NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD REGULAR MEETING ORDER OF BUSINESS
Teleconference Meeting
2:00 pm, June 15, 2020

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

Phone Number: 1-669-900-9128

Access Code: 95396264099#

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

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

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

Agenda

1. Call to order

2. Public Comment*

3. Approval of Board Meeting Minutes from 5/11/20

4. Executive Director Report
   - 2020-2021 Prop 39 Alternative Agreement
   - 2020-2021 Board Member Recruitment
   - Consideration of Approval of Collective LAUSD SELPA Letter
   - Consideration of Approval of COVID-19 Operations Written Report for New LA Charter School
   - Consideration of Approval of COVID-19 Operations Written Report for New LA Elementary School
   - Summer Board Business

5. Finance Advisory Team Report

- Consideration of Approval of April 2020 Financials
- Consideration of Approval of May 2020 Financials
- Consideration of Approval of FY2021 Budget
- Consideration of Approval of End-Year Bonus Stipend for Certificated Staff
- Consideration of Approval of End-Year Bonus Stipend for Classified Staff
- Consideration of Approval of Executive Director Salary for 2020-2021
- Consideration of Approval of EPA Spending Plan for New LA Middle School
- Consideration of Approval of EPA Spending Plan for New LA Elementary School
- Consideration of Approval for New LA MS to pay Home Office Fees for 2019-2020

6. COVID-19 Operations Report by School Leadership
   - Monthly Campus Data Reports from Director of Operations
   - Distance Learning Update from Head of Schools and Principals

7. Closed Session

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

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

   CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8.)
   Property: 5301 Washington Blvd.
   Under negotiation: Lease Terms

   PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   Title: Executive Director

8. Adjourn

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1. Call to order

2. Public Comment*

3. Approval of Board Meeting Minutes from 5/11/20

4. Executive Director Report
   - 2020-2021 Prop 39 Alternative Agreement
   - 2020-2021 Board Member Recruitment
   - Consideration of Approval of Collective LAUSD SELPA Letter
   - Consideration of Approval of 990 Tax Return Form
   - Consideration of Approval of COVID-19 Operations Written Report for New LA Charter School
   - Consideration of Approval of COVID-19 Operations Written Report for New LA Elementary School
   - Summer Board Business

5. Finance Advisory Team Report
   - Consideration of Approval of April 2020 Financials
   - Consideration of Approval of May 2020 Financials
   - Consideration of Approval of FY2021 Budget
   - Consideration of Approval of End-Year Bonus Stipend for Certificated Staff
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   - Consideration of Approval of EPA Spending Plan for New LA Elementary School
   - Consideration of Approval for New LA MS to pay Home Office Fees for 2019-2020

6. COVID-19 Operations Report by School Leadership
   - Monthly Campus Data Reports from Director of Operations
   - Distance Learning Update from Head of Schools and Principals

7. Closed Session

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

   CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov. Code section 54956.8.)
   Property: 5301 Washington Blvd.
   Under negotiation: Lease Terms

   PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   Title: Executive Director

8. Adjourn

June 30, 2020

Anthony Aguilar
Chief of Special Education, Equity, and Access
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017
aaguil1@lausd.net

Dear Mr. Aguilar,

Over the past decade, the partnership between the Los Angeles Unified School District ("LAUSD") and charter schools in the area of special education has become an extraordinary model of innovation of and collaboration. On behalf of the charter schools participating in the Charter Operated Programs, Option 3 ("COP3"), I am writing to express our gratitude for this ongoing partnership.

Since its inception, COP3 has led to the development of a local charter school special education infrastructure that enables charter schools to provide an expanded range of innovative high-quality special education programs to an increasing number of students with disabilities. This year, the 180+ charter schools in COP3 served over 12,000 students with disabilities, which represents nearly 11.5% of their enrollment. Approximately 2.5% of all students are students with the most significant (low-incidence) needs. This data is a testament to the fact that charter schools are an integral part of the continuum of special educational options within LAUSD and that our ongoing collaboration ensures that students and families are able to receive appropriate supports regardless of which school they attend.

