NEW LOS ANGELES CHARTER SCHOOLS

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

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

Phone Number: 1-669-900-6833

Meeting ID: 880 2011 9130

Passcode: 410595

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

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

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

Agenda

1. Call to order

2. Public Comment*

3. Approval of Board Meeting Minutes from 3/21/22

4. Approval of Board Meeting Minutes from 4/26/22

5. Diversity, Equity and Inclusion Advisory Team Update
   - New LA DEIJ Strategic Plan

6. Finance Advisory Team Report
   - Consideration of Approval of February 2022 Financials
   - Consideration of Approval of March 2022 Financials

- FY2022 Budget Update

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

8. Education Advisory Team Report
   - Student Achievement Update

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

10. Closed Session

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

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

    PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    Title: Executive Director

11. Adjourn

NEW LOS ANGELES CHARTER SCHOOLS

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

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

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

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

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

In attendance: (Board) Matt Albert, Allison Arkin, Steve Barrett, Alan Michael Graves, Jonathan Lopez, Bari Cooper Sherman; (Staff) Gabrielle Brayton, Jessica Fox, Terri Kessler Xochilt Lira, Brooke Rios

1. The meeting was called to order at 4:02 pm.

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

3. Public Comment*

4. Consideration of Approval of Board Meeting Minutes from 2/21/2022 **APPROVED**

5. DEI Advisory Team Protocol and Update
   - Strategic Plan Update: Latinx current, former parent,
   - Board Nominations

6. Executive Director Report
   - Form 700 Due April 1

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.

7. Elementary and Middle School Campus Reports
   - Campus Data and Enrollment Report from Director of Operations
   - Campus Updates from Principals

8. Audit Committee
   - Consideration of Approval of Eide Bailly as Audit Firm for 2022-2023 **APPROVED**

9. Closed Session

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

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

NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD SPECIAL MEETING ORDER OF BUSINESS
Teleconference Meeting
4:30 pm, April 26, 2022

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

Phone Number: 1-646-558-8656
Meeting ID: 84735098081#

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

In attendance: (Board) Matt Albert, Allison Arkin, Steve Barrett, Alan-Michael Graves, Jonathan Lopez, Susan Nickerson; (Staff) Brooke Rios

1. The meeting was called to order at 4:37 pm.

2. Public Comment*

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

4. EBP Board Effectiveness Survey due May 4, 2022

5. Teacher Appreciation Week

6. 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:

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.

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

7. Adjourn

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

New LA 2022-2025 Equity Plan

"I want to grow.
I want to be better.
You grow.
We all grow.
We're made to grow."
- Tupac Shakur

NEW LOS ANGELES CHARTER SCHOOLS

GOOD INFLUENCE

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Ama Nyamekye

Educator, Founder, and Lead Consultant at Good Influence Consulting

Dear New LA Community,

I met your staff, caregivers, and students amid a pandemic and in the wake of California's largest racial justice uprising. This was the backdrop for a journey you all embarked on to identify your role in creating a more just and inclusive Los Angeles. I had the honor of walking alongside you during this journey. I watched you listen to the full hopes, hard truths, and bold recommendations of your students, caregivers, staff, and board. I saw you wrestle with difficult choices, develop thoughtful and actionable goals, and decide how you will measure the change you seek in your community. ***I'm in awe of the honesty and bravery you all brought to this process.***

This equity plan, developed by New LA staff and board members in the spring of 2022, reflects your commitment to "walk the talk" of social justice. Specifically, this plan houses your goals, commitments, and promises to the students, staff, and caregivers you proudly serve.

Dr. King reminds us that the arc of the moral universe is long, but bends toward justice. It is not bent toward justice because of fate or coincidence--it is bent toward justice because of people working to build more just schools and communities.

Thank you for doing your critical part to bend the arc toward justice.

Your partner and friend,

Ama Nyamekye



Educator, Founder, and Lead Consultant of Good Influence Consulting

Our Journey



Where We Began

We embarked on a journey to center racial equity and justice in our leadership and work. We knew this journey would be critical to our ability to fully live New LA's mission of supporting a diverse student community committed to social action, as well as respect for self and others. Through this work, we aimed to examine, refine, and revise systems and programming to create an equitable and inclusive environment that supports students' feelings of safety and inclusion.

Our Timeline

Aug. - Oct.

We unearthed perspectives on the current and ideal state of racial equity and justice at New LA Charter through surveys and focus groups with staff, students, and caregivers.

Nov. - Dec.

13 diverse staff and board members embarked on a journey to listen deeply to the perspectives of over 43 staff members, over 333 students, and over 8 family members and caregivers. We called ourselves The Just New LA Braintrust.

Jan. - Feb.

The Just New LA Braintrust identified focus areas based on input shared by our staff, students, families, and caregivers. These focus areas became the basis of the strategic goals outlined in this document.

March

The Just New LA Braintrust heard reactions, feedback, and advice on the focus areas from a broader set of staff and board members. The Braintrust spent weeks incorporating that great feedback and advice into refined goals that were specific, measurable, achievable, realistic, time-bound, inclusive, and equitable (SMARTIE).

April

We developed this strategic plan which documents our process, SMARTIE goals, and implementation recommendations. In addition, we built a dashboard and calendar to support the implementation of our SMARTIE goals.

Our Roles

13 BRAINTRUST MEMBERS

The Braintrust included three support staff, two teaching staff, seven leadership staff, and one board member who participated in eight sessions to develop, refine, and finalize strategic planning goals and implementation.





OVER 333 STUDENTS

3rd-8th graders participated in a 30+ question survey and K-4th graders participated in focus groups about experiences with racism, racial justice, and equity.

OVER 43 STAFF

Staff participated in a 30+ question survey about experiences with racism, racial justice, and equity and a staff-wide session providing feedback on the SMARTIE goals.





OVER 8 CAREGIVERS

English- and Spanish-speaking caregivers participated in focus groups about their current experiences with and hopes for the future of New LA. They also provided feedback to strengthen our SMARTIE goals.

7 BOARD MEMBERS

The New LA Board reflected on their role centering racial justice and equity within the New LA community, brainstormed ways to support this work moving forward, and provided feedback on the SMARTIE goals.





FACILITATOR & RESEARCHERS

Good Influence supported New LA's journey by providing the research instruments, listening protocols, session agendas, facilitation, and strategic thought partnership and planning tools.

The Just New LA Braintrust

These are the staff and board members who listened deeply to New LA stakeholders, created the focus areas for New LA's equity work, and developed and vetted this equity plan.



Sylvia Barragan
Assistant Director of Operations



Gabrielle Brayton
Middle School Principal



Jose Campos
Teacher's Assistant



Jessica Fox
Interim Elementary School Principal



Alan-Michael Graves
Board of Directors Member



Alana Hassanein
Kindergarten Teacher



Terri Kessler
Director of Special Education & Student Services



Xochitl Lira
Director of Operations



Emma Naranjo
Special Education Clerk



Kate O'Brien
Head of Schools



Brooke Rios
Executive Director



Jennifer Skibba
7th Grade Math Teacher



Terrence Wright
Middle School Assistant Principal

Our Sessions

Our Learning and Decision-Making Sessions

The Just New LA Braintrust, a body of 13 New LA staff and board members, engaged in a five-month process to help determine our equity plan. We attended eight working sessions to listen to our stakeholders through survey and focus group data, discuss and unpack their feedback, and determine our goals and a clear roadmap for taking action.

Phases I-II: Listening and Learning from Our Community

Phase I

Through dialogue with a racial justice expert, we focused on understanding how structural racism, privilege, and power manifest in public education and specifically at New LA.

Phase II

We used research instruments such as surveys, interviews, and focus groups to listen deeply to the stories, perspectives, and experiences of our students, staff, families, and caregivers. We spent weeks reflecting on what we heard and learned from our community.

Phases III-V: Making Responsible and Responsive Decisions

Phase III

We developed strategic focus areas based on what we heard and learned from our community. Then, we turned the strategic focus areas into SMARTIE (specific, measurable, achievable, realistic, time-bound, inclusive, and equitable) goals and recommendations. We refined the goals based on input from our entire community.

Phase IV

The New LA Board reflected on their role centering racial justice and equity within the New LA community and brainstormed ways they can support this work moving forward.

Phase V

We shared the SMARTIE goals and recommendations with caregivers, staff, and board members for further feedback and vetting. This feedback helped refine and strengthen these SMARTIE goals.

Listening to Our Community

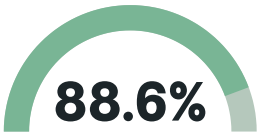


Our Research

We centered the voices of all of our teachers, students, caregivers, and staff by learning about their experiences with equity and racial justice at New LA through surveys and focus groups. We identified the biggest glows (most favorable responses), grows (most unfavorable responses), and gaps (widest differences among demographic groups) in the perceptions and experiences of our community members. Ultimately, we used all of this data, with a focus on our areas of growth, to inform how we took responsible and responsive action to make change at New LA.

What We Learned from Our Students

We surveyed 333 students and conducted focus groups with 18 students. We learned that our students largely feel safe at New LA, but don't always feel comfortable being themselves or feel that their unique identity is celebrated.



of New LA student survey participants always or very often feel safe and comfortable in the classroom.

"I would say that the three things I like most about New LA are that they have a set goal for everyone, New LA is very patient with everyone, and New LA is supportive and uplifting." - **New LA Student**

61.3%

of New LA student survey participants wish they talked MORE about their culture and community at New LA.

27.9%

of New LA student survey participants do not feel they can be themselves when they are at New LA.

27.6%

of New LA student survey participants do not feel other students at New LA are respectful and treat each other with kindness.

63.9%

of New LA student survey participants do not feel they behave the same way as when they are at home or in their neighborhood.

"I don’t like the bullying, teasing, and discrimination between classmates just because they belong to a certain community or culture." - **New LA Student**

What We Learned from Our Staff

Over 40 staff members shared candid perspectives through our survey. We learned that our staff feel they are welcomed and included, but haven't been given the space, time, and tools to build relationships with caregivers, disrupt racism and bias, lead racial justice, and grow in their own leadership at New LA.



of New LA staff participants feel like there is always or very often a leader or peer with whom they feel comfortable.

"I think New LA is doing a very good job at promoting a welcoming environment to both staff and students. New LA is very inclusive in their traditions and in choosing staff who will help carry this even further! I love working here!" - **New LA Staff**



of New LA staff participants feel like they do not have the time and place to understand and connect with students' parents and guardians.



of New LA staff participants feel we do not take adequate steps to bridge any cultural or linguistic divides among staff and families.



of New LA staff participants feel they do not have the tools to respond to and support students experiencing racism and harm in the classroom.



of New LA staff participants feel like they do not see people who look like them rising in leadership at New LA.

"I truly believe in the mission and vision of this school. However, there is a pervasive culture of white guilt, white savior complexes, and middle-class expectations across New LA that goes unscrutinized. This inability to be self-reflective and have difficult conversations has caused many POC to leave." **- New LA Staff**

What We Learned from Our Caregivers

We conducted focus groups with eight caregivers and learned that they often feel comfortable, seen, and heard, but are concerned about how we handle student discipline and prioritize all our students' culture in our racial and social justice work.



of New LA caregiver focus group participants always or very often feel comfortable reaching out to teachers or staff at New LA if they have a problem, question, or suggestion.

"I know my daughter is always safe and the staff put our kids before anything. I feel equally comfortable with everyone." - **New LA Caregiver**



of New LA caregiver focus group participants feel that New LA should prioritize racial and social justice issues MORE with students and families.



of New LA caregiver focus group participants always feel seen, heard, and respected at New LA.



of New LA caregiver focus group participants are unsure or rarely see their culture and a commitment to social and racial justice reflected in their child's learning and school.



of New LA caregiver focus group participants are unsure or only sometimes feel New LA handles student discipline in an effective, fair, and caring way.

"Being comfortable in conversations about racial and social justice is not the point, what matters to me is listening to each other. " - **New LA Caregiver**

Taking Action to Meet Our Community's Needs



Goal Setting

Our process centered three key stakeholders--our students, our staff, and our caregivers. Our goal was to address the needs of **all** of our community members, regardless of their role or position at New LA. The Braintrust led the development of the goals, but we gathered feedback from across our community throughout the process. We drafted our goals in response to the data from students, staff, and caregivers, then we shared our preliminary drafts of the goals with staff, board members, and caregivers for feedback. Finally, we iterated, adjusted, and finalized the goals, while continuing to check-in with community members through surveys, newsletters, and candid conversations to strategically incorporate their advice.

What Are SMARTIE Goals?

Our Goal Setting Process

We borrowed strategic goal-setting tools from the Center for Nonprofit Management, which includes an intentional focus on inclusion and equity. These goals were structured around the following SMARTIE criteria:

S	**SPECIFIC**	Reflects an important dimension of what our organization seeks to accomplish.
M	**MEASURABLE**	Includes standards by which reasonable people can agree on whether the goal has been met.
A	**ACHIEVABLE**	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
R	**REALISTIC**	Not so challenging as to indicate lack of thought about resources, capacity, or execution.
T	**TIME-BOUND**	Includes a clear deadline.
I	**INCLUSIVE**	Brings those most impacted into the processes, activities, decisions, and policy-making to share power across the community.
E	**EQUITABLE**	Seeks to address systemic injustice, inequity, or oppression.

What Are MOCHAs?

Our Role Assignment Process

We borrowed strategic project management tools from the Center for Nonprofit Management, which enables us to consider how we embody equity and inclusion through clearly distributed and supported leadership roles.

M	**MANAGER**	Assigns responsibility and holds owner accountable. Makes suggestions, asks hard questions, reviews progress, serves as a resource, and intervenes if the work is off-track.
O	**OWNER**	Has overall responsibility for the success or failure of the project. Ensures that all the work gets done (directly or with helpers) and that others are involved appropriately. There should only be one owner.
C	**CONSULTANT**	Should be asked for input or needs to be bought in to the project. Consultants should reflect your commitment to inclusion and empowerment.
H	**HELPER**	Assists with or does some of the work. Helpers should reflect your commitment to inclusion and empowerment.
A	**APPROVER**	Signs off on decisions before they're final. May be the manager, though might also be the executive director, external partner, or board chair.

Our SMARTIE Goals

Supporting Our Students

16 CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

19 ADDRESSING RACISM & BULLYING

22 REPRESENTING AND CELEBRATING ALL IDENTITIES

25 OUR STUDENT GOALS MOCHA

Supporting Our Staff

27 EXPANDING BIPOC LEADERSHIP & STAFF

30 DISRUPTING & INTERRUPTING RACISM AND BIAS

33 HIRING A DIVERSITY, EQUITY, INCLUSION, & JUSTICE COORDINATOR

36 OUR STAFF GOALS MOCHA

Supporting Our Caregivers

38 STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

42 USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

45 ADAPTING THE BULLYING PREVENTION PROGRAM

48 ENSURING SAFE SPACES FOR ALL

51 OUR CAREGIVER GOALS MOCHA

Our Student SMARTIE Goals



1

CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

We will have a common language for understanding and communicating about racism.

2

ADDRESSING RACISM & BULLYING

When members of our community experience racism and/or bullying, we will ensure they feel nurtured, supported, and acknowledged.

3

REPRESENTING AND CELEBRATING ALL IDENTITIES

We will develop yearly rituals and resources for our teachers to support their students as they learn about and celebrate their unique identities through curricular activities at New LA.

1 CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

THE GOAL WILL BEGIN IN JULY, 2022 AND END IN AUG, 2025

SPECIFIC

We will have a common language for understanding and communicating about racism. Our students will be able to access resources to navigate racism, engage in anti-racism, and call out racism at New LA and in their communities. They will incorporate history, diverse perspectives, and empathy-building as they venture forward in their education.

MEASURABLE

We will measure success by:

- Using the Panorama survey data year-over-year to compare how students react to and recognize racism and justice and how comfortable they feel expressing their culture, identity, and voice.
  - Sample survey prompts might include:
    - Define racism and social justice
    - Describe a social justice movement that made our state or country more just
    - Identify a social justice movement you want to learn more about
    - Share some examples of you or your peers disrupting racism or other forms of oppression
- Collecting student reflections on racism, injustice, and social justice in essays, speeches, poems, and art. These will be housed in a digital portfolio (e.g., a JAM Board) that teachers and students review at the start of each year to track student relationships to race, racism, anti-racism, and social justice over time. This might be embedded in the Culminating Exhibition, which is an end-of-year presentation by 8th graders to reflect on their middle school journey (or in the mini-exhibitions for anyone below 8th grade).
- Using staff PD sessions to focus on curriculum development and unit planning that centers student culture, identity, and voice.

ACHIEVABLE

We will know we have achieved this goal when:

- 75% of students can define racism and justice, report on a social justice topic they learned in school, and report engagement in anti-racism work (measured using the Panorama survey).
- We have developed a Google Classroom (or archive) with resources including our definitions of racism, articles, and videos about race and social justice, our strategic plan, and related data and resources.
- All students maintain a digital portfolio that includes reflections on racism, injustice, anti-racism, and social justice.

REALISTIC & TIME BOUND

Second Semester of SY 2021-22

Tactic 1: We will consolidate student definitions of racism from the GIC survey and share them with our student body for feedback. We will ask students to define racism and social justice, to suggest topics they want to learn more about, and to reflect on a past lesson about social justice.

First Semester of SY 2022-23

Tactic 2: Grade level teams will analyze the initial qualitative data and suggest grade-appropriate lesson plans based on student suggestions. Every teacher will be provided with a lesson plan focused on defining racism at New LA.

Second Semester of SY 2022-23

Tactic 3: We will conduct a second survey to measure whether more students can define racism and injustice, and how comfortable they feel discussing it.

Tactic 4: Based on the lessons developed in the first semester, we will develop an archive of strategies, activities, and tools to discuss racism, anti-racism, and social justice. The tools will help students communicate and ask for assistance when they see injustice. The archive of resources will be available to the entire community (staff, students, caregivers, board, etc.).

Tactic 5: Staff will reach out to three to four local organizations to host conversations and activities on racism and social justice. We will invite all community members to engage.

