access to Counseling

School Year: 2020-21

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Los Angeles Charter School	**19-64733-0117614**	**N/A per Section 70 of SB820**	**12/14/2020**

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

New Los Angeles Charter School is a Title I Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. Describe how the school will support priority areas and/or specific student groups in need and how the school selected evidence-based interventions to support priority areas and/or student groups.

As a result of SB820 and SB98, the 2020-21 LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

New Los Angeles Charter School will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, SPSA and Federal Funding. In addition, the actions outlined in this plan provide a description of how our school will support low performing student groups (English Learners, Socio-economically Disadvantaged, Hispanic).

Leadership Team researched the following sites to ensure adoption and implementation of evidence-based interventions for the school's SPSA plan which included:

- EvidenceforESSA.org website
- What Works Clearinghouse website
- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education Resources to Support Next Generation High Schools: Using evidence to create next generation High Schools
- U.S. Department of Education: Using Evidence to Strengthen Education Investments (Non-regulatory guidance)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Section 70 of SB820 requires charter schools to use the stakeholder engagement process used for the Learning Continuity and Attendance Plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

New Los Angeles Charter School recognizes that ***meaningful stakeholder engagement*** is a critical component of school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development.

Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

- March – June 2020; and August to present: Coffee with the Principal monthly events (w/parents)
- April/May 2020 opportunity for **parents** to share and provide feedback on the ***distance learning survey***
    - 95% of parent respondents felt very supported/supported by the school.
    - 100% strongly agree/agree they have received consistent messaging about the school's response to COVID-19
    - 90% strongly agree/agree knew what their child should be learning at home.
    - 97% strongly agree/agree they (parents) were supported by their child's teacher and/or school leader and/or staff in implementing distance learning.
- May 2020 student survey on distance learning
    - 76% of student respondents stated they felt very supported/supported by the school.
    - 73% stated their teacher has communicated with them a few times a week, once a day, or a few times a day.
    - 99% stated they knew what assignments they needed to focus on.
    - 94% stated they were learning new things while at home.
- May 2020 Staff survey on distance learning:
    - 85% staff respondents stated they felt very supported/supported by the school.
    - 100% strongly agree/agree they felt connected with the school community
    - 75% strongly agree/agree there is a shared vision across the school for effective learning.
    - 85% strongly agree/agree they have the autonomy to support their students in their learning.

- June 22 – July 2020: Task force was developed over the summer to include staff to develop the Health & Safety; Academic Program; and School Reopening plans
- July 23rd: Task Force presented plans to the entire staff prior to the start of summer Professional Development
- End of July: school staff administered a technology and internet survey to all households to assess device and internet needs for all students. School staff called families who did not complete the survey to ensure 100% families had been contacted.
- August 3-14th: Ongoing planning with teacher leaders and grade level team to develop a plan with the input of multiple stakeholders.
- August: Hosted Introduction to distance learning town hall meetings with parents and received feedback.
- 9/17/20 Mental Health workshop for parents
- Monthly Coffee with the Principal
- 10/15 – 11/20: Survey administered to staff, students and parents

Our stakeholder groups will continue to meet throughout the school year with a member of the leadership team to ensure our learning models are enabling success for all students. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our school communicates with families using the following platforms as requested by families:

- Weekly newsletters are emailed weekly (Via Mailchimp)
- Remind app, One call, U.S. mail and social media

Comprehensive Needs Assessment

Data Analysis

Review available data by "All students" and by individual student groups (e.g. 2019 CA Dashboard, local achievement data, etc.). Briefly identify and describe the conclusions of your data analysis, inclusive of all state indicators, including student performance against state determined long-term goals. How are you modifying instruction based on these results?