We also recognize that special education arrangements within the LAUSD SELPA are subject to change. For this reason, charter schools must take the necessary steps to preserve their ability to exit the SELPA should such action be in the best interest of their students. Please accept this letter as notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2021.

Please note that this notice in not binding upon the undersigned charter schools and serves the requisite administrative function of providing a one-year notice of intent to exit the SELPA. If, in consideration of all options, the charter schools find that it is not in the best interest of their students to exit the SELPA, they will remain with the LAUSD SELPA for the 2021-22 academic year.

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

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

CC: Austin Beutner, Superintendent
Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Guttierez, Director, Charter Schools Division
Alexa Slater, California Department of Education

Written Report to the Community
required by EXECUTIVE Order N-56-20

Executive Summary for Board Information
June 15, 2020

Executive Order N-56-20, issued by Governor Newsom on April 22, 2020, empowers schools to focus on responding to COVID-19 and to provide transparency to their communities. The order requires LEAs to develop a written report to the community that explains how the Local Educational Agency (LEA) responded to school closures beginning in March 2020.

The Order extends from July 1, 2020 to December 15, 2020, the deadline for a school district governing board *(or governing body of a charter school)* to adopt the Local Control and Accountability Plan (LCAP) and the budget overview for parents. The Order also requires the governing board of the LEA to adopt, during the same meeting at which the governing board adopts the annual budget, due July 1, 2020, a written report to the community that explains the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families. The Report must detail how the LEA is meeting the needs of unduplicated pupils during the period of school closures and the steps taken by the LEA to support the following: delivery of high-quality distance learning opportunities; providing school meals in non-congregate settings; and arranging for supervision of students during ordinary school hours. The content to be included in the report aligns with the prior Executive Order N-26-20 which outlined the conditions under which California public local education agencies retained state funding in the event of physical school closure.

School districts are required to submit the written report in conjunction with submission of the adopted annual budget to the county office of education. *(Charter schools submit the written report adopted pursuant to its authorizer.)*

School districts and charter schools must post a copy of the written report on the homepage of their internet website.

Date of Board Approval: June 15, 2020

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
New Los Angeles Charter School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.939.6400	June 15, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

New LA Charter School (6-8) cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. Our school developed a plan for staying healthy, and safety tips for staff, students and families. On March 10th COVID-19 updates were discussed with school staff and LAUSD declared a State of Emergency. The following day, our school announced the cancellation of field trips, and public gatherings, for safety reasons. By March 12th – Closure plans were being developed; and the following day LAUSD announced the closure of its schools.

Since the Governor's announcement in early March, this prompted the Administrative Team at New Los Angeles Charter Schools to start planning on: what Distance Learning would look like; developing a Distance Learning Expectation Policy, the Professional Development needs for our teachers, identifying technology needs, identifying what modifications would need to take place with respect to courses and instruction; a Communication Plan.

Our teachers prepared 2-weeks of standards-aligned coursework packets which were distributed to all students on Friday, March 13th, the last day of site-based instruction. Coursework packets were mailed to households and also available for pick-up at our school for students who were absent on the last day of site-based instruction, March 13th.

Our school promptly implemented a ***technology needs assessment*** to identify which students would need a technology device to access curricular and instructional materials; and which lacked access to internet services at home, need for meal services, and identity preferred method of communication. This data was collected by staff who contacted all families.
The distribution of laptops took place the week of March 16th; and resources for acquiring free internet services was provided to parents. Our office remained open daily to assist families with questions/concerns, including replacement of technology devices.

Our teachers participated in ***Professional Development*** on how to effectively teach using Google Classroom, as a Learning Management Platform, using Zoom to engage students, Lexia Learning, NewsELA, Amplify Science, CPM Math, BrainPop, and GoFormative. Professional Development continued during distance learning led by administrators and/or teachers on effective strategies with virtual learning, and use of app tools to enhance instruction such as PearDeck, Mentimeter, Edpuzzle, etc.)