SY 2023-24

Tactic 6: We will establish the protocol for a vertical ES-MS student mentorship/leadership cohort group. The goal of the program will be:

- Students generate activities for their peers to learn about and discuss racism and social justice. Specifically, the Middle School (MS) students will engage with Elementary School (ES) teachers about subjects that they wished they had learned in ES.
- MS students will receive coaching on social justice and anti-racism problem-solving and leadership, so that they become a resource for their ES mentees to discuss racism and social justice.
- With the cohort, teachers will develop and pilot strategies/lessons for students to navigate racism, engage in anti-racism, and recognize and interrupt the school-to-prison pipeline.

The program will be piloted in SY 2024-25 and its success will be measured by sustainability and interest in the program year-over-year.

INCLUSIVE & EQUITABLE

To foster greater inclusion, students that identify as LGBTQ+, differently abled, etc. should be empowered to connect experiences with racial injustice and social justice movements to other elements of their own lives and share what this process has meant for them. **To support our commitment to equity,** teachers should have one-on-one conversations with their students to deepen understanding and empathy.

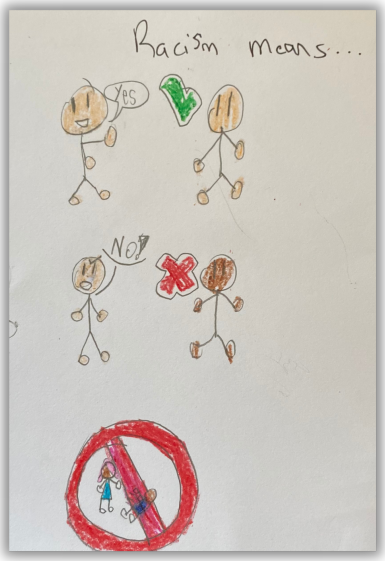
1 CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

INSIGHTS & RESEARCH

We held a focus group with 3rd and 4th grade students to learn about their perspectives on, knowledge of, and experiences with racism at New LA. During the conversation, students were asked to draw what the word racism means to them (click the link here to explore more student artwork). Through their drawings, we learned that our students:

- Think of racism in pretty Black and white terms
- Often cite examples of historical acts of racism rather than current ones, except when it comes to our Black students, who recall modern-day and personal examples of racism





INSIGHTS & RESEARCH

We learned about and discussed Good Influence's "Collected Definitions of Racism," which details the varying levels of oppression we all individually and collectively face. Click the link here to read the definitions we explored.

2 ADDRESSING RACISM & BULLYING

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN MAY, 2024

SPECIFIC

When members of our community experience racism and/or bullying, we will ensure they feel nurtured, supported, and acknowledged. We would like students to understand how they may have experienced or perpetuated racism and/or bullying at New LA, and how they can effectively and thoughtfully respond. Ultimately, we want our students to have the tools to directly seek out emotional support so our campuses are safer and more welcoming for all community members.

MEASURABLE

We will measure success by:

- Monitoring our data on discipline (e.g. discipline referral rates, reports of bullying, suspension rates, etc.). We anticipate seeing a spike in incidents as students are encouraged to speak up, but we aim to see a long-term decrease as students engage more deeply with our programming.
- Analyzing student perceptions shared on the OBQ and Panorama surveys year-over-year for a consistent increase in positive response rates about having the tools to address and seek out support when experiencing racism and/or bullying.

ACHIEVABLE

We will know we have achieved this goal when:

- We see a consistent decrease in discipline referral rates, specifically in the category of bullying and harassment.
- We compare rates of bullying reported on the OBQ survey to instances of bullying and racism reported at the school to see how often students are openly reporting experiences with bullying at New LA. If there is a gap, we will look to consistently close the gap year-over-year.

REALISTIC & TIME BOUND

Second Semester of SY 2021-22

Tactic 1: We will implement a school-wide effort to clearly name and define racism and bullying throughout our community. The goal will be to ensure our entire community is comfortable discussing and calling out racism and bullying among staff, students, and caregivers.

Summer 2022

Tactic 2: We will develop appropriately designed presentations (adapted for caregivers, ES, and MS students) highlighting our definitions of and protocols for racism, bullying, social justice, restorative justice, and safe spaces.

First Semester of SY 2022-23

Tactic 3: We will host informational meetings with caregivers and students to share the presentations, collect feedback on our definitions, and respond to any questions about our protocols.

Tactic 4: We will host staff working sessions to adapt our materials, language, and actions to be more inclusive of our students of color, LGBTQ+ students, disabled students, students in foster care, etc. During the second semester of SY 2022-23, we will share a list of protocols and ideas with all staff to update worksheets, caregiver outreach, class assignments, etc.

SY 2022-24

Tactic 5: We will audit our social emotional services for students and brainstorm three to five methods for improving mental health services, normalizing counseling, and making social emotional support more easily accessible within our school. By SY 2023-24, we will have implemented at least two of those methods.

- This will include brainstorming how we will specifically provide extra support to students we know are embracing elements of their identity at school but not yet at home.
- This will also include making an effort to provide counseling resources in a language in which students feel most comfortable, and ensuring that we have POC mental health providers who represent our community.

INCLUSIVE & EQUITABLE

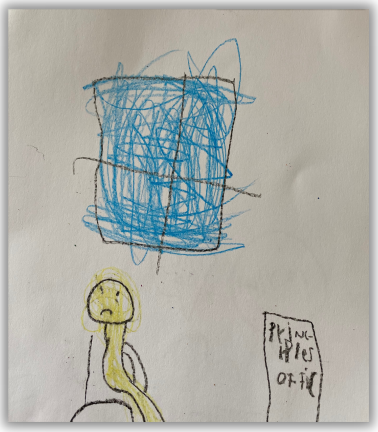
To foster greater inclusion, we will highlight the importance of teachers modeling and facilitating conversations about racism and bullying as well as sharing personal experiences with students. It is imperative that teachers discuss, promote, and utilize these tools just as much as students and caregivers do in order to empower our community to address racism and bullying. **To support our commitment to equity,** when we solicit feedback on our definitions and protocols, we will hear from a diverse body of students, staff, and caregivers (by race, gender identity, special needs, etc.) so that we address the widest range of racism and/or bullying that is happening within our schools.

2 ADDRESSING RACISM & BULLYING

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

INSIGHTS & RESEARCH

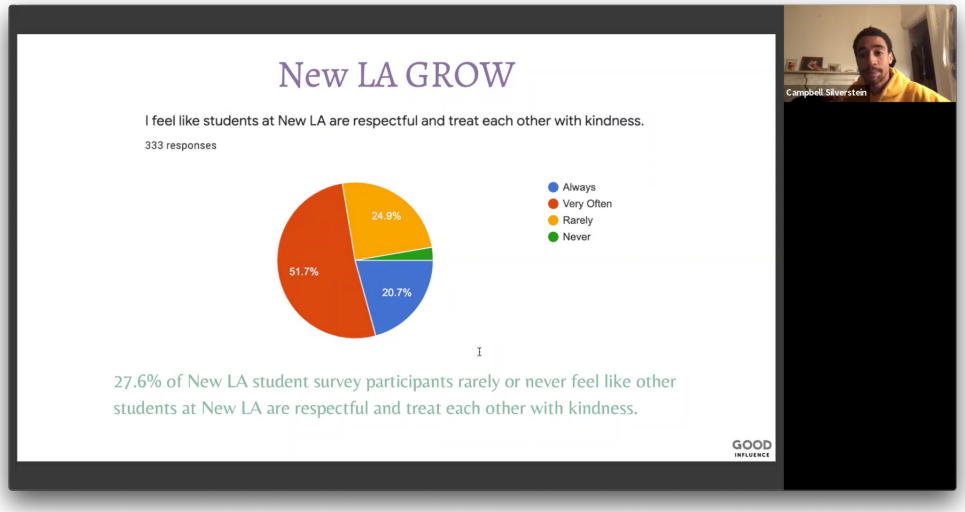
We asked our kindergarteners and second graders to draw a picture of a student who is in trouble at New LA. We learned that when our students discussed misbehavior, there was a trend of using female pronouns around verbal misbehavior and male pronouns around physical misbehavior. Click the link here to explore more student artwork.





INSIGHTS & RESEARCH

On the Student Voices Survey, which was created by the Braintrust and shared with all 3rd - 8th grades, we asked students about respect and kindness. We learned that 27.6% of New LA student survey participants do not feel other students at New LA are respectful and treat each other with kindness.



3 REPRESENTING AND CELEBRATING ALL IDENTITIES

THE GOAL WILL BEGIN IN SEPT, 2022 AND END IN JULY, 2023

SPECIFIC

We will develop yearly rituals and resources for our teachers to support their students as they learn about and celebrate their unique identities through curricular activities at New LA. Our goal is to ensure that all of our students can see themselves represented in our curriculum and our school.

MEASURABLE

We will measure success by:

- At the beginning of the school year, sending home a “Who Am I” prompt with each student to collect information about their backgrounds and identities. The prompt will include questions about ethnicity, family history, community, culture, personal identity traits, etc.
- Teachers uploading this information to our database. All staff will be expected to review student responses over the summer to ensure their lesson planning is informed by the unique identities and backgrounds of their students.

ACHIEVABLE

We will know we have achieved this goal when:

- 100% of students had an opportunity to research their own identity (ethnicity, language, historical figures, etc.) through a curricular activity and present to their class on what makes them unique (this will be tracked by teachers).
- 100% of teachers develop their curriculum based on the "Who Am I" prompt and include at least one element of each students’ identity in their curriculum (measured through classroom lesson planning and observations).

REALISTIC & TIME BOUND

First Semester of SY 2022-23

Tactic 1: A small group of staff will develop a prompt entitled “Who Am I” that will include questions about identity, culture, background, and community and will be sent home to all students and caregivers at the beginning of the year.
Tactic 2: The survey prompt will be returned by the winter holidays and the responses will be uploaded into a shared drive.

Summer 2023

Tactic 3: Each grade level team will create an 'identity project', a project about researching students' identities and histories that will be completed the following year.
Tactic 4: Teachers and advisors will read through their students’ prompt responses to determine focus areas for the year and ensure all students' identities are included in the curriculum. This will happen on a yearly basis moving forward.

SY 2023-24

Tactic 5: All students in every grade level will have completed an 'identity project' in their advisory. Some examples include:

- 2nd grade: Creating a community and culture tree
- 4th grade: Researching and uplifting important figures who share your background
- 6th grade: Researching your language and presenting on its history
- 8th grade: Completing a "Who Am I" project that culminates the past, present, and future projects about your identity

On A Yearly Basis

Tactic 6: The identity projects will continue AND there will be an annual 8th grade “Who Am I” presentation incorporated into the Culminating Exhibitions.

INCLUSIVE & EQUITABLE

To foster greater inclusion, teachers will highlight students in the LGBTQ+ community, students with disabilities, students in foster care or who have been adopted, Black students, Asian students, white students, and Latinx students (not only of Mexican heritage) in the curriculum. The identity projects will be an opportunity to remind students that identity is important and it is our responsibility as staff members to ensure that EVERY student is seen and heard. Additionally, each school year, the “Who Am I” prompt will include a suggestion box for students and caregivers to share ideas for how we can improve the identity projects and curriculum. **To support our commitment to equity,** when designing the “Who Am I” prompt, identity projects, and our curricula, we will empower a diverse body of staff to give feedback on the prompts and projects to ensure lessons are culturally relevant and thoughtful. Additionally, through one-on-one conversations with students who are more reserved when talking about their identity, we will explore the question: How do we become more inclusive for students who can’t or don’t feel comfortable sharing their identities with their families, peers, or staff?

3 REPRESENTING AND CELEBRATING ALL IDENTITIES

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

PERSPECTIVES

In preparation for our conversation about students' experiences with race and equity at New LA, the Braintrust watched this video in which the Get Lit Players perform a spoken word poem about their daily struggles, opportunities, and drive as students. Click the link to watch Raise Up - Student Slam Poets from LA.



INSIGHTS & RESEARCH

Good Influence presented out the largest gaps in favorable responses across racial lines from the Student Voices Survey. In this video, we learned that the students who belong to demographic groups that are in the minority at New LA are less likely to feel seen and represented.



Our Student Goals MOCHA

MANAGER	**Head of Schools**
OWNER	**Assistant Principals** (one owner on each campus): Ensuring implementation with a focus on student services, life, wellbeing, culture, and community.
CONSULTANT	**Black Student Union, Queer Club, & Upstanders:** Planning inclusive celebrations, providing feedback on lesson planning, advisory work, and school wide initiatives, presenting on this work in the classroom / during advisory. Supporting the evolution of our language to be more inclusive, focusing on student empowerment, and helping staff consider all the ways we can be engaging students throughout this work. Understanding what roles students want to take and developing methods for students to move this work forward. Using these clubs to work with students who are not part of the dominant racial groups. **3-4 Local Organizations:** Hosting conversations and activities on racism and social justice for all community members. **Vertical ES/MS Students Mentorship & Leadership Cohort:** Generating activities for their peers to learn about and discuss racism and social justice, receiving coaching on social justice and anti-racism problem-solving and leadership, teachers developing and piloting strategies/lessons for students to navigate racism, engage in anti-racism, and recognize and interrupt the school to prison pipeline.
HELPER	**Assistant Principals:** Holding the thinking around Restorative Justice, responses to racism and bullying, building a culture of acceptance, welcoming, and inclusion, and hosting community discussions, town meetings, and celebrations and rituals for culture building. **Principals:** Supporting curriculum development and design. **Staff Committee:** Working with principals to implement and uphold the Racial Healing Handbook. **Teachers:** Creating spaces to teach anti-racism such as advisory in MS, morning meeting in ES, circles, connections, etc. **Support Staff:** Identifying and responding to student needs most quickly as they are most nearby & on the front lines. Support staff are more representative of our student body demographically, tend to be younger, and students gravitate to them--they should be empowered to intervene immediately and without support from admin.
APPROVER	**Head of Schools & Principals**

Our Staff SMARTIE Goals



1

EXPANDING BIPOC LEADERSHIP & STAFF

We will attract, recruit, and hire more BIPOC, particularly in leadership positions.

2

DISRUPTING & INTERRUPTING RACISM AND BIAS

Staff will identify and be aware of racism and racist systems in education and have the tools to feel confident disrupting and interrupting racism when they see it in their classrooms.

3

HIRING A DIVERSITY, EQUITY, INCLUSION & JUSTICE COORDINATOR

We will invest in our human resources by hiring a new team member whose purpose is to ensure New LA consistently expands our anti-racist culture.

1 EXPANDING BIPOC LEADERSHIP & STAFF

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN AUGUST, 2024

SPECIFIC

We will attract, recruit, and hire more BIPOC, particularly in leadership positions. Staff of color will have clear opportunities for advancement, and our coaching and professional development model will encourage growth. We will ensure staff of color feel safe and comfortable, and have safe spaces to discuss any concerns.

MEASURABLE

We will measure success by:

- Gathering feedback from staff about coaching, PD, opportunities for upward mobility, etc. through our annual Panorama survey and our bi-annual leadership feedback cycles.
- Reviewing year-over-year data on retention and upward movement of staff of color, increased staff of color in leadership positions, as well as increased rates of TAs and paras moving into teacher roles and teachers into admin roles.

ACHIEVABLE

We will know we have achieved this goal when:

- 85% of staff feel they are encouraged to grow professionally through coaching and PD and report seeing people like them in leadership positions on the Panorama Survey.
- We have an 85% staff retention rate, and our BIPOC retention rate is equal to or exceeds the overall rate.
- Teachers and administrators are 50% BIPOC (an increase from 33% currently).
- All internal hires participate in the regular hiring process.

REALISTIC & TIME BOUND

Second Semester of SY 2021-22

Tactic 1: We will develop our hiring committee to prepare for SY 2022-23. We will ensure that the hiring committee is representative of all sectors (teacher, SPED, TA/para, Ops). This committee will:

- Review and audit our current job postings and hiring process (including interview questions) and ask “How is this process welcoming (and not) to BIPOC candidates?"
- Audit the platforms we use to post open positions and identify ways to reach a wider audience, specifically candidates who mirror our student population
- Serve on the interview panel when a candidate is in the final phase of selection

Tactic 2: We will gather feedback from staff about coaching and evaluation practices through the Panorama Survey. We will identify how the process encouraged growth, leadership, and was supportive as well as how the process can be improved for the following school year.

REALISTIC & TIME BOUND

Summer 2022

Tactic 3: We will identify professional development programs for admin that offer trainings on coaching with an anti-racist lens. We will implement this program before the beginning of SY 2022-23.

Tactic 4: The hiring committee will audit and improve our website to welcome more BIPOC applicants. We will ask the question "How is this content welcoming (and not) to BIPOC candidates?" During that process, we will add this equity plan to the website.

Tactic 5: We will identify and vet an organization to complete a compensation study at New LA. During SY 2022-23, we will work with the organization to conduct a complete compensation study of our organization's pay scales/pay rates.

SY 2022-23

Tactic 6: We will evaluate three teacher residency programs with the intention of implementing a program by the following school year.

Tactic 7: We will revise the process for identifying teacher leadership roles, audit the application to ensure it is equitable and inclusive, reevaluate terms for the positions, and determine a strategic and consistent process for awarding teacher leadership positions.

First Semester of SY 2023-24

Tactic 8: We will create a program that outlines an internal pipeline for support staff to become teachers. This plan will be implemented and marketed during recruitment in Spring 2023.

Tactic 9: We will research universities from which we would like to hire, particularly those that cater to BIPOC students. By the end of SY 2023-24, we will connect with their teacher ed programs either through student teachers, interns, or job postings. By the summer of 2024, we will be advancing candidates for hire from their programs.

INCLUSIVE & EQUITABLE

To foster greater inclusion, we will obtain feedback from BIPOC staff members regarding website content, recruitment, and staff support systems. For the compensation study, we will contract an organization with a strong DEIJ mission to ensure that our compensation study is aligned with our strategic plan. **To support our commitment to equity,** when we are hiring, we will ensure that current BIPOC staff who have been through the existing hiring process are part of the hiring team from the development of interview questions to the interviews themselves and the final decision-making process. When we are developing the coaching and evaluation process, we will ensure that current BIPOC staff who have been through the existing process participate in protocol development.