New Los Angeles Charter School serves approximately 321 students in grades 6-8 with demographics that include:

- 5.3% African American
- 91.3% Hispanic
- 0.9% Asian
- 0.6% American Indian
- 0.3% White
- 1.3% 2+ Races
- 15.3% Students with Disabilities (SWD)
- 23.4% English Learners
- 0.3% Homeless Youth
- 0.3% Foster Youth
- 90% Qualify for free/reduced lunch

The school's leadership team comprised of the Head of Schools, Principal, Assistant Principal/EL Coordinator, SPED Director, and Lead Teachers, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the ***needs assessment***. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Orange	None	None	Orange	Orange
Students with Disabilities	Green	Orange	None	None	Orange	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

CHRONIC ABSENTEEISM

New Los Angeles Charter School received an orange performance level on the Fall 2019 CA Schools Dashboard for Chronic absenteeism (all students) and the English Learners (EL), Socioeconomically Disadvantaged (SED), and Hispanic student group. The Students with Disabilities received a green performance level.

The following charts provide the total number of eligible students per student group, total count and chronic absenteeism rate calculated for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard..

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

NEW LA MIDDLE SCHOOL							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	308	14	4.5%	SCHOOLWIDE	312	19	6.1%
AFRICAN-AMERICAN	25	2	8.0%	AFRICAN-AMERICAN	13	2	15.4%
HISPANIC	254	11	4.3%	HISPANIC	266	17	6.4%
EL	48	2	4.2%	EL	46	3	6.5%
SOC. ECON DISADV.	285	12	4.2%	SOC. ECON DISADV.	297	19	6.4%
SWD	36	3	8.3%	SWD	41	3	7.3%
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
NLA MIDDLE	310	14	4.5%	NLA MIDDLE	312	19	6.1%
LAUSD	646,075	75,426	11.9%	LAUSD	617,871	113,784	18.4%
COUNTY	1,548,191	165,861	10.9%	COUNTY	1,490,852	205,928	13.8%
STATE	6,384,919	702,531	11.1%	STATE	6,258,845	755,950	12.1%

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians. Student attendance will be taken daily at each Zoom lesson by the classroom teacher and documented on PowerSchool.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the school's distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template

DAILY PARTICIPATION & WEEKLY ENGAGEMENT

In Distance Learning, New LA will have a tiered response to any absences:

- 1 absence: Office staff call home
- 2 absences: Office staff will call home; teacher will send a Remind message and/or email
- 3 absences: Assistant principal calls home, sends an email, or Remind message, 1st attendance notification is mailed home.

In Distance Learning New Los Angeles Charter School will implement a Tiered Re-engagement Plan as required per SB98, and based on Weekly Engagement Log. Engagement is considered a combination of daily participation, synchronous engagement (presence and participation) and asynchronous engagement (work completion and progress on online platforms). Students will be identified at Tier 1, 2 or 3 for engagement. Once identified students may be re-engaged in a variety of ways, the chart below describes many of the re-engagement strategies that will be employed by New Los Angeles Charter School. based on the criteria below:

Tier	Indicator/Range	Supports
1	Absence = 0-2 Weekly Engagement rating = >2	Universal Supports: • Engaging classrooms • Relationship building with teachers and peers • Verification of contact info (ongoing) • Phone calls when absent (office, teacher) • Remind messages (to all class) • Remind messages (to individuals) • Emails (to all class/all parents) • Emails (to individuals) • Provide technical support • Provide Chromebook • Provide hotspot
2	Absence = 3-5 Weekly Engagement Rating = <2 Or Monthly engagement rating of 2 (4 weeks at low 2)	Targeted supports: All above and …. • Phone call, email, Remind from administrator • Call emergency contacts • Mail postcard • 1 on 1 zoom with family • Provide paper packets • Flexibility with time • Counseling resources
3	Absence = 4+ Weekly Engagement Rating = 1 or lower Weeks on Tier 2 = 4	Intensive Supports: All above and …. • Home visit • Leave a note on the door • Increased access to in-person instruction (when allowed) • Student Leadership opportunities • Send certificated mail

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following ***tiered reengagement strategies*** for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.
2. Daily notification to parents or guardians of absences;
3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School documents daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.
- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