During the 2-week period post-school closure, our teachers collaborated to design lessons on Google Classroom for ***Synchronous and Asynchronous instruction*** as our school transitioned to Distance Learning. Our teachers created pre-recorded videos for daily instruction, and a minimum of one live session via Zoom each week. Teachers also held daily office hours for academic support/intervention and live small group instruction. Every classroom teacher provided students and their families with a weekly calendar of activities via the classroom website, and meetings. Students were required to participate in Reading, Writing, Math, Science, and Social Studies, via Google Classroom and Google Sites, in addition to Zoom meetings. Grading policy was modified to a "hold harmless" policy for the third trimester as a result of Distance Learning.

A few ***modifications were made to instruction*** as a result of Distance Learning; however, no courses/classes were eliminated. Students participated in Physical Education, Health, Art, on a weekly basis, and Advisory was held daily, via Zoom and Google Classroom.

For ***Students with Disabilities***: Services for Students with Disabilities (SWD) continued via Distance Learning, teleconference, phone call and email. Our Resource Specialists collaborated with the General Education teachers to provide SWD with accommodations and/or modifications based on their IEP. Speech, APE, OT, Counseling, BII, BID, DHH, NPS services continued to the extent possible by contracted agencies. Our school maintained ongoing communication with providers to facilitate service provision. IEP meetings took place via teleconference on a case-by-case basis and parent preference.

The ***impact of Distance Learning*** as a result of COVID-19, has varied among students, for some they experienced anxiety and/or isolation, mental health concerns, stress (caring for siblings). For parents/families, distance learning has been a challenging and stressful experience while others have also faced job and/or food insecurity. As a result, our school has connected families with social-emotional support, community resources and support with Distance Learning.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Approximately 90% of our students are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For ***English Learners***: Our teachers provided both designated and integrated English Language Development (ELD) during Distance Learning. Our EL students utilized BrainPOP ELL which is a comprehensive English language learning program for students of all ages. It is comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading and writing. Our teachers also provided office hours for small group instruction and individual support. Instructions included small group settings to support students, and reading intervention using a guided reading format. Bilingual staff communicated with families and all correspondence was translated to Spanish language.

For **Low-income/Foster Youth**: Our school provided Chromebooks for any student that lacked a device to access instructional and curricular materials, in addition to information on how to obtain free internet service. Our school provided families with 2 meals (breakfast & lunch) daily via curbside at our school site. Our school's Foster Youth and Homeless liaison is the Assistant Principal. Check-ins with families took place on a regular basis to identify and provide resources, and to track student participation, assignment completion and attendance. Families were provided updates on their child's progress via email.

Lexia Learning was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students work on their own pace and the teacher is notified (web-based report and via email) when the student is struggling and requires additional support. ***Academic support/intervention*** was provided by teachers during virtual office hours, reading intervention via Zoom meetings. ***Social-emotional*** support was provided by teachers during Advisory meetings and embedded in the Advisory curriculum.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

New Los Angeles Charter School implemented the following via synchronous and asynchronous instruction. As a school that has implemented 1:1 student to device ratio, the transition to Distance Learning was seamless since the web-based programs used had already been implemented schoolwide prior to school closure/Distance Learning.

The following outlines the systems that were in place schoolwide to deliver high quality Distance Learning to all students:

- Google Classroom – Learning Management System
- Zoom meetings
- Core & Supplemental Programs: CPM Math, NewsELA, Lexia Learning, Amplify Science, Newsela, Brain Pop, GoFormative)
- Advisory class – met daily synchronous instruction with teachers
- Academic Support – provided by teachers during virtual office hours, including reading intervention (Zoom)
- Social-emotional supports were provided through Advisory meetings and Advisory curriculum.
- Weekly check-in by teachers and school staff to monitor student attendance, participation and coursework completion.
- Lexia Learning - was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths.
- Training videos in English/Spanish were shared with parents and students on how access on how to navigate Google Classroom, Zoom meetings, and all web-based programs. For some students/families who requested additional support our staff conducted one-on-one training sessions.
- Tech support was provided (English/Spanish) during Distance Learning for students/families

Student participation in Distance Learning has been measured by our staff using the following indicators: Participation in scheduled class meetings; participation in online platforms (Lexia Learning, NewsELA, CPM Math, Amplify Science, Brain Pop, GoFormative, etc.) and completion of coursework/assignments submitted online via Google Classroom, Remind or email.