1 EXPANDING BIPOC LEADERSHIP & STAFF

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

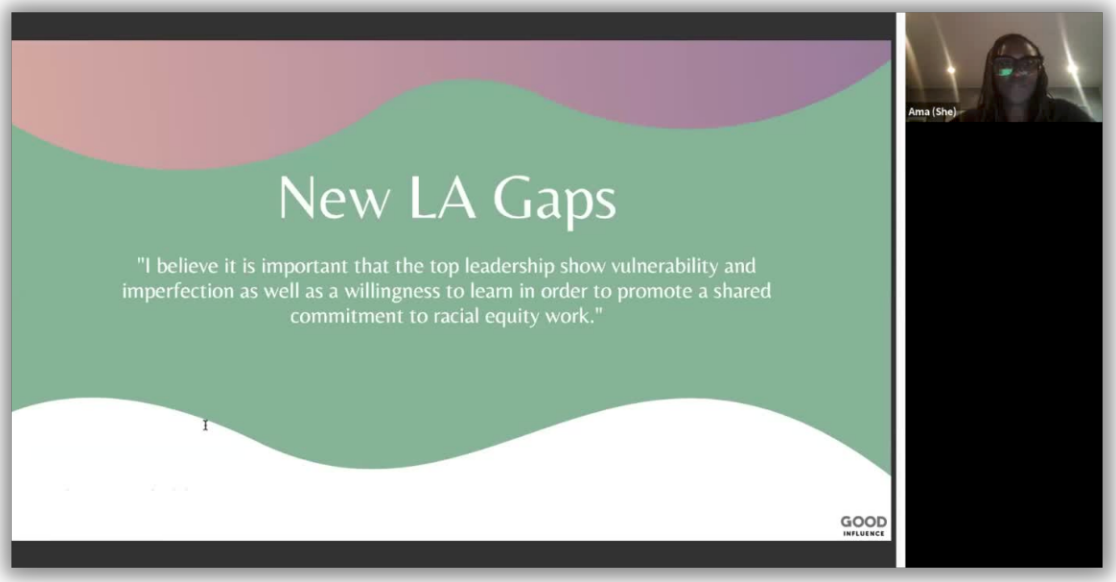
PERSPECTIVES

In this video, Britney Cooper discusses the history of oppressive power structures and the intersection of race and feminism. The Braintrust watched this video to reflect on what kind of rage might Black and Brown students be experiencing right now. Click the link to watch Brief But Spectacular: Brittney Cooper.



INSIGHTS & RESEARCH

Good Influence presented on the largest gaps in favorable responses across racial lines from the Staff Voices Survey, which was developed by the Braintrust and shared with all staff to learn about their experiences with racism and equity at New LA. In this video, we learned that there is a clear gap between white staff and BIPOC staff at New LA when it comes to comfortability speaking up and sharing opinions.



2 DISRUPTING & INTERRUPTING RACISM AND BIAS

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN MAY, 2023

SPECIFIC

Staff will identify and be aware of racism and racist systems in education and have the tools to feel confident disrupting and interrupting racism when they see it in their classrooms. To sustain our commitment to consistently becoming more equitable at New LA, all staff will use their coaching sessions and the Racial Healing Handbook as mechanisms for continued growth.

MEASURABLE

We will measure success by:

- Staff attendance at the Racial Healing Handbook working groups, which includes reflective journaling to exhibit progress learning about racism, participating in self-reflection, and examining moments of internalized racism and/or unconscious bias.
- Individual staff monthly self-assessments to measure confidence and frequency addressing areas of inequity and racism in the classroom. The self-assessment will be administered with password protected Google Forms and will be discussed during coaching sessions.
- Asking all teachers to develop an anti-racist learning goal with their coach at the beginning of the year. During each coaching session, the coach and staff will discuss progress and roadblocks encountered in pursuit of the self-directed and assessed goal. Given the individual and personal nature of this work, these assessments will require individual goal setting, monitoring, and reflection.

ACHIEVABLE

We will know we have achieved this goal when:

- All coaches report evidence of staff having clearly articulated a meaningful anti-racist learning goal.
- 90% of staff are participating in the Racial Healing Handbook working group, reporting an understanding of their own racial identity and how racism and white supremacy oppress students of color in education.
- Using the monthly self-assessment, staff see an increase in their own confidence and frequency addressing areas of inequity and racism in the classroom.

REALISTIC & TIME BOUND

Summer 2022

Tactic 1: We will begin providing coaching and professional development for admin on the best methods for advising, mentoring, and coaching staff members at New LA, with a specific focus on racism and equity (see Staff Goal 2, Tactic 3).

Tactic 2: New LA administrators will develop a protocol for coaching staff members, the protocol will be used to develop and track the progress of an anti-racist goal. Throughout the 2022-23 academic year, coaches will review and reflect on staff progress in partnership with staff members throughout the year.

- Coaching sessions and professional goals will also focus on ensuring the student responses to the "Who Am I" prompt are used in every classroom (See Student Goal 3, Tactic 2).

Tactic 3: New LA principals will form an ad hoc committee of three to four staff members who will work with the Principals and APs to establish a PD plan for implementing the Racial Healing Handbook in SY 2022-23. The committee will develop self-assessment tools for staff based on guidance from the Racial Healing Handbook.

First Semester of SY 2022-23

Tactic 4: We will launch quarterly Racial Healing Handbook PD sessions on anti-racist education using the PD plan developed by our committee.

Second Semester of SY 2022-23

Tactic 5: We will hire a DEIJ coordinator who will work with the ad hoc committee to adapt, improve, expand, and support this work.

INCLUSIVE & EQUITABLE

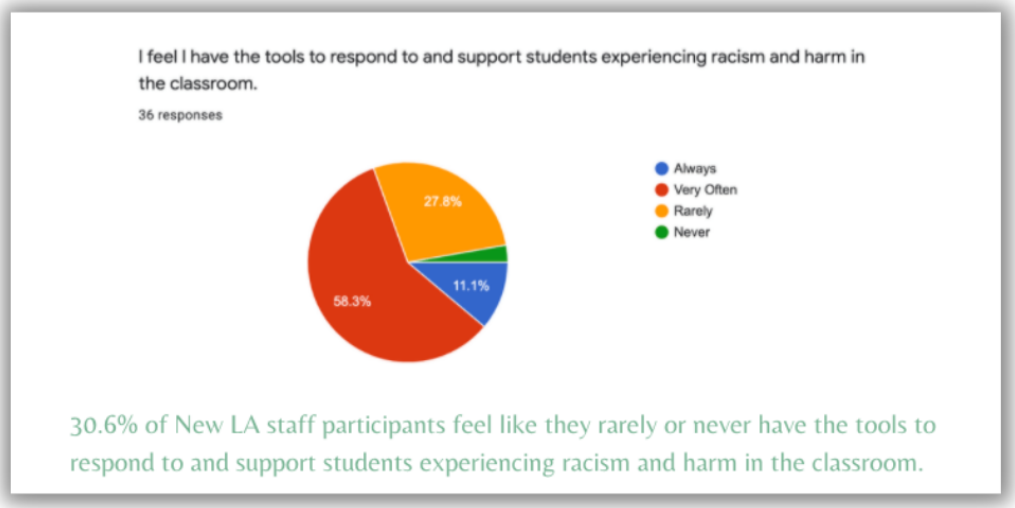
To foster greater inclusion, we will ensure that classified, operations, and support staff are given time to attend anti-racist book groups and staff PDs and committee meetings. We will also invest in classified staff having similar coaching structures to certificated staff, including setting anti-racist goals and receiving feedback from the DEIJ coordinator or their supervisor. **To support our commitment to equity,** a diverse group of faculty and staff will work with site leaders to develop the PD plan, facilitate the Racial Healing Handbook, tune the self-assessment Google Form.

2 DISRUPTING & INTERRUPTING RACISM AND BIAS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

INSIGHTS & RESEARCH

On the Staff Voices Survey, we asked staff if they feel like they have the tools to respond to and support students experiencing racism and harm in the classroom. We learned that 30.6% of New LA Staff survey participants feel like they rarely or never have the tools.



INSIGHTS & RESEARCH

On the Staff Voices Survey, we also heard staff opinions on traditions at New LA that may transmit inequity, racism, or bias. Here is what one of our staff members had to say:

"I believe that there are confusing student policies that do not respect teachers or a majority of students in the name of social or restorative justice. Often, racist policies and attitudes are cloaked under "cultural sensitivity" without understanding or getting feedback from the different cultures represented at New LA."

- NEW LA STAFF MEMBER

3 HIRING A DIVERSITY, EQUITY, INCLUSION, & JUSTICE COORDINATOR

THIS GOAL WILL BEGIN IN SEPT, 2022 AND END IN DEC, 2023

SPECIFIC

We will invest in our human resources by hiring a new team member whose purpose is to ensure New LA consistently expands our anti-racist culture. Our new team member, the DEIJ coordinator, will focus on fostering continued growth of our staff and ensuring all stakeholders are supported in their continued anti-racist and racial identity development.

MEASURABLE

We will measure success by:

- Hiring a DEIJ coordinator to monitor progress as part of their core role
- Hiring the DEIJ Coordinator using protocols developed by the hiring committee (See Staff Goal 2)

ACHIEVABLE

We will know we have achieved this goal when:

- We have a clear professional development program for staff that is ongoing and facilitated by our DEIJ coordinator
- We have a clear scope and sequence for our parent education program that is updated on a yearly basis.
- We have consistent curriculum design and community events that highlight our diverse community.

REALISTIC & TIME BOUND

First Semester of SY 2022-23

Tactic 1: We will:

- Review and adapt the budget for 2023-24 and beyond to include a DEIJ coordinator.
- Audit similar positions and job postings at other charter schools and develop a job description for the DEIJ coordinator.
- Share the job description with the hiring committee (See Staff Goal 2) for vetting based on our new DEI hiring protocols.
- Define the role in our organizational structure, decide who the DEIJ coordination will report to, who their support person will be, etc.

Second Semester of SY 2022-23

Tactic 2: We will hire a DEIJ coordinator using the methods laid out in Staff Goal 2.

First Semester of SY 2023-24

Tactic 3: We will work with the DEIJ coordinator to lay out a multi-year plan for the position's success. We will:

- Compose ongoing professional development trainings for staff on anti-racism and identity development.
- Develop a protocol and plan to facilitate monthly affinity groups for all staff, students, and caregivers.
- Support the development of two caregiver events focused on diversity and equity (See Staff Goal 1).
- Develop a protocol to coach teachers on culturally responsive/relevant curriculum development.
- Provide teacher support for social justice oriented projects and advisory (See Student Goal 3).
- Develop a quarterly counsel of students who will consider solutions for specific DEIJ issues at New LA (e.g., racial conflicts, gender identity, etc.).
- Oversee the implementation of this equity plan.
- Oversee family and community relations on diversity, equity, and inclusion at New LA.

INCLUSIVE & EQUITABLE

To foster greater inclusion, we will engage the hiring committee laid out in Staff Goal 1 to ensure that there are diverse staff members providing feedback on the job description, the expectations for the role, the hiring process, and sitting on the hiring committee itself. We will also include at least one parent and student in the hiring process. **To support our commitment to equity,** we will ensure there is a committee of staff members who will provide resources and thoughtfully support the DEIJ coordinator to ensure distributed leadership on all DEI work. We will also invest in a thoughtful and effective onboarding experience for this new role that enables our DEIJ Coordinator to learn about the people, context, traditions, and best practices at New LA before diving into the work.

3 HIRING A DIVERSITY, EQUITY, INCLUSION & JUSTICE COORDINATOR

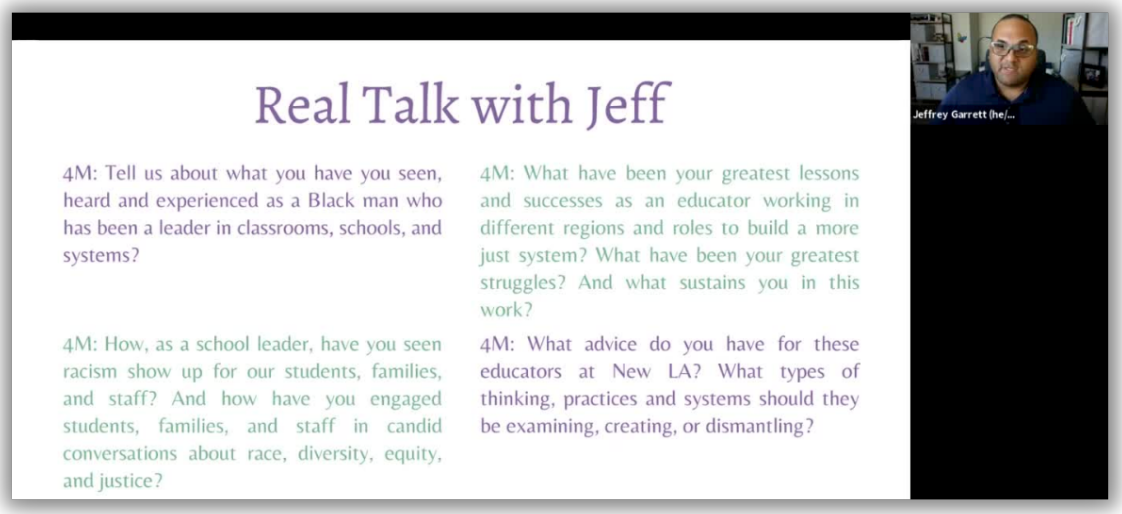
THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

PERSPECTIVES

We invited Jeffrey Garrett to speak with the Braintrust about dismantling racism. Garrett is the Senior Director of Leadership Development at the Partnership for Los Angeles Schools. He oversees professional learning for principals, assistant principals and instructional leadership teams in 18 schools, as well as the aspiring leader programs.

Garrett also hosts the podcast All of the Above: An Unstandardized Take on Education, where they tackle issues facing American schools today. Politicians and pundits have a lot to say about what today's schools should look like, but All of the Above is a unique place for real educators in the field to have their say.

In the video below, listen to Jeff's advice for educators at New LA when thinking about practices and systems they should be examining, dismantling, or creating.



Our Staff Goals MOCHA

MANAGER	**Executive Director**
OWNER	**Head of Schools:** Ensuring implementation with a focus on student services, life, wellbeing, culture, and community.
CONSULTANT	**Hiring Committee (BIPOC teaching staff but ops, para professionals, and TAs):** Tuning our hiring practices. **PD or Coaching for Our Leaders:** Setting goals around retention, ensuring our evaluation process is welcoming, supportive, and builds on professional growth. **Similar-Sized Schools:** Reviewing JDs, org structure, DEIJ coordinator role, etc. (Green Dot, KIPP, Equitas, Ednovate). Considering support from a search firm such as Offor. **Panorama Survey:** Method for collecting feedback. **Universities:** Method for hiring new and diverse teachers, particularly BIPOC students.
HELPER	**HR:** Providing perspective for hiring and staff retention. **Operations:** Responsible for review and posting JDs. **PLTs and HR:** Responsible for facilitating PDs, coaching and evaluation, leading the hiring process and hiring committee, and assisting Kate in making final determinations in hiring. Culture keepers on their campus, setting the tone, responsible for all communications to full staff and caregivers. Models of anti-racist leadership behavior. **Executive Director:** Managing finance, budget, board liaising, and advocacy to the board on the topic of expenses. **Head of Schools:** Overseeing all hiring, supporting the principals, and adapting the Panorama Survey. **In the absence of a DEIJ coordinator, Principals and APs will have an ad hoc committee of teachers and staff:** Planning PDs and Racial Healing Handbook learning sessions. Once we hire the DEIJ coordinator, the coordinator will lead that committee. **Organization Completing Compensation Study:** Conducting a complete compensation study of our organization's pay scales/pay rates.
APPROVER	**Head of Schools & Principals**

Our Caregiver SMARTIE Goals



1

STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

We will improve communication and connection between caregivers and staff by ensuring caregivers understand our schools' vision, mission, and policies.

2

USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

We will clearly define and implement PBIS (Positive Behavior Interventions and Supports) with a specific focus on restorative practices to address behavioral incidents and interrupt the school to prison pipeline.

3

ADAPTING THE BULLYING PREVENTION PROGRAM

We will adapt our recently established bullying prevention pilot program at New LA to reflect strong input from caregivers and students.

4

ENSURING SAFE SPACES FOR ALL

We will create a campus that feels safe for all New LA students regardless of their gender, race, or sexual orientation.

1 STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN AUG, 2024

SPECIFIC

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

MEASURABLE

We will measure success by:

- Tracking parent participation in school events. We will use the data to conduct outreach and collect feedback from caregivers who do not attend school events so we can adapt to their needs.
- Tracking caregivers, specifically non-English speaking caregivers, participation in school events and surveys.
- Using the Panorama caregiver survey to further explore if caregivers feel engaged with, connected to, and welcomed at New LA. We will look specifically at survey questions that address communication with the school, and consider the cultural competency and accessibility of our current school communications and events.
- Using the Panorama staff survey to collect data on how connected teachers feel to caregivers and what tools they need to improve connection and communication.

ACHIEVABLE

We will know we have achieved this goal for caregivers when:

- On the Panorama survey, 95% of caregivers report that New LA 'meets expectations' for clear and effective communication and 80% agree or strongly agree that our current communications and events are accessible and meet their linguistic and cultural needs.
- 90% of caregivers participate in at least one event over the course of an academic year.
- More than 50% of caregivers respond to the Panorama survey, and our response rate from non-English speaking caregivers meets or exceeds this overall rate.

We will know we have achieved this goal for staff when:

- All staff report connecting with caregivers through outreach such as a monthly emails or weekly texts.
- On the Panorama Survey, 80+% of staff report having the tools to communicate or can seek support to improve communication with caregivers.