The School ensures that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

SUSPENSION RATE

The following chart outlines cumulative enrollment, enrollment by student group, total number of suspensions, Unduplicated Pupil Counts, and suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	310	10	9	2.9%	88.9%	11.1%
AFRICAN-AMERICAN	25	2	2	8%	100%	0%
HISPANIC	255	5	5	2%	100%	0%
ELL	48	0	0	0%	0%	0%
SOC. ECON DISADV	287	10	9	3%	89%	11%
SWD	36	1	1	3%	100%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	313	15	12	3.8%	83.3%	16.7%
AFRICAN-AMERICAN	14	4	2	14.3%	50.0%	50.0%
HISPANIC	266	9	8	3.0%	87.5%	12.5%
ELL	46	2	2	4.3%	100.0%	0.0%
SOC. ECON DISADV	298	15	12	4.0%	83.3%	16.7%
SWD	41	4	3	7.3%	66.7%	33.3%

New LA supports student social emotional learning through the Advisory curriculum used at all levels. Advisory includes a daily morning meeting to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health.

New LA partners with Cedars Sinai Share and Care program to provide a 5 week course for small groups of students focusing on the return to school and grief. New LA partners with Open Paths Counseling Center to provide individual counseling services focused on trauma recovery. Both 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.

ACADEMIC INDICATOR

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

Note: SWD - Students with Disabilities; SED – Socioeconomically Disadvantaged; EL – English Learners

CAASPP	ELA		MATH	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
All Students	-27.9	-28.7	-67.2	-78.3
EL	-79.4	-70.7	-122.6	-115.5
SED	-33.1	-31.2	-71.8	-80.9
SWD	-97.3	-92.4	-155.8	-155.9
AFRICAN AMERICAN	-30.5	-19.9	-72	-99.4
HISPANIC	-30.1	-31.5	-68.7	-79.3

A comparison of the Spring 2018 & Spring 2019 ELA & Math CAASPP performance (using Scale Scores), demonstrates the following:

For ELA - received an orange performance level schoolwide and for all student groups because the 'status' level was low despite some intermittent growth for some student groups.

For Math – received an overall orange performance level schoolwide and all student groups with the exception of Students with Disabilities which received a red performance level as a result of no growth.

NWEA MAP ANALYSIS

New Los Angeles Charter School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms

	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

New Los Angeles Charter School administers NWEA MAP Reading and Math assessments three times per year (Fall, Winter & Spring). As a result of COVID-19 School closure, the Winter and Spring 2020 NWEA MAP was not administered. The use of internal benchmark assessments and formative assessments are critical to informing instruction and monitoring student progress since all state mandated assessments were suspended in Spring 2020 as a result of school closure due to COVID-19 pandemic. The following chart reflects the Fall 2019 to Winter 2020.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	201.9	187.6	186	204.4	189.3	190.9	2.5	1.7	4.9	3.64	1.02
GRADE 7	206.7	192.2	193.8	208.1	192.8	198.6	1.4	0.6	4.8	2.87	1.02
GRADE 8	209.8	192	193.7	213.8	193.7	195.8	4	1.7	2.1	2.51	1.18

Highlights – Overall Comparison of NWEA Reading Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed below School Growth Norms.
- Students with Disabilities student group outperformed all grade level cohorts and exceeded School Growth Norms for grades 6-7.

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS Fall to Winter	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 6	206	195.2	191.3	210.6	201	199	4.6	5.8	7.7	4.81	1.28
GRADE 7	211.5	197.1	201.2	213.3	198.1	204.3	1.8	1	3.1	3.83	1.19
GRADE 8	212.7	197.1	195.2	218.4	199.6	199.8	5.7	2.5	4.6	3.20	1.38

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 8 cohort exceeded School Growth Norms
- The English Learner student group performed outperformed grade 6 cohort and exceeded School Growth Norms.
- Students with Disabilities student group outperformed grade 6 cohort; and exceeded School Growth Norms for grades 6 & 8.

As part of the ***annual program evaluation*** on the use of Title I funded programs which included the following for 2019-20.