Approximately 80% of students participated and completed coursework on a regular basis during Distance Learning. Students that did not participate and/or complete assignments were contacted by the teacher and school staff via phone calls, Email, OneCall, and Remind App.

Our school's Principal hosted Coffee with the Principal to discuss Distance learning Google Classroom Learning Platform, resources, schedules, grading policy, access to internet/Wi-Fi Hotspots, and how to support their child at home academically.

Academic support/intervention was provided by teachers during virtual office hours, reading intervention via Zoom meetings. ***Social-emotional*** support was provided by teachers during Advisory meetings and embedded in the Advisory curriculum. Our school's website also provided an Access & Crisis Helpline that was open 24 hours per day, 7 days a week. In addition, our school provided families with the California Parent and Youth Helpline that provides support and resource referrals to parents and youth during the COVID-19

pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.

Our school administered a student, staff and parent survey to assess the impact of our Distance Learning Program, identify strengths and areas for growth:

STUDENT SURVEY: Students in grades 6-8 were surveyed:

- 93% agreed they felt supported by their school
- 99% stated they had access to Wi-Fi at home
- 100% reported they had a technology device to access Distance Learning (Chromebook, Laptop, tablet, etc.)

When asked to identify the obstacles that prevent them from completing their schoolwork daily?

- 49% said there is nothing that prevents them
- 39% stated they had other things to do
- 29% stated they lacked a quiet place to study

STAFF SURVEY: Staff responded: 100% of staff reported they felt supported by the school
When asked to identify the biggest barrier students had when engaging in distance learning…

- 60% stated Student lack internet service
- 55% stated students had other responsibilities
- 35% stated students have other basic needs that are not being met

PARENT SURVEY: All Parents were asked to participate in the survey including parents of Unduplicated Pupils, and Students with Disabilities – results are as follows:

- 100% reported they felt supported by the school (English survey); and 98% for Spanish respondents
- 44% reported they were not relying on New LA for meals but would like meal assistance (English); 69% for Spanish respondents
- 48% were relying on New LA for meals and receiving meals (English); 13% for Spanish respondents
- 95% reported their child's teacher communicated with them (English); 95% for Spanish respondents

Parents were asked to identify where they could use additional support or information about resources and their responses are as follows:

- 37% reported they would like additional support/resources related to food; 30% employment opportunities, and 26% Mental Health (English survey)
- 61% reported they would like additional support/resources related to food; 37% employment opportunities; 18% Mental Health; and 18% Healthcare (Spanish)

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

New Los Angeles Charter School provided (breakfast/lunch) meal services daily at its school site via curb-side, in a non-congregate setting, open to all families since March 16th. Families were informed, via email, school's website, Zoom meetings, Remind, Coffee with the Principal, etc.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hour .

New Los Angeles Charter School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website under COVID-19 Resources as a result of the Governor's Executive Order N-45-20. To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
New Los Angeles Charter Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500	June 15, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

New LA Elementary (K-5) cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. Our school developed a plan for staying healthy, and safety tips for staff, students and families. On March 10th COVID-19 updates were discussed with school staff and LAUSD declared a State of Emergency. The following day, our school announced the cancellation of field trips, and public gatherings, for safety reasons. By March 12th – Closure plans were being developed; and the following day LAUSD announced the closure of its schools.

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Our school promptly implemented a ***technology needs assessment*** to identify which students would need a technology device to access curricular and instructional materials; and which lacked access to internet services at home, need for meal services, and identity preferred method of communication. This data was collected by staff who contacted all families.
The distribution of laptops took place the week of March 16th; and resources for acquiring free internet services was provided to parents. Our office remained open daily to assist families with questions/concerns, including replacement of technology devices.