REALISTIC & TIME BOUND

Second Semester of SY 2021-22

Tactic 1: Using a short survey, we will gather feedback from teachers and caregivers about their experiences with past events and their desires for upcoming events in the 2022-23 school year.

Summer 2022

Tactic 2: We will plan an event list for the upcoming school year, which will include coffee with the principal, volunteer opportunities on campus, family engagement nights such as books and pajamas, PFL nights, coding night, the FACTOR program (a parent education program for supporting parents with home school connection and navigating the school system), and Community nights.

First Semester of SY 2022-23

Tactic 3: In the 'beginning of school paperwork', we will survey parents about their preferred methods for communication and translation, as well as their availability and interest in upcoming events.

Tactic 4: We will develop a committee of multilingual parents to:

- Act as class representatives (New LA will delineate responsibilities and provide technical training so representatives can lead caregiver to caregiver communication via phone tree, text tree, Remind, etc.).
- Assign representatives the responsibility of connecting with caregivers who share their language.

We will also leverage class representatives, Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and the Parent Engagement Group to gather feedback about school/caregiver communication and address any barriers. We will ensure that this is embedded in all committee and council agendas.

SY 2022-23

Tactic 5: By the end of SY 2022-23, we will complete a number of housekeeping tasks to prepare for SY 2023-24.

- Audit translation equipment before in-person meetings and during large group sessions to ensure equipment and services are accessible and effective. We will make adequate time for caregiver questions during presentations by providing time to speak as well as ask questions anonymously by turning them in written format into the speaker during the Q&A.
- Audit and reimplement the Family Contract addressing cultural responsiveness and appropriate language.
- Ensure that open house materials clearly explain New LA's mission pillars, especially as they relate to conversations about race, diversity, and equity in the school and in the world. Globally, we will audit and ensure that all of our communications are connected to our mission pillars.
- Explore options for providing translation (written and oral) for ALL parents, including those who speak languages other than English and Spanish (e.g., Farsi, Amharic, etc.).

SY 2023-24

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

INCLUSIVE & EQUITABLE

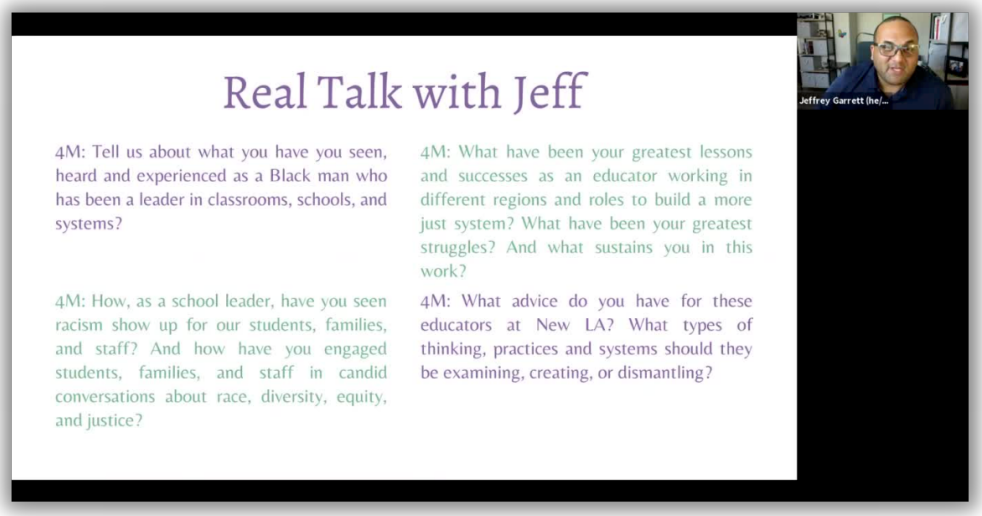
To foster greater inclusion, we will ensure that clear opportunities for communication and participation are provided to caregivers who are typically less vocal in surveys or meetings by providing services in various languages and having one-on-one conversations to learn more about their needs. **To support our commitment to equity,** we will translate materials and provide translational tools for our non-English and non-Spanish speaking caregivers, specifically those who speak Farsi, Amharic, Japanese etc. We will use parent survey results to audit and ensure we are using a variety of tools for reaching parents who may not read and/or use technology often, those tools will include consistent use of One Call (robocall), physical flyers through the Home Connection & Friday Folder, Zoom and in-house meetings, and working translation equipment. We will also ensure that all students feel comfortable providing feedback about communication and events by normalizing the request for confidential feedback and transparently sharing what the feedback will be used to accomplish.

1 STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

PERSPECTIVES

We invited Jeffrey Garrett to speak with the Braintrust about dismantling racism in our schools. In this video, listen to Garrett speak about the lessons he's learned from families' and caregivers' experiences create schools that are not institutions of oppression



INSIGHTS & RESEARCH

Good Influence presented out the largest grows shared by staff at New LA, as a reminder, the grows are the least favorable results from the Staff Voices Survey. In this video, One big takeaway was that 52.8% of New LA Staff survey participants feel like they rarely or never have the time and place to understand and connect with students' caregivers.



2 USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

THIS GOAL WILL BEGIN IN APRIL, 2022 AND END IN JUNE, 2023

SPECIFIC

We will clearly define and implement PBIS (Positive Behavior Interventions and Supports) with a specific focus on restorative practices to address behavioral incidents and interrupt the school to prison pipeline. We will continue to partner with programs such as Los Angeles County of Education PBIS (LACOE) and the LA Institute for Restorative Practices (LAIRP) to help shape best practices for staff, students, and caregivers. We will invest in improving our caregivers' understanding and buy-in of restorative justice (RJ) as a means to imbed justice, equity, and inclusion in our behavioral management system. Ultimately, our goal is to allow our community to feel heard and supported when situations arise.

MEASURABLE

We will measure success by:

- Tracking discipline incidents using our SIS system to identify how behavior incidents are addressed (circle, call home, reflection, suspension) and ensure they are addressed using RJ practices
- Auditing and refining our SIS system to ensure our team is accurately and consistently reporting how incidents are addressed
- Ensuring the majority of stakeholders report (on the Panorama Survey) positive feelings about school climate, an understanding of our restorative justice practices and how we address behavior incidents
- Increasing positive response rates on Staff Google Surveys that are shared after all restorative justice professional development trainings

ACHIEVABLE

We will know we have achieved this goal when:

- 70% of caregivers, students, and staff demonstrate a clear understanding of what restorative justice means at New LA through post-presentation survey data (See Student Goal 2, Tactic 3).
- On the Panorama Survey, caregivers and students report that restorative practices are implemented with consistency and fairness. Sample questions might include:
  - Scale: If you were involved in a discipline related incident this year, restorative practices were implemented.
  - If you were involved in a discipline related incident this year, did you feel the school handled the incident with consistency and fairness?
- All caregivers of students involved in an incident are contacted and included in follow up conversations to ensure their voices are heard.
- Suspension rates at each school remain less than the district average.
- Admin regularly reviews discipline referrals, the category of offense, who is submitting the discipline referrals, and who is being referred to ensure we are responding appropriately to all disciplinary measures.

REALISTIC & TIME BOUND

Summer 2022

Tactic 1: ES and MS leaders will meet to share current practices around PBIS and Restorative Justice on their respective campuses.

First Semester of SY 2022-23

Tactic 2: ES and MS leadership will engage in PD around restorative practices from both internal and external sources. Leadership will develop and meet to review and discuss individual definitions and protocols for responding to discipline incidents and set up quarterly check-ins to align on, discuss, and share resources and recommendations for restorative justice and PBIS implementation.

Tactic 3: We will share our definitions and protocols for restorative justice with staff and caregivers for feedback by using surveys and in-person sharing protocols. The protocol and definitions will include, for example, Restorative Justice Circle s and the purpose and protocol for 1:1 conferences between those involved in the incident.

Tactic 4: We will also solicit feedback from our family engagement committee through a dialogue about our restorative practices to tune them for equity, fairness, and mission alignment.

Second Semester of SY 2022-23

Tactic 5: We will share our definitions with the entire New LA community. Every year, we will share these definitions across the community at the start of the school year.

Annually in the Spring

Tactic 6: New LA caregivers will take the Panorama Education Survey to provide data around school climate and school safety and we will adapt our definitions of and protocol for restorative justice according to their feedback.

INCLUSIVE & EQUITABLE

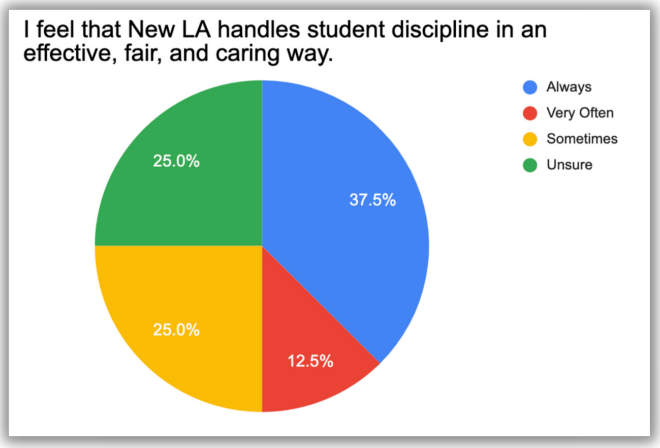
To foster greater inclusion, we will specifically solicit feedback through one-on-one conversations about our restorative justice protocols and definitions from marginalized groups like Black students and caregivers, students with disabilities, and caregivers who speak languages other than English. **To support our commitment to equity,** we will ensure that there is regular cross-campus conversation and learning about the implementation of RJ practices. We will also ensure this goal is clear and achievable for both schools as the MS is further along in RJ implementation than the ES.

2 USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

INSIGHTS & RESEARCH

In a focus groups with caregivers about safety, inclusion, and equity, we learned that 50% of focus group participants are unsure or only sometimes feel that New LA handles student discipline in an effective, fair, and caring way. Here is what one of our caregivers had to say:

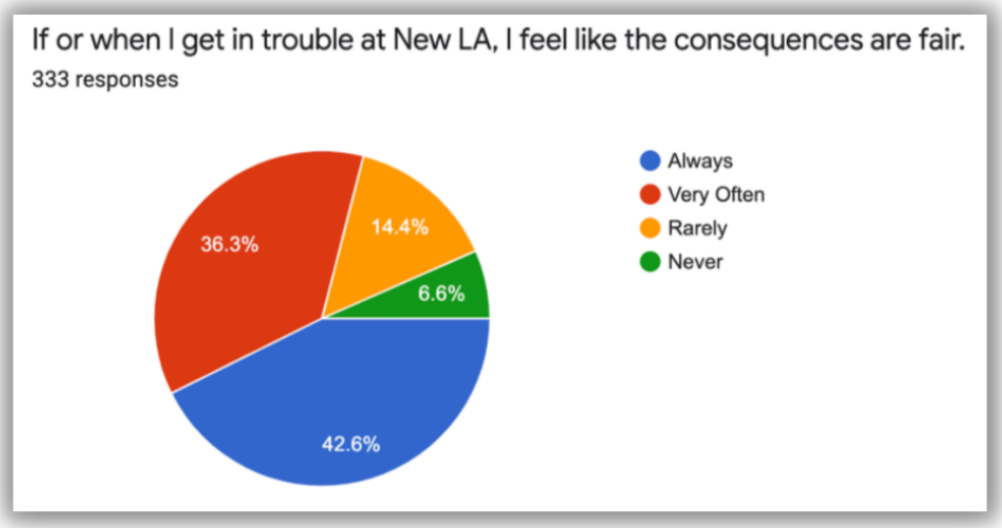


"New LA staff claims to preach restorative practice, and their heart is in the right place, but they don't know how to go about having these conversations. You have to be careful when dealing with these things. For example, during a repair, staff should first meet with parents individually and come to an understanding, and then somewhere down the line, the two families and staff can meet together."

- NEW LA CAREGIVER

INSIGHTS & RESEARCH

In our Student Voices Survey, we learned that 21% of New LA student survey participants rarely or never feel like the consequences are fair if or when they get in trouble at school.



3 ADAPTING THE BULLYING PREVENTION PROGRAM

THIS GOAL WILL BEGIN IN SEPT, 2022 AND END IN DEC, 2023

SPECIFIC

We will adapt our recently established bullying prevention pilot program at New LA to reflect strong input from caregivers and students. Our goal is to strengthen the existing program by adding a group of students and caregivers to our Bully Prevention Committee and implementing shifts and pivots based on their input.

MEASURABLE

We will measure success by:

- Consistently seeing improved annual student data on the OBQ (Olweus Bullying Questionnaire) in areas such as the number of students who bully, students who were bullied, and students who are feeling afraid about being bullied
- Our data reports showing a clear decline in bullying-related incidents, which are happening no more than 2-3 times per month based on survey records
- Students self-reporting (via interviews) that their concerns about bullying are being addressed adequately and they feel safer at New LA

ACHIEVABLE

While we expect to see an increase in the reporting of bullying due to more bullying prevention education, in the next three years, we will know we have achieved our goals when:

- We reduce the number of bullying incident reports by 20% across both New LA schools.
- We recruit caregivers and students to participate in and be part of our bullying prevention council--we commit to 5% of the committee being made up of students and/or caregivers.
- We see positive student comments on our OBQ survey that show increased awareness of bullying prevention mindsets and behaviors.

REALISTIC & TIME BOUND

First Semester of SY 2022-23

Tactic 1: Administrators will conduct follow up interviews with students and caregivers who report experiencing bullying most often to collect data about their concerns.

Tactic 2: We will develop effective materials to recruit a group of students and caregivers, especially those who have reported and experienced bullying to be on the BPCC (Bullying Prevention Coordinating Committee), ultimately 5% of the committee will be made up of students and/or caregivers. The new committee will be tasked with:

- Analyzing the anonymous data from the OBQ survey and sharing the results with the New LA community
- Designing lessons, team and cultures building activities, and methods for addressing incidents of bullying to be shared with teachers
- Promoting the program among staff and caregivers to ensure bullying prevention is being addressed across the community
- Recommending programming for staff PDs and trainings

Tactic 3: The BPCC will develop a system for students to suggest topics of discussion pertaining to bullying prevention, school culture and climate for monthly grade-level town meetings or in their class circles (i.e. suggestion box or Google Form in Google Classroom).

First Semester of SY 2023-24

Tactic 4: We will have follow-up conversations with the students and their caregivers who report and engage in bullying to see if they feel heard and like safety and care are being prioritized after the implementation of our tactics in SY 2022-23. This will help us assess progress.

Annually in the Spring

Tactic 5: All New LA students, staff, and caregivers will also take the Panorama Education Survey to provide data around school safety. We will review the data at summer professional development, share an overview with the committee, and together, on a yearly basis, the committee will adapt the bullying prevention program accordingly.

INCLUSIVE & EQUITABLE

To foster greater inclusion, we will conduct targeted outreach to members of our community who have not historically participated in surveys to increase Panorama survey participation. **To support our commitment to equity,** we will focus on recruiting families, mothers, fathers, grandparents, and students who are not part of the dominant/majority groups, with a focus on our Black, Asian, and LGBTQ+ students and caregivers.

3 ADAPTING THE BULLYING PREVENTION PROGRAM

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

PERSPECTIVES

As the Braintrust prepared to hear feedback from the community, to remind ourselves of the importance of giving and hearing brutally honest feedback, we turned to Luvvie Ajayi Jones for some "real talk" about keeping it real. In this bright, uplifting talk, Ajayi Jones shares three questions to ask yourself if you're teetering on the edge of speaking up or quieting down--and encourages all of us to get a little more comfortable with being uncomfortable. Click here to watch Get Comfortable With Being Uncomfortable.



INSIGHTS & RESEARCH

In a caregiver focus group, we asked caregivers to tell us about their opinions on how New LA addresses and communicates about bullying on campus. Here is what one of our caregivers had to say:

"If my son misbehaves, even if another kid does something, it seems to always be his fault. I feel he's now labeled. Similarly, when something happens with my daughter, she tells me that they don't look into what happened. Pre-pandemic, I could go and see for myself, but now, all I know is what my daughter tells me and sometimes I learn more when the school gets in touch with me. Mostly, I feel blind because I don't know what's going on."

- NEW LA CAREGIVER

4 ENSURING SAFE SPACES FOR ALL

THIS GOAL WILL BEGIN IN JULY, 2022 AND END IN MAY, 2024

SPECIFIC

We will create a campus that feels safe for all New LA students regardless of their gender, race, or sexual orientation. We want to ensure that both students who identify as LGBTQ+, and those who do not, feel safe at New LA. We will begin this process by implementing programming and elements from a program such as the Safe Space Program to focus on inclusion for LGBTQ+ youth. We want caregivers to feel that their children are safe and accepted for who they are at New LA.

MEASURABLE

We will measure success by:

- Using survey data from the Panorama Caregiver Survey to measure feelings of safety on campus for all students, especially those who identify as LGBTQ+
- Increasing family participation on the survey to ensure we are getting a wider and more diverse sample of responses

ACHIEVABLE

We will know we have achieved this goal when:

- 50% of parents are sharing their voice on our annual Panorama Survey.
- 90% (currently at 88%) or more of the caregivers respond favorably about school safety on the annual Panorama Survey.
- We have a partnership with a key organization that can work with students, caregivers, and staff around issues of LGBTQ+ inclusion.
- We maintain strong relationships with parents whose students are part of the LGBTQ+ community and might be a good resource for parents whose children newly and openly identify as LGBTQ+.

REALISTIC & TIME BOUND

Summer 2022

Tactic 1: We will audit and identify communications “Dos” and “Don’ts” to ensure we are using inclusive language in our family communications.

SY 2022-23

Tactic 2: We will increase caregiver participation to 50% or above in our annual Panorama Survey by creating student incentives for getting their parents to complete the survey.

Tactic 3: We will add a question to the school safety section of the Panorama Survey to gauge feelings of safety for students and families identifying as LGBTQ+.

- Sample: If you or your child identifies as LGBTQ+, do you feel the school is welcoming and safe for your family?