- ELA Intervention Teacher
- Math Intervention Teacher

These positions have been effective especially with our school's transition to distance learning since mid-March 2020. However, there is a need to provide all educators with additional professional development on ELD standards and strategies for English Learners; and additional reading intervention support program for schoolwide implementation.

As a result of our ***needs assessment*** for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning. The following includes programs and supports that will be implemented for 2020-21 school year to improve student academic outcomes.

- ***Math Intervention Teacher*** will provide Tier 2 intervention (push-in support) during synchronous instruction and small group during asynchronous instruction. (Title I)

- ***ELA Intervention Teacher*** will provide academic support/intervention with small groups 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. (Title I)

- This school year, in order to provide additional support and intervention for our struggling readers, our school has adopted ***Lexia Learning***, an evidence-based reading intervention program. All educators have received training on the recommended use of Lexia, how to monitor student progress, identify students for small group instruction or mini lessons, develop individual growth targets for each student, and how to use Lexia data reports to inform instruction, and identify level of support for students. (Title I)

- New LA Charter School has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in ***professional learning through a Book Study*** that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing. (Title II)

- All educators will paritipcate in professional development on ***Project-based Learning. PBL Works*** builds capacity of teachers and school leaders with 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 II)

- Provide all teachers with ***professional development*** and coaching on strategies for implementing effective designated and integrated ELD instruction using the ELD standards and ***evidence-based***

intervention strategies to improve English Learners in making progress toward English Language Proficiency (ELPI Indicator). (Title II)

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s). What surveys have been administered? Briefly summarize the results/major findings.

New Los Angeles Charter School administered a stakeholder survey in October 2020:

Parent Survey Findings – Participation Rate: 45%

- 94% reported they feel supported or very supported by the school
- 95% agree or strongly agree that they have been supported by their child's teacher and staff in implementing DL
- 87% Rated their overall satisfaction with New LA's DL program as a 4 or 5 out of 5.

Staff Survey Findings – Participation Rate: 67%

- 89% feel supported or very supported by the school
- 100% agree or strongly agree that there is a shared vision across the school about effective DL.
- 94% agree or strongly agree that they feel connected to the school community

Student Survey Findings Participation Rate: 81%

- 72% feel supported or very supported by the school
- 92% said it was true or mostly true that they are learning new things while in DL.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Summarize informal classroom observations/walkthroughs. What major trends appear or areas of focus are suggested from these observations?

New Los Angeles Charter Elementary conducts biweekly classroom observations of all teachers utilizing the Kim Marshall Teacher Evaluation Rubrics. The Principal observes teachers, and the Assistant Principal focuses on paraprofessionals and third-grade teachers. The Administrative Team has a protocol for debriefing educators after each observation.

Prior to the start of the school year, every educator develops 3 professional goals: a goal that focuses on distance learning, a personal teacher goal; and a goal that incorporates the Social Justice standards for Social Studies and racial healing.

Every educator conducts a self-evaluation and develops goals and throughout the academic school year, the Principal and Assistant Principal conduct classroom observations throughout the academic year, followed by mid-year goals check-in, and then an end-of-year performance evaluation. Findings from coaching sessions, classroom observations and feedback from our educators are some of the elements used in designing the annual evidence-based professional development plan.

Professional Development

How does ongoing professional development align to content standards, assessed student performance, and professional needs (ESEA)? How does the LEA ensure ongoing instructional assistance and support for teachers in improving their practice (e.g., use of content experts and instructional coaches)?

New Los Angeles Charter School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACS has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During our review process the Leadership team identified the following ***Resource Inequities*** by looking at ways in which a program may lack inclusion as a result distance/hybrid learning and continued areas for improvement. We utilized the toolkit provided by the Alliance for Resource Equity, a collaboration between Education Resource Strategies (ERS) and The Education trust, that developed the Education Resource Equity Framework. Resource inequities identified in our program in connection with our school's needs assessment includes:

- ***Positive & Inviting School Culture***: need to continue to strengthen PBIS, and create a positive and welcoming school environment that will impact attendance rates, reduce chronic absenteeism rates, and decrease suspension rates.