Our teachers participated in ***Professional Development*** on how to effectively teach using Google Classroom, as a Learning Management Platform, using Zoom to engage students, Lexia Learning, Raz-Kids, Math Seeds, Zearn and GoFormative. Professional Development continued during distance learning led by administrators and/or teachers on effective strategies with virtual learning, and use of app tools to enhance instruction such as PearDeck, Mentimeter, Edpuzzle, etc.)

During the 2-week period post-school closure, our teachers collaborated to design lessons on Google Classroom for ***Synchronous and Asynchronous instruction*** as our school transitioned to Distance Learning. Our teachers created pre-recorded videos for daily instruction, and a minimum of one live session via Zoom each week. Teachers also held daily office hours for academic support/intervention and live small group instruction. Every classroom teacher provided students and their families with a weekly calendar of activities via the classroom website, and meetings. Students were required to participate in Reading, Writing, Math, Science, and Social Studies, via Google Classroom and Google Sites, in addition to Zoom meetings. Grading policy was modified to a "hold harmless" policy for the third trimester as a result of Distance Learning.

A few ***modifications were made to instruction*** as a result of Distance Learning; however, no courses/classes were eliminated. Students participated in Physical Education, Health, Art, coding and music on a weekly basis via Zoom and Google Classroom.

For ***Students with Disabilities***: Services for Students with Disabilities (SWD) continued via Distance Learning, teleconference, phone call and email. Our Resource Specialists collaborated with the General Education teachers to provide SWD with accommodations and/or modifications based on their IEP. Speech, APE, OT, Counseling, BII, BID, DHH, NPS services continued to the extent possible by contracted agencies. Our school maintained ongoing communication with providers to facilitate service provision. IEP meetings took place via teleconference on a case-by-case basis and parent preference.

The ***impact of Distance Learning*** as a result of COVID-19, has varied among students, for some they experienced anxiety and/or isolation, mental health concerns, stress (caring for siblings). For parents/families, distance learning has been a challenging and stressful experience while others have also faced job and/or food insecurity. As a result, our school has connected families with social-emotional support, community resources and support with Distance Learning.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Approximately 91% of our students are Unduplicated Pupils (English Learners, Low Income, Foster Youth). The following is a description of the services we provided to meet the needs of our Unduplicated Pupils (UP).

For ***English Learners***: Our teachers provided both designated and integrated English Language Development (ELD) during Distance Learning. Our EL students utilized BrainPOP ELL which is a comprehensive English language learning program for students of all ages. It is comprised of short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading and writing. Our teachers also provided office hours for small group instruction and individual support. Instructions included small group settings to support students, reading intervention using a guided reading format, followed by assigned books on RazKids and teacher recorded read-alouds. Bilingual staff communicated with families and all correspondence was translated to Spanish language.

For **Low-income/Foster Youth**: Our school provided Chromebooks for any student that lacked a device to access instructional and curricular materials, in addition to information on how to obtain free internet service. Our school provided families with 2 meals (breakfast & lunch) daily via curbside at the Middle School site. Our school's Foster Youth and Homeless liaison is the Assistant Principal. Check-ins with families took place on a regular basis to identify and provide resources, and to track student participation, assignment completion and attendance. Families were provided updates on their child's progress via email.

Lexia Learning was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths. All students work on their own pace and the teacher is notified (web-based report and via email) when the student is struggling and requires additional support. ***Academic support/intervention*** was provided by teachers during virtual office hours, reading intervention via Zoom meetings. ***Social-emotional*** curriculum was delivered by teachers using Second Step via Distance Learning. Teachers also hosted weekly Social Hour, a synchronous learning session via Zoom, where students connected with their teacher and peers.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

New Los Angeles Elementary Charter School implemented the following via synchronous and asynchronous instruction. As a school that has implemented the use of technology in the classroom, the transition to Distance Learning was seamless since the web-based programs used had already been implemented schoolwide prior to school closure/Distance Learning.