Summer 2023

Tactic 4: We will have established a partnership with an organization that supports schools' work on LGBTQ+ inclusion for students, caregivers, and staff. We will look for an organization with ties to the community and that can connect in particular with BIPOC students and families.

SY 2023-24

Tactic 5: We will increase attendance of weekly Queer Club meetings and participation in events by those who identify as LGBTQ+ and allies.

- We will share this goal with Queer Club and BSU to gain insight into what students need to feel safe and included at New LA (i.e., at the start of SY 2022-23 we will set intentions for what their role will be in making the campus feel inclusive).

INCLUSIVE & EQUITABLE

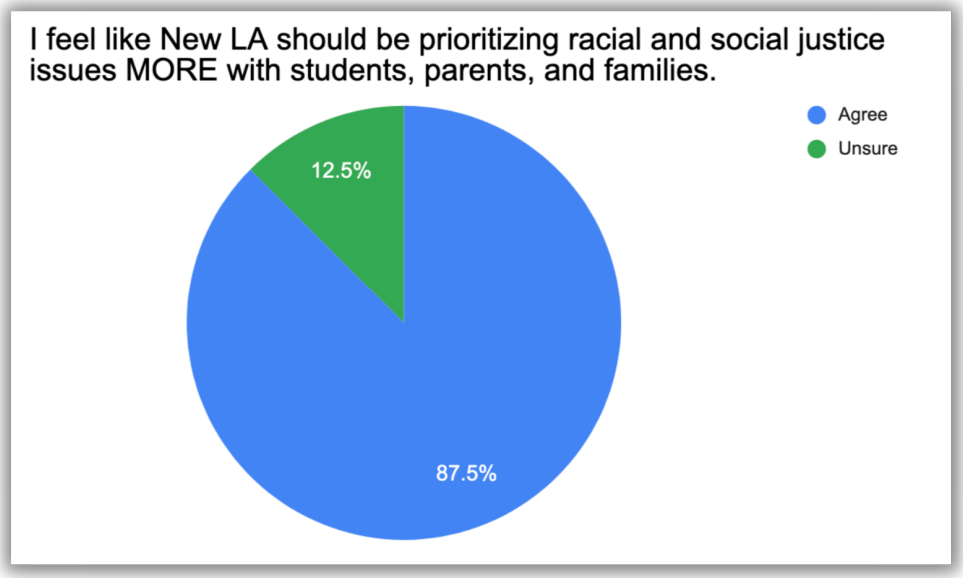
To foster greater inclusion, we will learn from and co-create best practices with students who identify as LGBTQ+. For example, we will ask Queer Club members what more we could do to make our school more inclusive and safe for them based on their individual experiences. **To support our commitment to equity,** we will ensure that elements of our LGBTQ+ programs are shared across our school community (i.e. posters, curriculum in advisory, events, etc.). Our communications will be audited and adjusted to remove heteronormative and exclusionary language.

4 ENSURING SAFE SPACES FOR ALL

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

INSIGHTS & RESEARCH

In a focus group, we spoke with caregivers about racial and social justice at New LA, and we learned that 87.5% of New LA family focus group participants feel that New LA should be prioritizing racial and social justice issues MORE with students, parents, and caregivers.



INSIGHTS & RESEARCH

In one focus groups, we asked caregivers to share more about their opinions on social justice and activism. Here is what one of our caregivers had to say:

"I definitely want more open conversations regarding social justice. We're living during times where you can't hide certain information from children. New LA is doing a great job. For example, my son stood up to a kid who was bullying someone else and he let me know. He's being given the voice to act."

-NEW LA CAREGIVER

Our Caregiver Goals MOCHA

MANAGER

Head of Schools

OWNER

Principals: Responsible for communicating with families in an equitable fashion that promotes engagement and a trust between New LA and the families we serve. Leading the family engagement and ELAC committees.

CONSULTANT

Assistant Principals: Leading and supporting the bully prevention committee and promote parent participation in this committee and other inclusion initiatives in order to create a safe campus for all students. Support the planning/implementation of school safety and positive culture initiatives.
Parents of Historically Marginalized Students: Engaging in clubs and activities, especially those who are not part of the dominant racial groups.
School Administrators: Supporting coordination of initiatives and programs.
Board Members: Supporting initiatives either through providing ideas and/or funding to ensure their success.
Students: Providing input on feelings of safety and acceptance at school and feedback on the effectiveness of safety and positive culture initiatives.
Partner Organization (with ties to the community): Supporting schools' work on LGBTQ+ inclusion for students, caregivers, and staff.

HELPER

Staff Club Leaders: Supporting student groups (i.e. Queer Club, Upstanders, and Black Student Union) with coordinating activities and actions aimed to improve campus safety and acceptance.
Principals: Supporting development and implementation of new methods for improving parent communication.
Assistant Principals: Leading restorative justice, responding to racism and bullying, building a culture of acceptance and inclusion, and hosting community discussions, town meetings, and celebrations and rituals for culture building. Supporting curriculum development.
Staff: Routinely implementing restorative practices in the classrooms and lessons from our programs like Olweus Bully Prevention, LAIRP, etc.
Support Staff: Identifying and responding to student needs immediately as they are on the frontline. Principals and APs should be empowering support staff who are representative of our student body demographically, tend to be younger, and students gravitate to them to be most available to intervene immediately.
Committee of Multilingual Parents: Acting as class representatives and supporting communication with non-English & non-Spanish speaking caregivers.

APPROVER

Head of Schools & Principals

Five Tips for Implementation

1

FOCUS ON THE OUTCOMES & BE FLEXIBLE IN YOUR TACTICS AND EXECUTION

Your tactics and timelines may evolve as new challenges, information, and perspectives emerge. Be implementors and adaptive learners by focusing on your destination and being flexible about the path to get there.

2

IMBED THIS PLAN IN YOUR PEOPLE, SYSTEMS, & OPERATIONS

This plan should live in your individual performance goals, professional development plans, school calendars, advisory clubs, etc. Identify all the places, based on your tactics, where elements of this plan need to be operationalized. Remember, these goals should live in people and places, not on pages.

3

PROMOTE THIS PLAN BROADLY & HAVE ONBOARDING EXPERIENCES FOR YOUR STAKEHOLDERS

Identify all the ways to share the plan (and the process that defined this plan) with your current and future community, staff, students, families, caregivers, and your most critical partners! Find all the school systems and rituals that can be leveraged to promote this plan.

4

IDENTIFY POINTS OF CONVERGENCE & COLLABORATION

This plan leans on surveys, conversation protocols, professional development, and committees that will drive and steer your tactics. Think intentionally about roles, decision-making, and how people and systems work efficiently and effectively.

5

STEP BACK, REFLECT, AND COURSE CORRECT

This plan is a living roadmap that will evolve over time. You will need to first implement, then assess, and then continue to course correct. For this reason, carving out time to step back, reflect on what you're learning, and course correct at least twice per school year is perhaps one of the most important ways to make this plan responsive and relevant.

Our Hopes for Our Stakeholders

After four months working together, we shared our hopes for how this work will support and empower all of our New LA community members. Click the thumbnail below to watch our Braintrust members share their hopes.



"I hope this work supports and empowers you to become future leaders and fosters your ability to take charge in changing systemic racial injustice."

- Jose Campos, Teacher's Assistant

"I hope this work supports and empowers you to be vulnerable as we continue on this collective journey and accept that this work will take time, but we will never stop working towards a community or racial justice and support for all members."

- Kate O'Brien, Head of Schools

"I hope this work supports and empowers you to connect with our staff and connect with our schools in a way that feels authentic and safe for you. We hope our efforts will lead to a trust relationship between your family and the New LA community."

- Terrence Wright, Assistant Principal

Our Collected Resources

OUR REPORTS & CHEATSHEETS

Student Survey & Focus Group Report
Student Survey & Focus Group Cheatsheet
K-4th Grade Focus Group Drawings

Staff Survey Report
Staff Survey Cheatsheet

Caregiver Focus Group Report
Caregiver Focus Group Cheatsheet

OUR SESSION RECORDINGS & DECKS

Braintrust Session Decks Folder
Braintrust Session Recordings Folder

OUR PRE-WORK DOCUMENTS

All of the Above: An Unstandardized Take on Education
Raise Up - Student Slam Poets from LA
Luvvie Ajayi Jones: Get Comfortable With Being Uncomfortable
Brief But Spectacular: Brittney Cooper
GIC Collected Definitions of Racism
SMARTIE Goal Worksheet 1
SMARTIE Goal Worksheet 2
MOCHA Worksheet

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Amy Barrientos, Caregiver
Gabrielle Brayton, Middle School Principal
Jose Campos, Teacher's Assistant
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Susan Nickerson, Board of Directors
Ama Nyamekye, GIC Lead Consultant
Kate O'Brien, Head of School
Brooke Rios, Executive Director
Campbell Silverstein, GIC Creative & Operations
Jennifer Skibba, 7th Grade Math Teacher
Rosetta Thomas, Caregiver
Terrence Wright, Middle School Assistant Principal

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

Current Enrollment
195

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

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

MIDDLE SCHOOL

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

Current Enrollment
318

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

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

NATIONAL SCHOOL LUNCH PROGRAM

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2021-2022 SCHOOL YEAR
FOR

NEW LOS ANGELES CHARTER ELEMENTARY - 7581
Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

***** Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.

Charter School Name:	**New Los Angeles Charter Elementary**			**Location Code:**	**7581**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
5421 Obama Road		**Los Angeles**	**90016**	**323-556-9500**	**323-556-9887**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2021 to June 30, 2026			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Below by 304**	
196	**500**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 60.8%**	
K-5	**K-5**				
Norm Enrollment Number:	**191**				
Total Number of Staff Members:	**29**	**Certificated:**	**16**	**Classified:**	**13**
Charter School's Leadership Team Members:	**Jenna Rosenberg, Principal; Jessica Fox, Assistant Principal**				
Charter School's Contact for Special Education:	**Terri Kessler, Director of Special Education**		**SELPA & Option:**	**LAUSD SELPA; Option 3**	
CSD Assigned Administrator:	**Erik Elward, Specialist**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**Kate O'Brien, Head of Schools**				
Oversight Visit Date(s):	**February 22, 2022**		**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**Yes, Prop. 39.**		**LAUSD Co-Location Campus(es) (if applicable):**	**Baldwin Hills Elementary**	
			Date of Co-Location meeting with Operations Team:	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: **(if a TCO, please note expiration date)**	**N/A**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**N/A**	

[1] AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**No Rating**	**3**	**4**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	**RATING***
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) – The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership. The school provided evidence of school committees, in agendas and minutes, for the English Learner Advisory Committee (ELAC), the Audit Committee, and the Compensation Committee. In addition, a performance review evaluation system for the Executive Director, who reports to the Governing Board, was provided. New Los Angeles Charter Elementary is listed per the school's charter under the responsibility of the Executive Director and the New Los Angeles Charter Schools Board of Directors.

- G2: BROWN ACT – The Governing Board complies with all material provisions of the Brown Act. As evidenced in the provided documentation, the Governing Board holds meetings according to its meeting calendar and posting of meeting agendas is aligned with the public access protocols stated in the Brown Act open meetings law. There is evidence of accommodations and accessibility via teleconference and use of a virtual meeting platform ("Zoom") for public participation. There is evidence of Brown Act training for Governing Board members in September 2021.

- G3: DUE PROCESS – The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. As evidenced in the 2021-2022 Family Handbook, there are systems for Uniform Complaint Procedures ("UCP") and non-UCP complaint procedures, which are accessible to parents and stakeholders on the school's website. The school has processes for employee grievances and due process as outlined in the 2021-2022 Employee Handbook for New Los Angeles Charter Schools.

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE*: If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g., CEO or principal), a charter school shall receive a rating of 1 in this category.**

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes, and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☒ Compliance with E.C. 47604.1 **(B1.8b)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - QUALITY INDICATOR #3

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: **(B1.4)** ☐ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) ☐ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) ☐ CA School Dashboard Conditions and Climate Indicator (Suspension Rate) ☒ Attendance rate ☒ Internal assessment data ☒ Enrollment data ☐ Staffing data (retention, turnover, certification, etc.) ☒ Board meeting calendar **(B1.5)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14a)** ☒ Board member training documentation (roles, responsibilities, etc.) **(B1.14b)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G5: FISCAL CONDITION - QUALITY INDICATOR #5

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current independent audit report***** ☐ The school is fiscally weak or unstable******, net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division***** ☐ The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division***** *****Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.). ******For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	**RATING***
Summary of School Performance**	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress
See **notes below.

Areas Noted for Further Growth and/or Improvement

- A11: ENGLISH LEARNER RECLASSIFICATION – The school reclassifies English Learners at a rate lower than the state average.
    - The school's 2020-2021 reclassification rate is 1.2% compared to the state average of 6.9%. In order to improve the school's reclassification rate, school leadership shared that the school has established partnerships with two external partners, *Ensemble Learning* and *The Good Word Group*, to support teachers and staff in implementing standards aligned with designated English Language Development (ELD) instruction as well as integrated ELD instruction. School leadership also shared instructional coaching for teachers is provided by the school's Reading Specialist and Dean of Instruction to support effective instructional strategies for English Learners. The stated school's goal is to improve the reclassification rate from 1.2% in 2020-2021 to 9.0% in 2021-2022.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator *A11: English Learner Reclassification* below is scored based on the 2020-2021 reclassification data.

A11- The school's reclassification criteria are as follows:

- Overall English Proficiency Level of 4 on the ELPAC

- Comparison of Performance of Basic Skills: (TK-2)- end of year MAP scores in the yellow band (41st percentile) or higher or Benchmark or above on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS); (3-5) end of year MAP scores in the yellow band (41st percentile) or higher or CAASPP scores in the nearly met, met, or exceeded standard or Benchmark of above on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Teacher Evaluation as demonstrated by: a guided reading level (GRL) within two (2) levels of the expected benchmark for the grade at point in time; EMAD scores in ELA section averaging M; informal teacher observation and consultation
- Parent Consultation

English Learners: The school's 2020-2021 At-Risk percentage is 23.7%, which is higher than the state at 10.1%, and the Long-Term English Learner rate is 0.0%, which is lower than the state at 17.1%.

NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is Blue ☐ The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard ELA Indicator color is Red ☒ Not Available - No color assigned for the ELA Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is Blue ☐ The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard Math Indicator color is Red ☒ Not Available - No color assigned for the Math Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELPI color is Blue ☐ The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard ELPI color is Red ☒ Not Available - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is Blue ☐ The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard CCI color is Red ☐ Not Available - No color assigned for the CCI on the Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red ☒ Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is Blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange ☐ The schoolwide Dashboard Suspension Rate Indicator color is Red ☒ Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is Blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Graduation Rate Indicator color is Red ☐ Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Not Available - No assessment of performance for this indicator ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☒ The school reclassifies English Learners at a rate lower than the state average ☐ The school did not reclassify any of its English Learners ☐ Not Available - The school did not have any English Learners ☐ Not Applicable - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☒ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☒ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☒ Rate of "**At Risk**" ELs in comparison to the state average ☒ Higher ☐ Same ☐ Lower **(Additional info within "Notes" section above)** ☒ Rate of "**LTELs**" in comparison to the state average ☐ Higher ☐ Same ☒ Lower **(Additional info within "Notes" section above)**

A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (https://www.cde.ca.gov/sp/ch/verifdata.asp). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

☐ Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn	☐ FastBridge by Illuminate	☐ RAPID by Lexia Learning
☐ California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school)	☒ iReady by Curriculum Associates	☐ Reading Inventory by Houghton Mifflin Harcourt
☐ Diagnostic Online Reading Assessment (DORA) by Let's Go Learn	☐ Math Inventory by Houghton Mifflin Harcourt	☐ SAT Suite by College Board
☐ easyCBM by Riverside Insights	☐ mCLASS by Amplify	☐ Star Assessments by Renaissance
☐ ELPAC by Educational Testing Service	☐ Measures of Academic Progress by NWEA	☐ The school is not using a state approved verified data (see Verified Data Notes below):

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady Reading (ELA)	TK-5	☒ Met ☐ Not Met	Three (3) times each year
2. iReady Math (Math)	TK-5	☒ Met ☐ Not Met	Three (3) times each year

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

- **N/A**

The charter school disaggregated student performance data for the subgroups: ☒ Yes ☐ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

☐ American Indian or Alaska Native
☐ Asian
☒ Black or African American
☒ English Learner
☐ Filipino
☐ Foster Youth
☐ Homeless
☒ Latino
☐ Native Hawaiian or Pacific Islander
☒ Socioeconomically Disadvantaged
☒ Students with Disabilities
☐ Two or More Races
☐ White

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

- School leadership shared the iReady ELA and iReady Math assessment protocols for test administration were followed and completed as intended by the publisher for in-person administration.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
☒ Yes ☐ No

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion… equal to similar peers." The school is using the following data source(s):

☐ California Department of Education DataQuest College-Going Rate

☐ National Student Clearinghouse Student Tracker

☐ University of California Undergraduate Graduation Rates

☐ California State University Enrollment Dashboard Student Origin

☐ University of California Admissions by School Source

☐ The school is not using a state identified data sources (see Verified Data Notes below):

☐ Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No
The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

None.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

N/A

LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.		
All requested template information and descriptions were provided:		**Sources of Evidence**
	☒ LCFF Budget Overview for Parents ☒ Annual Update for the 2019-202 LCAP Year ☒ Annual Update for the 2020-2021 Learning Continuity and Attendance Plan ☒ 2021-2024 Plan Summary ☒ Stakeholder Engagement ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Expenditures Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**
Notes:		
N/A		

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

- O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE – The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights. School leadership provided evidence of staff professional development aligned to supporting a strong school climate such as mindfulness to help students regulate their emotions. Classroom observations provided evidence of implementation of classroom systems to support positive student behaviors.

- O7: PROFESSIONAL DEVELOPMENT – The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. As evidenced in classroom observations, the school is implementing the areas of instructional focus detailed in the provided documentation. School leadership shared Social Emotional Learning ("SEL") and supports are a strong focus of the school given the return of students to in-person learning after distance learning as a result of the COVID-19 pandemic. In addition, during classroom observations, there was evidence of the teachers and staff providing small group academic supports targeting student needs in reading and mathematics as outlined in provided documentation.