- ***Empowering Rigorous Content***: There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.
- ***Student Supports & Intervention:*** New LA Charter School provides significant student academic, social and emotional support built into the instructional day. However, with distance learning, students/families are struggling f provide academic intervention built into the instructional day and provide teachers with professional development on differentiation and scaffolding

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

Continue to develop an infrastructure for ongoing analysis of student achievement data; including reading/writing assessments and demographics, to measure program efficacy and ensure maximization of (physical, human, and financial) resources; in order to tailor intervention programs for all subgroups.

Identified Need

There is a need to improve student academic performance in ELA/Math CAASPP; and reduce chronic absenteeism rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-28.7 DFS	+5 point Scale Score growth
CAASPP Math	-78.3 DFS	+5 point Scale Score growth
Attendance Rates	%	>95%
Chronic Absenteeism	6.1% (2018-19)	5%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 5 & 8 (Scale Score)	Gr 5: (DFS)	+5 point Scale Score growth
Suspension Rate	3.8%	<2%
Expulsion Rate	0%	<1%
Middle School Dropout Rate	0%	<1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math Intervention Teacher will provide Tier 2 intervention (push-in support) during synchronous instruction and small group during asynchronous instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$107,210	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA Intervention Teacher will provide academic support/intervention with small groups 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$15,251	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

This school year, in order to provide additional support and intervention for our struggling readers, our school has adopted ***Lexia Learning***, an evidence-based reading intervention program. All educators have received training on the recommended use of Lexia, how to monitor student progress, identify students for small group instruction or mini lessons, develop individual growth targets for each student, and how to use Lexia data reports to inform instruction, and identify level of support for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$12,000	Title I

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

Identified Need

There is a need to strengthen the quality and delivery of instruction to include differentiation and scaffolds to address the learning styles of students. There is a need to improve ELD instruction (integrated and designated) to support English Learners with gaining English language acquistion

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	54.3% (Medium)	56%
EL Reclassification Rate	6.5%	12%
% Teachers appropriately credentialed and assigned:	100%	100%
% Students with access to standards-aligned materials	100%	100%
All teachers will implement the state board adopted academic content and performance standards for all students: (ELA, Math, ELD, History, PE, NGSS, Health, VAPA, & World Languages)	100%	100%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal and Teachers: to provide in-person (hybrid)/distance learning platform

Principal & Teachers to provide in-person (hybrid)/distance Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$1,128,291	LCFF Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All educators will paritipcate in professional development on ***Project-based Learning. PBL Works*** builds capacity of teachers and school leaders with 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$12,250	Title II

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

New LA Charter School has adopted and implemented the Social Justice Standards for social studies instruction as part of a schoolwide initiative. All teachers will engage and participate in ***professional***

learning through a Book Study that will take place through ongoing professional development on the ***Racial Healing Handbook***, which challenges white privilege, confront systemic racism and engage in collective healing. The handbook provides practical tools for educators to navigate daily experiences of racism and provides the building blocks to create a community of healing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$400	Title II

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide all teachers with ***professional development*** and coaching on strategies for implementing effective designated and integrated ELD instruction using the ELD standards and ***evidence-based intervention strategies to improve English Learners*** in making progress toward English Language Proficiency (ELPI Indicator).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$4,000	Title II

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not applicable

As a result of SB98, the 2020-21 LCAP was eliminated, therefore charter schools are required to complete a SPSA for the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not applicable

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Not applicable

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$154,725
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 1,283,016

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$128,475
Title II	$16,250
Title IV (Transfer to Title I & II)	$10,000
	$
	$

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Base	$1,128,291
	$
	$

State or Local Programs	Allocation ($)
	$
	$

Subtotal of state or local funds included for this school: $1,128,291

Total of federal, state, and/or local funds for this school: $1,283,016

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

ii. increase the amount and quality of learning time, and

iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

i. strategies to improve students' skills outside the academic subject areas;

ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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