The following outlines the systems that were in place schoolwide to deliver high quality Distance Learning to all students:

- Google Classroom – Learning Management System
- Zoom meetings
- Core & Supplemental Programs: Raz Kids; Zearn, math Seeds, Amplify Science, Newsela, Brain Pop, PBS Kids, YouTube (videos)
- Academic Support – provided by teachers during virtual office hours, including reading intervention (Zoom)
- Social-emotional curriculum Second Step was implemented.
- Social Hour: a synchronous learning session via Zoom, where students connect with their teacher and peers.
- Weekly check-in by teachers and school staff to monitor student attendance, participation and coursework completion.
- Lexia Learning - was implemented, a personalized learning model where students work independently to develop critical reading and language skills through individualized, motivating learning paths.
- Training videos in English/Spanish were shared with parents and students on how access on how to navigate Google Classroom, Zoom meetings, and all web-based programs. For some students/families who requested additional support our staff conducted one-on-one training sessions.
- Tech support was provided (English/Spanish) during Distance Learning for students/families

Student participation in Distance Learning has been measured by our staff using the following indicators: Participation in scheduled class meetings; participation in online platforms (Lexia, Zearn, Raz-Kids, Brain Pop, etc.) and completion of coursework/assignments submitted online via Google Classroom, Remind or email.

Approximately 92% of students participated and completed coursework on a regular basis during Distance Learning. Students that did not participate and/or complete assignments were contacted by the teacher and school staff via phone calls, Email, OneCall, and Remind App. Teachers provided families with feedback on their child's progress on a regular basis. Translation services were provided for non-English speaking parents/families. Students who experienced difficulty with their technology device/Chromebook or had a disability were provided with course packets per parent request.

Our school's Principal hosted Coffee with the Principal to discuss Distance learning Google Classroom Learning Platform, resources, schedules, grading policy, access to internet/Wi-Fi Hotspots, and how to support their child at home academically.

Academic support/intervention was provided by teachers during virtual office hours, reading intervention via Zoom meetings. ***Social-emotional*** curriculum was delivered by teachers using Second Step via Distance Learning. Teachers hosted weekly Social Hour, a synchronous learning session via Zoom, where students connect with their teacher and peers. Our school's website also provided an

Access & Crisis Helpline that was open 24 hours per day, 7 days a week. In addition, our school provided families with the California Parent and Youth Helpline that provides support and resource referrals to parents and youth during the COVID-19 pandemic, 7 days per week from 8am -8pm. The contact information and link was provided to all families and was posted on our school's website.
Our school administered a student, staff and parent survey to assess the impact of our Distance Learning Program, identify strengths and areas for growth:

STUDENT SURVEY: Students in grades 3-4 were surveyed:

- 89% agreed they felt supported by their school
- 98% stated they had access to Wi-Fi at home
- 100% reported they had a technology device to access Distance Learning (Chromebook, Laptop, tablet, etc.)

When asked to identify the obstacles that prevent them from completing their schoolwork daily?

- 61% said there is nothing that prevents them
- 36% stated they lacked a quiet place to study
- 21% stated they had other things to do

STAFF SURVEY: Staff responded: 100% of staff reported they felt supported by the school
When asked to identify the biggest barrier students had when engaging in distance learning…

- 50% stated Student lack internet service
- 46% stated students had other responsivities,
- 32% stated students have other basic needs that are not being met

PARENT SURVEY: All Parents were asked to participate in the survey including parents of Unduplicated Pupils, and Students with Disabilities – results are as follows:

- 99% reported they felt supported by the school (English survey); and 100% for Spanish respondents
- 31% reported they were not relying on New LA for meals but would like meal assistance (English); 50% for Spanish respondents
- 7% were relying on New LA for meals and receiving meals (English); 18% for Spanish respondents
- 98% reported their child's teacher communicated with them (English); 100% for Spanish respondents

Parents were asked to identify where they could use additional support or information about resources and their responses are as follows:

- 27% reported they would like additional support/resources related to food; 27% Mental Health; and 22% Childcare (English survey)
- 50% reported they would like additional support/resources related to food; 46% employment opportunities; and 21% Childcare (Spanish)

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

New Los Angeles Charter Elementary School provided (breakfast/lunch) meal services at its Middle School Site, available to all families since March 16th. Families were informed of our meal service grab and go center location and times, curbside service in a non-congregate setting, via email, school's website, Zoom meetings, etc.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hour .