- O11: CLEARANCES AND CREDENTIALING COMPLIANCE – The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times. School leadership provided evidence of certificated employees being appropriately credentialed and assigned. School employees completed all mandated trainings within statutory timelines and have current TB clearances.

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

NOTE:

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
  (**Note**: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Student immunization **(B3.2b)** ☒ Health screening **(B3.2b)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☐ AED (schools with an interscholastic athletic program) **(B3.2e)** ☐ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.2f)** ☒ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1g)** ☐ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☒ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	☒ Documentation of emergency drills and training **(B3.1c)** ☒ Provision and location of onsite emergency supplies **(B3.1b)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.5)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.5)** ☒ Pupil Suicide Prevention and Awareness Training **(B3.1f, g and B3A.5)** ☒ Epi-pen and training **(B3.2c)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* ("ESSA Grid") **(B3A.1)** ☒ Discussion with school leadership ☐ Other: (Specify)

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	**Sources of Evidence**
Performance	☐ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☒ The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.3i, j, k)** ☒ California State Content Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC accreditation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Professional development documentation **(B3.4c)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☒ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☐ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students **(B3.3i)** ☒ Implementation of the school's English Learner Master Plan **(B3.3i)** ☒ Implementation of a data analysis system **(B2.1 and B2.6)** ☒ Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) **(B2.6)** ☒ Foster youth/students experiencing homelessness designee ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.4a)** ☒ Self-Review Checklist **(B3.4a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for students with disabilities **(B3.3i)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.4a)** ☒ Classroom observation ☒ Discussion with school leadership ☐ MOU Non-LAUSD SELPA ☐ Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4b)** ☒ Implementation of tiered behavior intervention, such as SST/COST **(B3.4b)** ☒ Implementation of alternatives to suspension **(B3.4b)** ☒ Implementation of schoolwide positive behavior support system **(B3.4b)** ☒ Data monitoring **(B3.4b)** ☒ LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Chronic absenteeism rates ☒ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.4b)** ☐ Stakeholder focus group ☒ Discussion with school leadership ☐ Other: (Specify)

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) **(B3.4c)** ☒ Professional development training materials **(B3.4c)** ☒ System to assess professional development needs **(B3.4c)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils, and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.4d)** ☐ Stakeholder consultation **(B3.4d)** ☒ Parent/stakeholder involvement and engagement **(B3.4d)** ☒ Communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ School website **(B3.4e)** ☐ Stakeholder focus group ☒ Discussion with school leadership ☐ Other: (Specify)

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

"**" Indicates that the policy must be posted on website.

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: ☒ LCAP ☒ UCP Procedure and Forms ☒ Complaint Procedure and Forms ☒ Title IX Information ☒ Suicide Prevention and Awareness ☒ Financial Audit ☒ Student Demographics ☒ Student Achievement Information ☒ Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4e)** ☐ Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4e)** ☒ Provision of stakeholder access to school's approved charter **(B3.4e)** ☐ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4e)** ☒ Notification of access to available mental health services **(B3.4e)** ☒ Specified information on bullying and harassment prevention **(B3.4e)** ☒ School website **(B3.4e)** ☐ Other: (Specify)

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☒ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☒ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☐ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements ☐ CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.6)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A

7581	2018-2019					2019-2020					2020-2021				
New Los Angeles Elementary School	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	613,292	360,025	360,026		374,182	308,799	419,714	419,714		69,188	24,349	493,814	493,815
Current Assets		0	995,735	670,603	670,604		683,085	614,727	742,073	742,073		852,923	889,896	1,265,289	1,265,291
Fixed and Other Assets		0	6,399	6,399	6,399		4,059	4,059	4,059	4,059		1,718	4,839	4,840	4,839
Total Assets		0	1,002,134	677,002	677,003		687,144	618,786	746,132	746,132		854,641	894,735	1,270,129	1,270,130
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	404,174	156,999	157,000		165,885	90,036	69,870	69,870		172,864	115,719	157,301	157,301
Other Long Term Liabilities		0	0	0	0		0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	404,174	156,999	157,000		165,885	90,036	69,870	69,870		172,864	115,719	157,301	157,301
Net Assets		2,427,253	**597,960**	**520,003**	**520,003**		**521,259**	**528,750**	**676,262**	**676,262**		**681,777**	**779,016**	**1,112,828**	**1,112,829**
Total Revenues	2,663,110	2,505,560	2,521,619	2,568,108	2,661,378	2,957,556	2,883,614	2,870,441	2,905,985	3,030,746	2,940,385	3,219,928	3,189,889	3,146,292	3,269,381
Total Expenditures	2,501,887	2,486,890	2,442,757	2,567,203	2,660,473	2,910,576	2,882,358	2,861,694	2,749,726	2,874,487	2,867,341	3,214,414	3,087,136	2,709,727	2,832,814
Net Income / (Loss)	161,223	18,670	78,862	905	905	46,980	1,256	8,747	156,259	156,259	73,044	5,514	102,753	436,565	436,567
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	161,223	18,670	78,862	905	905	46,980	1,256	8,747	156,259	156,259	73,044	5,514	102,753	436,565	436,567
Net Assets, Beginning	592,067	2,408,583	519,098	530,498	519,098	597,960	520,003	520,003	520,003	520,003	528,750	676,263	676,263	676,263	676,262
Adj. for restatement / Prior Yr Adj	0	0	0	(11,400)	0	0	0	0	0	0	16,592	0	0	0	0
Net Assets, Beginning, Adjusted	592,067	2,408,583	519,098	519,098	519,098	597,960	520,003	520,003	520,003	520,003	545,342	676,263	676,263	676,263	676,262
Net Assets, End	**753,291**	**2,427,253**	**597,960**	**520,003**	**520,003**	**644,940**	**521,259**	**528,750**	**676,262**	**676,262**	**618,386**	**681,777**	**779,016**	**1,112,828**	**1,112,829**

7581	Audited Financials					2021-2022				
New Los Angeles Elementary School	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	497,610	360,026	419,714	493,815	0		943,345	0	0	0
Current Assets	1,000,532	670,604	742,073	1,265,291	0		1,694,284	0	0	0
Fixed and Other Assets	8,739	6,399	4,059	4,839	0		3,693	0	0	0
Total Assets	**1,009,271**	**677,003**	**746,132**	**1,270,130**	**0**		1,697,977	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	490,173	157,000	69,870	157,301	0		44,320	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	490,173	157,000	69,870	157,301	0		44,320	0	0	0
Net Assets	**519,098**	**520,003**	**676,262**	**1,112,829**	**0**		**1,653,657**	**0**	**0**	**0**
Total Revenues	2,364,891	2,661,378	3,030,746	3,269,381	0	3,811,760	3,608,860	0	0	0
Total Expenditures	2,114,759	2,660,473	2,874,487	2,832,814	0	3,124,085	3,077,237	0	0	0
Net Income / (Loss)	250,132	905	156,259	436,567	0	687,675	531,623	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**250,132**	**905**	**156,259**	**436,567**	**0**	**687,675**	**531,623**	**0**	**0**	**0**
Net Assets, Beginning	268,966	519,098	520,003	676,262	0	779,016	1,112,828	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	9,206	0	0	0
Net Assets, Beginning, Adjusted	268,966	519,098	520,003	676,262	0	779,016	1,122,034	0	0	0
Net Assets, End	**519,098**	**520,003**	**676,262**	**1,112,829**	**0**	**1,466,691**	**1,653,657**	**0**	**0**	**0**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of *4, Accomplished*. **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

New Los Angeles Charter Elementary's fiscal condition is positive and has been upward trending since the 2017-2018 Fiscal Year. According to the 2020-2021 independent audit report, the school had positive net assets of $1,112,829 and net income of $436,567. The 2021-2022 First Interim projected positive net assets of $1,644,452 and net income of $531,623.

According to New Los Angeles Charter School's independent audit report dated June 30, 2021, New Los Angeles Charter Elementary is one of two schools operated by New Los Angeles Charter School, both of which are currently authorized by the Los Angeles Unified School District (LAUSD). New Los Angeles Charter School, its related entities, and its charter schools reported positive net assets of $3,998,053 and net income of $1,069,825. New Los Angeles Charter School, without its related entities and its charter schools, reported positive net assets of $67,250 and net income of $0.

According to New Los Angeles Charter School, there are no management fees charged to either New Los Angeles Charter Elementary or to the other charter school that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of the New Los Angeles Charter School Executive Director, its Head of Schools, its Director of Operations, and its Director of Special Education. These costs are allocated on a pro-rated basis, based on the enrollment at each of the New Los Angeles charter schools.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	$519,098	$520,003	$676,262	$1,112,829	$1,644,452
Net Income/Loss	$250,132	$905	$156,259	$436,567	$531,623
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, which may not been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. **Late Fees/Finance Charges**

Based on the CSD's review of the school's check register for the period spanning from November 2020 through October 2021, a sample of 30 transactions were selected for further review. The CSD noted two checks that referenced late fee and/or finance charges as summarized below.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Vendor	Transaction Description	Finance Charges/ Late Fee
1	X5249	1002266	11/19/2021	Purchase Power	Postage Meter	$102.75
2	X5249	1002336	12/16/2021	Purchase Power	Postage Meter	$31.96

In response to the CSD's observations above, New Los Angeles Charter School stated that in an effort to eliminate any late fees or finance charges, the New Los Angeles Charter School Office Manager will create a recurring calendar invite on the date invoices are available. This will remind her every month to pull invoices and enter them in SpendBridge (an accounts payable system). She will include the New Los Angeles Charter School Director of Operations in the recurring calendar invite.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring late fees and finance charges in the future.

The Charter Schools Division will review New Los Angeles Charter School's action plan by the next oversight visit. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of New Los Angeles Charter Elementary offering STRS, PERS, an optional 403B, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is $1,112,829, and total expenditures equal $2,832,814. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 39.28%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 172.88 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is $493,815 and total expenditures equal $2,832,814. Therefore, the school's cash reserve level is 17.43%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 30 checks. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Pacific Western Bank Checking Account Ending in X5249): 1002078, 1002077, 1002095, 1002112, 1002122, 1002126, 1002133, 1002145, 1002134, 1002157, 1002170, 1002167, 1002175, 1002172, 1002196, 1002200, 1002203, 1002210, 1002216, 1002238, 1002237, 1002219, 1002228, 1002247, 1002266, 1002277, 1002275, 1002291, 1002314, and 100233.
    b. Reviewed 5 credit/(debit) transactions (Pacific Western Bank Checking Account Ending in X5249) for the months of July 2021 through December 2021 for sample testing. The transaction descriptions are: (1) 7/29/2021 – ($12,742.60) (Miscellaneous Debit); (2) 8/4/2021 – $27,305.65 (Remote

Deposit); (3) 10/1/2021 - $44,331.79 (Remote Deposit); (4) 11/19/2021 – $118,335.82 (Remote Deposit); (5) 11/30/2021 – ($36,722.99) (Miscellaneous Debit).

17. New Los Angeles Charter School's fiscal policies and procedures include policies regarding school credit cards. However, New Los Angeles Charter School stated that it currently has no credit cards.
18. Reviewed bank statements and bank reconciliations from July 2021 through December 2021. Selected the months of July 2021 through December 2021 for sample testing. No discrepancies were noted.
    a. Pacific Western Bank Checking Account Ending in X5249 (Operating Account)
19. A Segregation of Duties (SOD) review was conducted remotely at New Los Angeles Charter Elementary via videoconference. No discrepancies were noted.
20. Equipment inventory was provided.
21. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. New Los Angeles Charter School indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that New Los Angeles Charter Elementary is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. New Los Angeles Charter Elementary did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. The school's reported Norm Enrollment was 160, 193, 224, 220, and 191 for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively, which represents an accumulated grown in enrollment of 31 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's enrollment though oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A

Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]*

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.***
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).	14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.
<u>SUPPLEMENTAL CRITERIA</u> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.	***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
<u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***<u>REQUIRED CRITERIA</u>*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]); 7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450	***<u>Existing Schools (based on the most current audit):</u>*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.	

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
<u>New Schools:</u> ***<u>REQUIRED CRITERIA</u>*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues	***<u>New Schools:</u>*** ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 8. The most current governing board-approved LCAP is posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*
2021-2022 SCHOOL YEAR
FOR

NEW LOS ANGELES CHARTER – 8015
Name and Location Code of Charter School

LAUSD Vision
L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission
The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values
We believe that our success depends on:
- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

***** Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.

Charter School Name:	**New Los Angeles Charter**			**Location Code:**	**8015**
Current Address:		**City:**	**ZIP Code:**	**Phone:**	**Fax:**
1919 S. Burnside Avenue		**Los Angeles**	**90016**	**323-939-6400**	**323-939-6411**
Current Term of Charter[1]:			**LAUSD Board District:**	**LAUSD Local District:**	
July 1, 2018 to June 30, 2023			**1**	**West**	
Number of Students Currently Enrolled:	**Enrollment Capacity Per Charter:**		**Number Above/Below Enrollment Capacity (day of visit):**	**Below by 41**	
319	**360**				
Grades Currently Served:	**Grades To Be Served Per Charter:**		**Percent Above/Below Enrollment Capacity (day of visit):**	**Below by 11.4%**	
6-8	**6-8**				
Norm Enrollment Number:	**318**				
Total Number of Staff Members:	**32**	**Certificated:**	**21**	**Classified:**	**11**
Charter School's Leadership Team Members:	**Gabrielle Brayton, Principal; Terrence Wright, Assistant Principal**				
Charter School's Contact for Special Education:	**Terri Kessler, Director of Special Education**		**SELPA & Option:**	**LAUSD SELPA; Option 3**	
CSD Assigned Administrator:	**Erik Elward, Specialist**		**CSD Fiscal Services Manager:**	**Joseph Daee**	
Other School/CSD Team Members:	**Kate O'Brien, Head of Schools**				
Oversight Visit Date(s):	**February 23, 2022**		**Fiscal Review Date (if different):**	**N/A**	
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	**No, Private facility.**		**LAUSD Co-Location Campus(es) (if applicable):**	**N/A**	
			Date of Co-Location meeting with Operations Team:	**N/A**	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	**COO**		**COO/TCO Approved Grade Levels and Occupancy Loads:**	**Approved grade levels and occupancy.**	

[1] AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.

SUMMARY OF RATINGS *(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory*			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
4	**No Rating**	**3**	**4**

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools,* California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022.* The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: *(4) Accomplished, (3) Proficient, (2) Developing, and (1) Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those "promising practices" that the school believes have contributed to its success, in order to support the CSD's ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	**RATING***
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) – The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership. The school provided evidence of school committees, in agendas and minutes, for the English Learner Advisory Committee (ELAC), the Audit Committee, and the Compensation Committee. In addition, a performance review evaluation system for the Executive Director, who reports to the Governing Board, was provided. New Los Angeles Charter is listed per the school's charter under the responsibility of the Executive Director and the New Los Angeles Charter Schools Board of Directors.

- G2: BROWN ACT – The Governing Board complies with all material provisions of the Brown Act. As evidenced in the provided documentation, the Governing Board holds meetings according to its meeting calendar and posting of meeting agendas is aligned with the public access protocols stated in the Brown Act open meetings law. There is evidence of accommodations and accessibility via teleconference and use of a virtual meeting platform ("Zoom") for public participation. There is evidence of Brown Act training for Governing Board members in September 2021.

- G3: DUE PROCESS – The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. As evidenced in the 2021-2022 Family Handbook, there are systems for Uniform Complaint Procedures ("UCP") and non-UCP complaint procedures, which are accessible to parents and stakeholders on the school's website. The school has processes for employee grievances and due process as outlined in the 2021-2022 Employee Handbook for New Los Angeles Charter Schools.

Areas Noted for Further Growth and/or Improvement

- None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

NOTE*: *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g., CEO or principal), a charter school shall receive a rating of 1 in this category.

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership ☐ The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	☒ Organizational chart **(B1.1)** ☒ Bylaws **(B1.2)** ☒ Board member roster **(B1.3)** ☒ Board meeting agendas and minutes **(B1.4)** ☐ Observation of Governing Board meeting ☒ Committee/council calendars, agendas, minutes, and sign-ins **(B1.6)** ☒ Documentation related to system for evaluation of executive level leadership. **(B1.7)** ☒ Discussion with leadership ☐ Other: (Specify)

G2: BROWN ACT - QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	☒ The Governing Board complies with all material provisions of the Brown Act ☐ The Governing Board complies with most material provisions of the Brown Act ☐ The Governing Board complies with some material provisions of the Brown Act ☐ The Governing Board complies with few material provisions of the Brown Act	☒ Board meeting agendas **(B1.4)** ☒ Board meeting calendar **(B1.5)** ☒ Brown Act training documentation **(B1.8a)** ☒ Compliance with E.C. 47604.1 **(B1.8b)** ☒ Documentation of the school's agenda posting procedures **(B1.9)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G3: DUE PROCESS - QUALITY INDICATOR #3

***The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas*:**

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	☒ The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public ☐ The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	☒ Board meeting agendas and minutes **(B1.4)** ☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Employee Handbook(s) **(B1.10b)** ☒ Uniform Complaint Procedures policy and form(s) **(B1.11)** ☒ Stakeholder complaint procedures and form(s) **(B1.12)** ☒ H.R. policies and procedures regarding staff due process **(B1.13)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Other: (Specify)

G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4

The Governing Board has systems in place to ensure ongoing:

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	☐ The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) ☒ The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) ☐ The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	☒ Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: **(B1.4)** ☐ CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) ☐ CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) ☐ CA School Dashboard Conditions and Climate Indicator (Suspension Rate) ☒ Attendance rate ☒ Internal assessment data ☒ Enrollment data ☐ Staffing data (retention, turnover, certification, etc.) ☒ Board meeting calendar **(B1.5)** ☒ Other evidence of a system for Board review and analysis of internal school data to inform decision-making **(B1.14a)** ☒ Board member training documentation (roles, responsibilities, etc.) **(B1.14b)** ☐ Observation of Governing Board meeting ☒ Discussion with school leadership ☐ Stakeholder focus group ☐ Other: (Specify)

G5: FISCAL CONDITION - QUALITY INDICATOR #5

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	☒ The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) ☐ The school is fiscally stable, with positive net assets in the most current independent audit report***** ☐ The school is fiscally weak or unstable******, net assets are negative in the most current independent audit report, **or** the school does not have an independent audit report on file with the Charter Schools Division***** ☐ The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, **or** the school does not have an independent audit report on file with the Charter Schools Division***** *****Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.). ******For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	☒ Board meeting agendas and minutes **(B1.4)** ☒ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other financial information submitted by the school ☒ Other: (see Fiscal Operations section below)

G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	☒ The school **consistently adheres** to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings ☐ The school **generally adheres** to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings ☐ The school is **not adhering** to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, **or** has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) ☐ The school is **continuously not adhering** to the Governing Board approved fiscal policies and procedures, **or** has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	☒ Board meeting agendas and minutes **(B1.4)** ☐ Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances **(B1.15)** ☐ Observation of Governing Board meeting ☒ Discussion with leadership ☒ Independent audit report(s) ☒ Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	**RATING***
Summary of School Performance**	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing

Does the charter school qualify for technical assistance? ☐YES ☒NO
Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? ☐YES ☒NO
If yes, what is the school's identification? (See additional information within "Notes" section below)
☐ Comprehensive Support and Improvement (CSI)
☐ Additional Targeted Support and Improvement (ATSI)

Areas of Demonstrated Strength and/or Progress
See **notes below.