New Los Angeles Charter Elementary School notified families of resources where they can seek and arrange for supervision of students during ordinary school hours. The notification letter with links to resources for Child Care for Essential Workers during COVID-19 Response was also uploaded to the school's website under COVID-19 Resources as a result of the Governor's Executive Order N-45-20. To date, no families have requested supervision of their child during school hours. Our school was unable to provide for supervision of students during ordinary school hours because our entire staff was providing support services for students via distance learning.

ExED
20 YEARS OF EXCELLENCE

NEW LOS ANGELES CHARTER SCHOOL

FY 2020-21 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes are deposited into the EPA and distributed to districts and charter schools on a quarterly basis.

While funds from the EPA are part of a district's or charter school's general purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must determine the use of EPA funds at an open public meeting annually.**

Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open prior to FY13/14, EPA funds are estimated to be roughly equal to 25% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For New Los Angeles Charter School, this equates to $512,128.

Funds will be used to support teacher salaries and benefits.

ExED
20 YEARS OF EXCELLENCE

NEW LOS ANGELES CHARTER ELEMENTARY SCHOOL

FY 2020-21 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012.* Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018, but was extended by voters through 2030 via Proposition 55 in November 2016.

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Proposition 30 also requires all districts, counties and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools opened in FY13/14 or later, EPA is apportioned at $200/ADA.

For New Los Angeles Charter Elementary School, this equates to $45,600.

Funds will be used to support teacher salaries and benefits.

MIDDLE SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504s	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	317	306.40	97.58%	0	6	46	14.51%	24 SLD, 8 AUT, 8 OHI, 2 HOH, 1 OI, 1 DEA, 1 SLI, 1 ED	244	34	36	87.70%	54	17.03%
September	319	310.33	97.25%	0	6	46	14.42%	24 SLD, 7 AUT, 9 OHI, 2 HOH, 1 OI, 1 DEA, 1 SLI, 1 ED	252	34	33	89.66%	53	16.61%
October	319	308.00	96.41%	0	6	47	14.73%	24 SLD, 7 AUT, 9 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	257	34	27	91.22%	52	16.30%
November	318	307.00	96.35%	0	6	47	14.78%	24 SLD, 7 AUT, 9 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	267	27	24	92.45%	52	16.35%
December	319	300.53	94.21%	0	6	48	15.05%	24 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	269	28	22	93.10%	52	16.30%
January	315	301.00	95.23%	0	7	48	15.24%	24 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	265	29	21	93.33%	52	16.51%
February	315	301.78	95.80%	0	7	48	15.24%	24 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	265	29	21	93.333%	52	16.51%
March	315	304.37	96.62%	3	7	49	15.56%	25 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	265	29	21	93.333%	52	16.51%
April	315	304.37	96.62%	0	7	49	15.56%	25 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	265	29	21	93.333%	52	16.51%
May	315	304.37	96.62%	0	7	49	15.56%	25 SLD, 7 AUT, 10 OHI, 2 HOH, 1 OI, 1 DEA, 2 SLI, 1 ED	265	29	21	93.333%	52	16.51%

Current Enrollment
315

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

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

Race/Ethnicity Breakdown

0.63%	2	American Indian or Alaskan Native
1.56%	5	Asian
0.00%	0	Native Hawaiian/Other Pacific Islander
4.38%	14	Black or African American
1.25%	4	White
89.06%	285	Hispanic/Latino
1.56%	5	Two or More Race Categories