Areas Noted for Further Growth and/or Improvement

- A11: ENGLISH LEARNER RECLASSIFICATION – The school did not reclassify any of its English Learners.
    - The school's 2020-2021 reclassification rate is 0.0% compared to the state average of 6.9%. In order to improve the school's reclassification rate, school leadership shared the school is continuing teacher professional development with an external partner, *The Good Word Education*, to implement instructional strategies to support English Learners to Fluent English Proficient (FEP) status. School leadership also shared the school is developing an action plan in partnership with an external partner, *Ensemble Learning*, to develop and implement effective practices for multilingual students as well as the school's Reading Intervention Specialist providing designated English Language Development (ELD) instruction to English Learners.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

**Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator *A11: English Learner Reclassification* below is scored based on the 2020-2021 reclassification data.

A11- The school's reclassification criteria are as follows:

- Overall English Proficiency Level of 4 on the ELPAC

- Teacher Evaluation as demonstrated by: a 70% or higher in Humanities; EMAD scores in Humanities averaging M; informal teacher observation and consultation
- Parent Consultation
- Comparison of Performance of Basic Skills: End of Year MAP scores in the yellow band (41st percentile) or higher or CAASPP scores in the nearly met, met, or exceeded standard.

English Learners: The school's 2020-2021 At-Risk percentage is 3.7%, which is lower than the state at 10.1%, and the Long-Term English Learner rate is 29.4%, which is higher than the state at 17.1%.

NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.

A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELA Indicator color is Blue ☐ The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard ELA Indicator color is Red ☒ Not Available - No color assigned for the ELA Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Math Indicator color is Blue ☐ The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average ☐ The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange ☐ The schoolwide Dashboard Math Indicator color is Red ☒ Not Available - No color assigned for the Math Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard ELPI color is Blue ☐ The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard ELPI color is Red ☒ Not Available - No color assigned for the ELPI on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☐ Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard CCI color is Blue ☐ The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard CCI color is Red ☐ Not Available - No color assigned for the CCI on the Dashboard ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - **(GRADES K-8)** - QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red ☒ Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard ☐ Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Suspension Rate Indicator color is Blue ☐ The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage ☐ The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange ☐ The schoolwide Dashboard Suspension Rate Indicator color is Red ☒ Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	☐ The schoolwide Dashboard Graduation Rate Indicator color is Blue ☐ The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage ☐ The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange ☐ The schoolwide Dashboard Graduation Rate Indicator color is Red ☐ Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard ☒ Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Provide Graduation Requirements **(Additional info within "Notes" section above) (B2.5)** ☐ Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages ☒ Not Available - No assessment of performance for this indicator	☐ California School Dashboard Report (CDE) ☐ LAUSD Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - **(GRADES 9-12)** - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	☐ All numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ The majority of numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide percentages ☐ Not Available - No assessment of performance for this indicator ☒ Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	☐ California School Dashboard Report (CDE) ☐ Office of Data & Accountability's Data Set **(B2.1)** ☐ Other: (Specify)

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	☐ The school reclassifies English Learners at a rate higher than the state average ☐ The school reclassifies English Learners at a rate similar to the state average ☐ The school reclassifies English Learners at a rate lower than the state average ☒ The school did not reclassify any of its English Learners ☐ Not Available - The school did not have any English Learners ☐ Not Applicable - No assessment of performance for this indicator	☐ Reclassification report (CDE) ☒ Office of Data & Accountability's Data Set **(B2.1)** ☐ Summative ELPAC report (CDE) **(B2.3)** ☒ Reclassification Criteria for all applicable grade levels **(Additional info within "Notes" section above) (B2.4)** ☒ Rate of "**At Risk**" ELs in comparison to the state average ☐ Higher ☐ Same ☒ Lower **(Additional info within "Notes" section above)** ☒ Rate of "**LTELs**" in comparison to the state average ☒ Higher ☐ Same ☐ Lower **(Additional info within "Notes" section above)**

A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12

VERIFIED DATA

For Informational Use (Not Scored at This Time)

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (https://www.cde.ca.gov/sp/ch/verifdata.asp). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

☐ Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn	☐ FastBridge by Illuminate	☐ RAPID by Lexia Learning
☐ California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school)	☒ iReady by Curriculum Associates	☐ Reading Inventory by Houghton Mifflin Harcourt
☐ Diagnostic Online Reading Assessment (DORA) by Let's Go Learn	☐ Math Inventory by Houghton Mifflin Harcourt	☐ SAT Suite by College Board
☐ easyCBM by Riverside Insights	☐ mCLASS by Amplify	☐ Star Assessments by Renaissance
☐ ELPAC by Educational Testing Service	☐ Measures of Academic Progress by NWEA	☐ The school is not using a state approved verified data (see Verified Data Notes below):

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady Diagnostic (ELA)	6-8	☒ Met ☐ Not Met	Three (3) times a year; August, January, April
2. iReady Diagnostic (Math)	6-8	☒ Met ☐ Not Met	Three (3) times a year; August, January, April

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

- **N/A**

The charter school disaggregated student performance data for the subgroups: ☒ Yes ☐ No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

☐ American Indian or Alaska Native
☐ Asian
☒ Black or African American
☒ English Learner
☐ Filipino
☐ Foster Youth
☐ Homeless
☒ Latino
☐ Native Hawaiian or Pacific Islander
☒ Socioeconomically Disadvantaged
☒ Students with Disabilities
☐ Two or More Races
☐ White

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

- School leadership shared the iReady ELA and iReady Math assessment protocols for test administration were followed and completed as intended by the publisher for in-person administration.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
☒ Yes ☐ No

HIGH SCHOOLS ONLY:

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes "as defined by college enrollment, persistence, and completion… equal to similar peers." The school is using the following data source(s):

☐ California Department of Education DataQuest College-Going Rate

☐ National Student Clearinghouse Student Tracker

☐ University of California Undergraduate Graduation Rates

☐ California State University Enrollment Dashboard Student Origin

☐ University of California Admissions by School Source

☐ The school is not using a state identified data sources (see Verified Data Notes below):

☐ Cal-PASS Plus High School to Community College Transition Report

The postsecondary data includes the results of at least 95% percent of eligible students: ☐ Yes ☐ No
The postsecondary data includes the number of missing or non-participating students: ☐ Yes ☐ No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): ☐ Yes ☐ No

Verified Data Notes:

None.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

Student Achievement and Educational Performance Benchmarks for New Los Angeles Charter for the 2018-2023 charter term:

Benchmark #1: *"The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the District reclassification rate over the course of the five-year term of their renewal, which will be monitored by the CSD through oversight."*

- NOT MET – New Los Angeles Charter did not meet the reclassification benchmark in the 2020-2021 school year. In 2020-2021, the charter school redesignated 0.0% of English Learners to Fluent English Proficient (FEP) status as compared to the District's reclassification rate of 6.39% of English Learners to FEP status.

Benchmark #2: *"The school shall provide a plan to the Charter Schools Division of the school's system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS's submission windows each year of the charter term and no later than December 1, 2017 and ensure successful execution during the term of its charter. The plan must address how this system will be accessible without interruption in the case of staff changes."*

- MET

LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.		
All requested template information and descriptions were provided:		**Sources of Evidence**
	☒ LCFF Budget Overview for Parents ☒ Annual Update for the 2019-202 LCAP Year ☒ Annual Update for the 2020-2021 Learning Continuity and Attendance Plan ☒ 2021-2024 Plan Summary ☒ Stakeholder Engagement ☒ Goals and Actions ☒ Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students ☒ Expenditures Tables	☒ Local Control Accountability Plan **(B2.7)** ☒ Board Agenda and Minutes **(B2.7)**

Notes:

N/A

ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3

Areas of Demonstrated Strength and/or Progress

- O2: HEALTH AND SAFETY TRAINING AND PREPARATION – The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety. The school provided evidence of mandatory staff trainings such as child abuse mandated reporting, among additional trainings. During the in-person Oversight visit, there was observed evidence of classroom and schoolwide emergency supplies to support all staff and students. School leadership also provided a calendar of completed emergency school drills in accordance with California Education Code.

- O10: EVALUATION OF SCHOOL STAFF – The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. School leadership provided evidence of performance reviews for a number of certificated staff positions such as teacher, principal, and Head of Schools and classified positions. There is evidence of progress monitoring for employee performance including mid-year and end-of-year evaluations.

Areas Noted for Further Growth and/or Improvement

- O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS – The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. School leadership shared the school is measuring individual student improvement in English Language Arts and Math metrics as measured by their internal assessment platform; *iReady Diagnostic*. School leadership also shared the school is continuing to partner with the UCLA Math Project and UCLA Writing Project to assist teachers and administrators with improving instructional strategies to increase student achievement. A primary focus for the school with students having returned to in-person instruction as a result of the COVID-19 pandemic has been on social emotional supports and ensuring the school is meeting individual student needs such as dealing with trauma.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for <u>any new staff and/or sole proprietor</u> (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
  (**Note**: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☒ The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety ☐ The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ Certificate of Occupancy or equivalent **(B3.2a)** ☒ Student immunization **(B3.2b)** ☒ Health screening **(B3.2b)** ☒ Comprehensive Health, Safety, and Emergency Plan **(B3.1b)** ☒ Evacuation route maps **(B3.1b)** ☒ AED (schools with an interscholastic athletic program) **(B3.2e)** ☒ Student ID card printed with the National Suicide Prevention Lifeline phone number **(B3.2f)** ☐ Board adopted policy on pupil suicide prevention (grades K-6) **(B3.1g)** ☒ Board adopted policy on pupil suicide prevention (grades 7-12) **(B3.1f)** ☒ Site/classroom observation ☒ Visitor's Policy **(B3.1a)** ☒ Discussion with school leadership ☐ Other: (Specify)

O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2

The school has a system in place to ensure:

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector ("epi-pen") onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	**Sources of Evidence**
Performance	☒ The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety ☐ The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	☒ Documentation of emergency drills and training **(B3.1c)** ☒ Provision and location of onsite emergency supplies **(B3.1b)** ☒ Child abuse mandated reporter training documentation **(B3.1d and B3A.5)** ☒ Bloodborne pathogens training documentation **(B3.1e and B3A.5)** ☒ Pupil Suicide Prevention and Awareness Training **(B3.1f, g and B3A.5)** ☒ Epi-pen and training **(B3.2c)** ☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* ("ESSA Grid") **(B3A.1)** ☒ Discussion with school leadership ☐ Other: (Specify)

O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	**Sources of Evidence**
Performance	☐ The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☒ The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served ☐ The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	☒ Implementation of an educational program serving all grade levels approved to be served per charter **(B3.3i, j, k)** ☒ California State Content Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☐ Technology readiness to administer CAASPP assessments **(B3.3c) *new schools only** ☐ WASC accreditation **(B3.3d)** ☐ UC Doorways course approval documentation **(B3.3e)** ☒ Professional development documentation **(B3.4c)** ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis ☐ The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis ☒ The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis ☐ The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	☒ Standards-based instructional program **(B3.3a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students **(B3.3i)** ☒ Implementation of the school's English Learner Master Plan **(B3.3i)** ☒ Implementation of a data analysis system **(B2.1 and B2.6)** ☒ Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) **(B2.6)** ☒ Foster youth/students experiencing homelessness designee ☒ Classroom observation ☒ Discussion with school leadership ☐ Other: (Specify)

O5: SPECIAL EDUCATION - QUALITY INDICATOR #5

The school has a system in place to ensure that the school:

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☒ The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements ☐ Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	☒ Parent-Student Handbook(s) **(B1.10a)** ☐ District Validation Review (DVR) **(B3.4a)** ☒ Self-Review Checklist **(B3.4a)** ☒ Welligent reports and/or other documentation, including from the Division of Special Education **(B3.4a)** ☒ Professional development documentation **(B3.4c)** ☒ Intervention and support for students with disabilities **(B3.3i)** ☐ Consultation with Charter Operated Programs office ☐ Other special education documentation **(B3.4a)** ☒ Classroom observation ☒ Discussion with school leadership ☐ MOU Non-LAUSD SELPA ☐ Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth, and success, aimed at making the school safe, welcoming, supportive, and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☒ The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights ☐ The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	☒ Parent-Student Handbook(s) **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Professional development documentation **(B3.4c)** ☒ Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles **(B3.4b)** ☒ Implementation of tiered behavior intervention, such as SST/COST **(B3.4b)** ☐ Implementation of alternatives to suspension **(B3.4b)** ☒ Implementation of schoolwide positive behavior support system **(B3.4b)** ☒ Data monitoring **(B3.4b)** ☒ LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism **(B2.1)** ☐ Chronic absenteeism rates ☒ Implementation of procedures for preventing acts of bullying, including cyberbullying **(B3.4b)** ☐ Stakeholder focus group ☒ Discussion with school leadership ☐ Other: (Specify)

O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #**7**

The school:

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☒ The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter ☐ The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	☒ LCAP **(B3.3b)** ☒ Professional development documentation (e.g., professional development year-long plan agendas, and sign-ins) **(B3.4c)** ☒ Professional development training materials **(B3.4c)** ☐ System to assess professional development needs **(B3.4c)** ☐ Interview of teachers and/or other staff ☒ Discussion with school leadership ☐ Other: (Specify)

O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8

The school has a system for stakeholder engagement, including gathering input, facilitating, and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils, and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	☐ The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☒ The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns ☐ The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	☒ Parent-Student Handbook **(B1.10a)** ☒ LCAP **(B3.3b)** ☒ Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) **(B3.4d)** ☐ Stakeholder consultation **(B3.4d)** ☒ Parent/stakeholder involvement and engagement **(B3.4d)** ☒ Communication to parents and other stakeholders of complaint resolution process(es) **(B3.4d)** ☒ School website **(B3.4e)** ☐ Stakeholder focus group ☒ Discussion with school leadership ☐ Other: (Specify)

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

"**" Indicates that the policy must be posted on website.