ELEMENTARY SCHOOL

Month	Enrollment	ADA	ADA %	Suspensions	504's	SPED #	SPED %	Disability Breakdown	Free	Reduced	Paid	FRL%	EL #	EL %
August	225	215.40	96.72%	0	0	31	13.78%	6 AUT, 4 OHI, 9 SLD, 12 SLI	150	37	38	83.11%	65	28.89%
September	223	217.83	97.30%	0	0	29	13.00%	6 AUT, 3 OHI, 10 SLD, 10 SLI	151	34	38	82.96%	85	38.12%
October	222	210.36	95.78%	0	0	30	13.51%	7AUT, 3 OHI, 10 SLD, 10 SLI	152	33	37	83.33%	83	37.39%
November	220	209.78	94.78%	0	0	31	14.09%	7 AUT, 4 OHI, 10 SLD, 10 SLI	150	32	37	82.73%	83	37.73%
December	222	207.61	93.99%	0	0	33	14.86%	7 AUT, 5 OHI, 11 SLD, 10 SLI	152	32	37	82.88%	83	37.39%
January	220	204.85	93.15%	0	0	32	14.55%	7 AUT, 5 OHI, 11 SLD, 9 SLI	152	32	36	83.64%	79	35.91%
February	220	206.56	94.17%	0	0	33	15.00%	7 AUT, 5 OHI, 12 SLD, 9 SLI	154	32	34	84.55%	81	36.82%
March	221	211.52	95.87%	0	0	33	14.93%	7 AUT, 5 OHI, 12 SLD, 9 SLI	154	32	34	84.16%	81	36.65%
April	222	221.24	100.00%	0	0	33	14.86%	7 AUT, 5 OHI, 12 SLD, 9 SLI	155	32	35	84.23%	81	36.49%
May	222	222.00	100.00%	0	0	33	14.86%	7 AUT, 5 OHI, 12 SLD, 9 SLI	155	32	35	84.23%	81	36.49%
June														

Current Enrollment
222

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

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

Race/Ethnicity Breakdown

0.87%	2	American Indian or Alaskan Native
0.87%	2	Asian
0.00%	0	Native Hawaiian/Other Pacific Islander
16.59%	38	Black or African American
3.49%	8	White
72.49%	166	Hispanic/Latino
2.62%	6	Two or More Race Categories
0.00%	0	Unspecified

NATIONAL SCHOOL LUNCH PROGRAM

Month	ES Expense	MS Expense	Total Expense	Reimbursement	Billed Meals	Credit	Total	Paid Meals
August	$5,779.59	$6,873.78	$12,653.37	$10,788.53	$1,058.00	$0.00	**-$806.84**	
September	$9,022.71	$13,112.16	$22,134.87	$21,224.39	$1,374.33	$0.00	**$463.85**	
October	$10,565.64	$15,340.14	$25,905.78	$25,497.78	$1,918.00	$725.46	**$2,235.46**	
November	$5,979.93	$9,053.85	$15,033.78	$14,427.89	$1,014.60	$429.45	**$838.16**	
December	$7,272.48	$9,662.55	$16,935.03	$15,998.06	$998.41	$0.00	**$61.44**	
January	$9,599.40	$6,763.32	$16,362.72	$15,356.89	$859.35	$0.00	**-$146.48**	
February	$8,231.58	$10,485.75	$18,717.33	$17,819.81	$772.00	$7.92	**-$117.60**	$880
March	$4,532.55	$5,504.55	$10,037.10	$9,471.59	$639.00	$23.58	**$97.07**	$110
April								
May								
June								

Summer Seamless Meals

Month	ES Expense	MS Expense	Total Expense	Reimbursement	Billed Meals	Credit	Total
March	$3,490.35	$1,944.15	$5,434.50	$5,095.36	$0.00	$0.00	**-$339.14**
April	$0.00	$15,111.04	$15,111.04	$15,856.69	$0.00	$0.00	**$745.65**
May	$0.00	$13,586.10	$13,586.10	$14,222.32	$0.00	$0.00	**$636.22**
June	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**