Rubric	Sources of Evidence

Performance	☐ The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website ☒ The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website ☐ The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website ☐ The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website	☒ Review of the availability of information to the public/stakeholders **(B3.4e)** for: ☒ LCAP ☒ UCP Procedure and Forms ☒ Complaint Procedure and Forms ☒ Title IX Information ☒ Suicide Prevention and Awareness ☒ Financial Audit ☒ Student Demographics ☒ Student Achievement Information ☒ Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate **(B3.4e)** ☐ Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements **(B3.4e)** ☒ Provision of stakeholder access to school's approved charter **(B3.4e)** ☒ Informing parents/guardians of human trafficking prevention resources (grades 6-12) **(B3.4e)** ☒ Notification of access to available mental health services **(B3.4e)** ☒ Specified information on bullying and harassment prevention **(B3.4e)** ☒ School website **(B3.4e)** ☐ Other: (Specify)

O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	☒ The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements ☐ The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	☒ Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff **(B3.4f)** ☒ Discussion with school leadership ☐ Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	☐ The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times ☒ The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements ☐ The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	☒ *Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022* form ("ESSA Grid") **(B3A.1a)** ☒ Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements ☐ CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process ☒ Staff rosters and school master schedule (**B3A.1b and B3A.1c)** ☒ Custodian(s) of Records documentation **(B3A.1d)** ☒ Criminal Background Clearance Certifications **(B3A.2a, B3A.3, and B3A.4)** ☒ Teaching credential/authorization documentation **(B3A.2b)** ☒ Vendor certifications **(B3A.6)** ☐ Volunteer (TB) risk assessment/clearance certification **(B3A.7)** ☒ Discussion with school leadership ☐ Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A

8015	2018-2019					2019-2020					2020-2021				
New Los Angeles Charter	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	655,858	1,013,854	1,013,854		1,087,151	1,087,828	1,289,697	1,289,697		621,508	628,079	1,680,684	1,680,684
Current Assets		0	2,799,331	2,233,361	2,233,360		2,388,432	2,052,615	2,351,380	2,365,955		2,436,848	2,440,975	3,036,748	2,994,053
Fixed and Other Assets		0	34,667	46,260	46,260		34,623	34,406	34,405	34,405		24,359	29,650	32,616	32,615
Total Assets		0	2,833,998	2,279,621	2,279,620		2,423,055	2,087,021	2,385,785	2,400,360		2,461,207	2,470,625	3,069,364	3,026,668
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	283,435	441,305	441,305		506,595	53,170	297,693	297,693		58,592	60,026	266,887	303,736
Other Long Term Liabilities		0	0	0	0		0	76,175	0	0		(610)	(610)	0	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	283,435	441,305	441,305		506,595	129,345	297,693	297,693		57,982	59,416	266,887	303,736
Net Assets		2,617,333	**2,550,563**	**1,838,316**	**1,838,315**		**1,916,460**	**1,957,676**	**2,088,092**	**2,102,667**		**2,403,225**	**2,411,209**	**2,802,477**	**2,722,932**
Total Revenues	4,052,401	4,091,323	4,147,830	4,353,821	4,542,798	4,367,835	4,390,321	4,339,977	4,408,156	4,571,496	4,350,219	4,876,323	4,845,589	4,814,861	4,919,930
Total Expenditures	3,828,293	3,882,573	4,005,850	4,924,088	5,113,065	4,290,716	4,312,177	4,220,617	4,158,380	4,307,144	4,226,882	4,561,190	4,522,472	4,115,051	4,299,665
Net Income / (Loss)	224,108	208,750	141,980	(570,267)	(570,267)	77,119	78,144	119,360	249,776	264,352	123,337	315,133	323,117	699,810	620,265
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	224,108	208,750	141,980	(570,267)	(570,267)	77,119	78,144	119,360	249,776	264,352	123,337	315,133	323,117	699,810	620,265
Net Assets, Beginning	2,177,359	2,408,583	2,408,583	2,408,583	2,408,582	2,550,563	1,838,316	1,838,316	1,838,316	1,838,315	1,957,676	2,088,092	2,088,092	2,088,092	2,102,667
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	0	0	0	301,146	0	0	14,575	0
Net Assets, Beginning, Adjusted	2,177,359	2,408,583	2,408,583	2,408,583	2,408,582	2,550,563	1,838,316	1,838,316	1,838,316	1,838,315	2,258,822	2,088,092	2,088,092	2,102,667	2,102,667
Net Assets, End	**2,401,467**	**2,617,333**	**2,550,563**	**1,838,316**	**1,838,315**	**2,627,682**	**1,916,460**	**1,957,676**	**2,088,092**	**2,102,667**	**2,382,159**	**2,403,225**	**2,411,209**	**2,802,477**	**2,722,932**

8015	Audited Financials					2021-2022				
New Los Angeles Charter	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	823,518	1,013,854	1,289,697	1,680,684	0		1,095,498	0	0	0
Current Assets	1,845,396	2,233,360	2,365,955	2,994,053	0		2,892,873	0	0	0
Fixed and Other Assets	812,805	46,260	34,405	32,615	0		22,394	0	0	0
Total Assets	**2,658,201**	**2,279,620**	**2,400,360**	**3,026,668**	**0**		2,915,267	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	249,619	441,305	297,693	303,736	0		115,227	0	0	0
Other Long Term Liabilities	0	0	0	0	0		0	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	249,619	441,305	297,693	303,736	0		115,227	0	0	0
Net Assets	**2,408,582**	**1,838,315**	**2,102,667**	**2,722,932**	**0**		**2,800,040**	**0**	**0**	**0**
Total Revenues	4,058,500	4,542,798	4,571,496	4,919,930	0	5,241,294	4,996,258	0	0	0
Total Expenditures	3,713,228	5,113,065	4,307,144	4,299,665	0	5,054,957	4,909,945	0	0	0
Net Income / (Loss)	345,272	(570,267)	264,352	620,265	0	186,337	86,313	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	**345,272**	**(570,267)**	**264,352**	**620,265**	**0**	**186,337**	**86,313**	**0**	**0**	**0**
Net Assets, Beginning	2,063,310	2,408,582	1,838,315	2,102,667	0	2,411,209	2,802,477	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	(88,750)	0	0	0
Net Assets, Beginning, Adjusted	2,063,310	2,408,582	1,838,315	2,102,667	0	2,411,209	2,713,727	0	0	0
Net Assets, End	**2,408,582**	**1,838,315**	**2,102,667**	**2,722,932**	**0**	**2,597,546**	**2,800,040**	**0**	**0**	**0**

FISCAL OPERATIONS	RATING
You have been assessed by the Fiscal Oversight team and you are receiving the rating of *4, Accomplished.* **Other circumstances and information could influence the rating and are noted in this evaluation.**	4

New Los Angeles Charter's fiscal condition is positive and has been upward trending since the 2018-2019 Fiscal Year. According to the 2020-2021 independent audit report, the school had positive net assets of $2,722,932 and net income of $620,265. The 2021-2022 First Interim projected positive net assets of $2,809,245 and net income of $86,313.

According to New Los Angeles Charter School's independent audit report dated June 30, 2021, New Los Angeles Charter is one of two schools operated by New Los Angeles Charter School, both of which are currently authorized by the Los Angeles Unified School District (LAUSD). New Los Angeles Charter School, its related entities, and its charter schools reported positive net assets of $3,998,053 and net income of $1,069,825. New Los Angeles Charter School, without its related entities and its charter schools, reported positive net assets of $67,250 and net income of $0.

According to New Los Angeles Charter School, there are no management fees charged to either New Los Angeles Charter or to the other charter school that it operates. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of the New Los Angeles Charter School Executive Director, its Head of Schools, its Director of Operations, and its Director of Special Education. These costs are allocated on a pro-rated basis, based on the enrollment at each of the New Los Angeles charter schools.

Areas of Demonstrated Strength and/or Progress:

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	$2,408,582	$1,838,315	$2,102,667	$2,722,932	$2,809,245
Net Income/Loss	$345,272	($570,267)*	$264,352	$620,265	$86,313
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

*The reported net loss of ($570,267), as reflected in the school's 2018-2019 independent audit report, was due to a one-time cost related to the school's refinancing of the New Market Tax Credit (NMTC) loan through 5301 Washington LLC, a related party. See further information under **Item 31** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, which may not been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

1. **Late Fees/Finance Charges**

Based on the CSD's review of the school's check register for the period spanning from November 2020 through October 2021, a sample of 30 transactions were selected for further review. The CSD noted two checks that referenced late fee and/or finance charges as summarized below.

Item #	Acct. # Ending in	Check #	Check Issuance Date	Vendor	Transaction Description	Finance Charges/ Late Fee
1	X5249	1002266	11/19/2021	Purchase Power	Postage Meter	$102.75
2	X5249	1002336	12/16/2021	Purchase Power	Postage Meter	$31.96

In response to the CSD's observations above, New Los Angeles Charter School stated that in an effort to eliminate any late fees or finance charges, the New Los Angeles Charter School Office Manager will create a recurring calendar invite on the date invoices are available. This will remind her every month to pull invoices and enter them in SpendBridge (an accounts payable system). She will include the New Los Angeles Charter School Director of Operations in the recurring calendar invite.

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring late fees and finance charges in the future.

The Charter Schools Division will review New Los Angeles Charter School's action plan by the next oversight visit. The results may be factored into the school's rating for next year.	
Corrective Action Required: None noted that require immediate action to remedy concerns in this report.	

Notes:

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
   a. Audit opinion: Unmodified
   b. Material weaknesses: None Reported
   c. Deficiencies/Findings: None Reported
   d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of New Los Angeles Charter offering STRS, PERS, an optional 403B, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is $2,722,932, and total expenditures equal $4,299,665. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 63.33%, which exceeds the minimum 5% based on the school's Average Daily Attendance (ADA) of 289.19 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is $1,680,684 and total expenditures equal $4,299,665. Therefore, the school's cash reserve level is 39.09%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, charter management organization employees, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. Governing board meeting minutes reflecting the approval of the management fees, licensing fees, or other related party fees were provided.
15. The most current accounts payable aging report was provided.
16. Reviewed the following 30 checks. The CSD's observations were noted under the Other Observations section above.
    a. Check numbers (Pacific Western Bank Checking Account Ending in X5249): 1002078, 1002077, 1002095, 1002112, 1002122, 1002126, 1002133, 1002145, 1002134, 1002157, 1002170, 1002167, 1002175, 1002172, 1002196, 1002200, 1002203, 1002210, 1002216, 1002238, 1002237, 1002219, 1002228, 1002247, 1002266, 1002277, 1002275, 1002291, 1002314, and 100233.
    b. Reviewed 5 credit/(debit) transactions (Pacific Western Bank Checking Account Ending in X5249) for the months of July 2021 through December 2021 for sample testing. The transaction descriptions are: (1) 7/29/2021 – ($12,742.60) (Miscellaneous Debit); (2) 8/4/2021 – $27,305.65 (Remote

Deposit); (3) 10/1/2021 - $44,331.79 (Remote Deposit); (4) 11/19/2021 – $118,335.82 (Remote Deposit); (5) 11/30/2021 – ($36,722.99) (Miscellaneous Debit).

17. New Los Angeles Charter School's fiscal policies and procedures include policies regarding school credit cards. However, New Los Angeles Charter School stated that it currently has no credit cards.
18. Reviewed bank statements and bank reconciliations from July 2021 through December 2021. Selected the months of July 2021 through December 2021 for sample testing. No discrepancies were noted.
    a. Pacific Western Bank Checking Account Ending in X5249 (Operating Account)
19. A Segregation of Duties (SOD) review was conducted remotely at New Los Angeles Charter Elementary via videoconference. No discrepancies were noted.
20. Equipment inventory was provided.
21. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
22. The most current Audited Financial Statements are posted on the charter school's website.
23. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
24. The most current Local Control and Accountability Plan is posted on the charter school's website.
25. New Los Angeles Charter School indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and/or 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that New Los Angeles Charter is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. New Los Angeles Charter did not disclose any legal actions, regulatory proceedings, or investigations that might have a material fiscal impact (including financial viability) to the Charter School, and that is currently pending or was filed within the last year or since the last disclosure period, whichever is later.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. The school's reported Norm Enrollment was 309, 312, 319, 321, and 318 for Fiscal Years 2017-2018, 2018-2019 2019-2020, 2020-2021, and 2021-2022, respectively, which represents an accumulated grown in enrollment of 9 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's enrollment though oversight.
31. New Los Angeles Charter subleases its facilities from 5301 Washington LLC (the LLC), a related party. During the 2010-2011 fiscal year, the school entered into a Promissory Note Agreement with ExED 5 Investment Investment Fund, LLC in the amount of $770,000 to be used by ExED to constitute a qualified equity investment. 5301 Washington LLC entered into a loan agreement with ExED Facilities V, LLC. The LLC received the following loans: 1) $1,750,000; 2) $770,000; and 3) $876,974. During the 2018-2019 fiscal year, 5301 Washington LLC refinanced the New Markets Tax Credit (NMTC) loans and entered into a loan agreement, in the amount of $1,899,207, with Capital Impact Partners. As part of the agreement, the school agreed to release ExED 5 Investment Fund, LLC of the loan receivable. The loan receivable was forgiven in order to avoid an increase in lease expense as noted in the lease agreement. Therefore, the $770,000 loan receivable was written off which resulted to the reported net loss of ($570,267) in Fiscal Year 2018-2019, as depicted in the financial table above.

Progress on LAUSD Board of Education Benchmarks and/or MOU related to FISCAL OPERATIONS (if applicable):
N/A

Fiscal Operations Rubrics

Existing School *– a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]*
New School *– a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]*

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].***
Existing Schools (based on the most current annual audit): An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;	***Existing Schools (based on the most current annual audit):*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***REQUIRED CRITERIA*** 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; *6.* Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished [Rating of 4]</u>.	***An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient [Rating of 3]</u>.***
14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).	14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.	<u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.
<u>SUPPLEMENTAL CRITERIA</u> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.	***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<u>https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450</u>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
<u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***<u>REQUIRED CRITERIA</u>*** 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. The cash balance at the beginning of the school year is positive; 3. Vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 5. Governing board adopts the annual budget; 6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]); 7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 8. The LCAP is submitted to the appropriate agencies; 9. Have an audit conducted annually by an independent auditing firm; and 10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD. <u>Note</u>: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation. ***<u>SUPPLEMENTAL CRITERIA</u>*** 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450	***<u>Existing Schools (based on the most current audit):</u>*** An existing school is one that has at least one annual independent audit on file with the Charter Schools Division ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.	

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].	***A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:***
New Schools: ***REQUIRED CRITERIA*** 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: a. Positive net assets b. Expenses less than revenues	***New Schools:*** ***An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:*** A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.	***A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:***
6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes; 7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 8. The most current governing board-approved LCAP is posted on the charter school's website; and 9. The LCAP is submitted to the appropriate agencies. <u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.	<u>Note</u>: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2. <u>Note</u>: Other circumstances and information could influence the rating and will be noted in the evaluation.

New Los Angeles Charter Elementary School
2022-2023 School Calendar

July 2022						
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August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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07/04/22 Independence Day	12/19/22 - 01/06/23 Winter Recess	05/29/23 Memorial Day
08/15/22 First Day of Instruction	01/16/23 Dr. Martin L. King Jr. Birthday	06/9/23 Last Day of Instruction
09/05/22 Labor Day	02/20/23 Presidents' Day	06/19/23 Juneteenth Holiday
11/11/22 Veterans Day	03/31/23 Cesar E. Chavez Birthday Observed	
11/24 - 11/25/22 Thanksgiving Holiday	04/03 - 04/07/23 Spring Recess	

Legal/Local Holidays

Student Led Conference

Unassigned Day

School Recess

Teacher PD

First and Last Day of school

New Los Angeles Charter School
2022-2023 School Calendar

July 2022						
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August 2022						
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September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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07/04/22 Independence Day	12/19/22 - 01/06/23 Winter Recess	05/29/23 Memorial Day
08/15/22 First Day of Instruction	01/16/23 Dr. Martin L. King Jr. Birthday	06/09/23 Last Day of Instruction
09/05/22 Labor Day	02/20/23 Presidents' Day	06/19/23 Juneteenth Holiday
11/11/22 Veterans Day	03/31/23 Cesar E. Chavez Birthday Observed	
11/24 - 11/25/22 Thanksgiving Holiday	04/03 - 04/07/23 Spring Recess	

Legal/Local Holidays

Student Led Conference

Unassigned Day

School Recess

Teacher PD

First and Last Day of school

Adopted/Ratified: November 12, 2021
Revision Date: May 9, 2022

NEW LOS ANGELES CHARTER SCHOOLS

STUDENT COVID-19 VACCINATION POLICY AND PROCEDURES

The Board of Directors of New Los Angeles Charter School has adopted this policy for implementation at New Los Angeles Charter School and New Los Angeles Elementary Charter School (collectively referred to as "New LA") to protect the health and safety of all New LA students, staff, and the community and prevent future disruptions to full-time, in-person instruction threatened by the COVID-19 pandemic.

New LA has adopted the following procedures in alignment with the Los Angeles Unified School District's ("District") student COVID-19 vaccination policy as set forth in the District Board of Education's September 9, 2021 Resolution and the COVID-19 Vaccination Requirement Protocols and Procedures issued by the District on September 16, 2021 and as amended by the District Board of Education's action on December 14, 2021. New LA will comply with all applicable federal, state, and local laws, regulations, orders and ordinances related to COVID-19 and will adjust the following procedures as needed to align with current and applicable District student COVID-19 vaccination protocols and procedures.

COVID-19 Vaccination Requirement for Eligible Students

All New LA students who are eligible to receive the COVID-19 vaccine, excluding those students with a qualified and approved exemption or conditional admission, must become fully vaccinated against COVID-19 as a mandatory precondition to accessing any New LA facilities. At the time of the approval of this policy, eligible students for the COVID-19 vaccination are those students who are 12 years of age or older. In the future, eligible students will include students under the age of 12. The requirement for students to be fully vaccinated is as follows:

Student Group	**Full Vaccination Deadline**
Students who are 12 years of age and older and participating in an overnight field trip	Prior to the first day of the field trip
Students who are 12 years of age and older	No later than the first day of the 2022-2023 school year

Newly eligible students	No later than eight weeks after the student's 12th (or eligible) birthday
Newly enrolled eligible students (enrolled after the first day of the 2022-2023 school year)	No later than the student's enrollment date

"Fully Vaccinated"
Fully-vaccinated" refers to an individual who has received the first and second doses of the vaccine
(or, in the case of Johnson & Johnson, the single required dose) and has completed the two-week period that follows to ensure maximum immunity.

Required Documentation

Only the following modes may be used as proof of vaccination:

1. COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided, and date last dose administered; or

2. A photo of a Vaccination Record Card as a separate document; or

3. A photo of the client's Vaccination Record Card stored on a phone or electronic device; or

4. Documentation of COVID-19 vaccination from a health care provider; or

5. Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type.

Parents/guardians must submit student COVID-19 vaccination documentation to New LA by the first and second dose deadlines set forth above to meet the deadlines. After the vaccination document is submitted, it will be reviewed and verified by an authorized New LA staff member. The verification process may take approximately 2-3 business days.

Student vaccination records and information will be maintained securely and confidentially in accordance with all applicable laws and regulations governing the privacy of student health information and other student records.

Exemptions and Conditional Admission

Parents/guardians may apply to seek exemption from the student COVID-19 vaccine requirements or conditional admission only under the following circumstances:

1. Qualified Medical Exemption
    a. Parents/guardians seeking a medical exemption from the COVID-19 vaccine for their child will be required to submit a completed Student Medical Exemption to the COVID-19 Vaccine Form to New LA.

2. Conditional Admission
    a. Students may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.

New LA will notify the parent/guardian confirming the exemption or conditional admission approval or indicating that further attention is required.

Exclusion from New LA Facilities

Beginning on the first day of the 2022-2023 school year, eligible students who have not submitted proof of being fully vaccinated against COVID-19 or received a qualified and approved exemption or conditional admission pursuant to this policy will not be permitted on any New LA campus or in any New LA facilities.

Other Ongoing Campus Health and Safety Measures

New LA will continue to implement other health and safety measures on campus as necessary to comply with current applicable federal, state, and local laws, regulations, orders and ordinances related to COVID-19 and District health and safety policies and procedures as they relate to charter schools on District sites.

NEW LOS ANGELES
CHARTER SCHOOLS

2022-2023 BOARD MEETING CALENDAR

Monday, September 12, 2022

Monday, October 10, 2022

Monday, December 12, 2022

Monday, February 20, 2023

Monday, March 20, 2023

Monday, May 8, 2023

Monday, June 12, 2023

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

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