BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1:00 p.m., Tuesday, November 15, 2022

Roll Call

Pledge of Allegiance

Board President's Reports

Student Voices

Labor Partners

Committee Chair Reports

Consent Items

Items for action are assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of the consent calendar for further discussion by any Board Member at any time before action is taken.

Superintendent's Reports

General Public Comment (Approximately 4:00 P.M.)

Providing Public Comment
The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for seven (7) speakers, except those items for which a Public Hearing will be held will allow for 12 speakers, and 15 speakers may sign up for general Public Comment.

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by calling 213-338-8477 and entering the Meeting ID: **879 7060 8197**.

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given three minutes for their remarks. **Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

Speakers addressing items not on the agenda will be heard at approximately 4:00 p.m. Speakers commenting on items on the consent calendar will be heard prior to the Board's consideration of the items, and speakers on items not on the consent calendar will be heard when the item is before the Board.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers who have registered to provide public comments over the phone need to follow these instructions:

1. Call 1-213-338-8477 and enter Meeting ID: **879 7060 8197**.at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

Attending the Meeting
Please note there are three ways members of the public may watch or listen this Regular Board Meeting: (1) online (Granicus stream or join the zoom webinar) (2) by telephone by calling 213-338-8477 and entering the Meeting ID: **879 7060 8197**, or (3) in person. *Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.*

New Business for Action

1. Board of Education Report No. 078 – 22/23
   Office of Labor Relations
   (Revised Instructional Calendar Effects Agreements with AALA, CSEA, Teamsters, and UTLA)
   Recommends adoption of the Revised Instructional Calendar Effects Agreements with Associated Administrators of Los Angeles (AALA), California School Employees Association and its Los Angeles Chapter 500 (CSEA), Teamsters Local 572 (Teamsters), and United Teachers Los Angeles (UTLA).

2. Board of Education Report No. 076 – 22/23
   Procurement Services Division
   (Procurement Actions) Recommends approval of actions executed within the delegated authority, including award of Professional Service Contracts; New Contracts; Contract Amendment(s); Low Value - Purchase Orders; Goods and General Services Contracts: Purchase Orders; Low Value - Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and Goods and General Services Contracts (exceeding $250,000): and New Contracts.

3. Board of Education Report No. 052 – 22/23
Procurement Services Division - Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of one advertised construction contract for approximately $1.4 million; two job order contract amendments totaling $1 million; 23 change orders for approximately $3.5 million; the completion of 16 contracts; the award of 2 informal contracts for $26,674; the award of one professional services contract for $120,000; and extra services and amendments for architectural and engineering contract for $882,716.

Additionally, recommends approval of the contracts and amendments not under the delegated authority, as detailed in Attachment B, for authorization to enter into design-build contracts for comprehensive modernization projects for approximately $36.5 million.

4. Board of Education Report No. 071 – 22/23
Facilities Services Division
(Define and Approve 19 Board Member Priority and Local District Priority Projects and Amend the Facilities Services Division Strategic Executive Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 27 Local District priority projects for a combined budget of $1,030,738.

5. Board of Education Report No. 072 – 22/23
Facilities Services Division
(Define and Approve Seven Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve seven projects that address critical school repair needs for a total budget of $12,921,574.

6. Board of Education Report No. 073 – 22/23
Facilities Services Division
(Define and Approve Four School Cafeteria Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve four school cafeteria upgrade projects to modernize food serving lines at Franklin High School, Griffith STEAM Magnet Middle School, Carnegie Middle School and Carson High School for a combined budget of $4,892,610.

7. Board of Education Report No. 074 – 22/23
Facilities Services Division
(Approve the Redefinition of Five Major Modernization Projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to redefine the 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School Comprehensive Modernization Projects to incorporate the full scopes, budgets, and schedules for a combined budget of $652,297,785.

8. Board of Education Report No. 088 – 22/23
Facilities Services Division
(Authorization to Negotiate and Execute an Agreement with El Camino Real Charter High School for the Facilities Renovation, Technology Upgrade and Marquee Replacement Project) Recommends authorization for District staff to negotiate and execute an agreement with the El Camino Real Charter High School for the Facilities Renovation, Technology Upgrade, and Marquee Replacement Project at the school for an estimated budget of $825,000.

9. Board of Education Report No. 089 – 22/23
Facilities Services Division
(Authorization to Accept Two Million Dollars from the City of Los Angeles for the Benefit of the Athletic Field at Abraham Lincoln Senior High School) Recommends authorization to accept funds from the City of Los Angeles for the exclusive use to provide capital improvements to the athletic field at Abraham Lincoln Senior High School; and Incorporation of the City Funds into the Lincoln High School Comprehensive Modernization Project; and authorize the Chief Facilities Executive and or his designee(s) to execute reasonable instruments for the City Funds and capital improvements to the athletic field at Lincoln including, but not limited to, the memorandum of understanding, design, construction, management, and inspection of the improvements.

10. Board of Education Report No. 093 – 22/23
Accounting and Disbursements Division
(Report of Cash Disbursements, Donations of Money [District], Donation of Money [Associated Student Body], Sponsorship Agreement, Report of Corporate Credit Card Charges) Recommends approval of warrants for things such as salary payments for a total value of $799,993,904.69; the acceptance of six donations to the District totaling $307,162.00; the acceptance of 1 donation to Bell Senior High School in the amount of $333,333.33; the acceptance of 3 donations for the sponsorship of the Superintendent's opening of schools' address totaling $165,000; and the report of charges made against funds of the District totaling $4,849.37 from the quarter ending September 30, 2022.

11. Board of Education Report No. 079 – 22/23
Office of Employee Support and Labor Relations
(Routine Personnel Actions) Recommends approval of 4,985 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

12. Board of Education Report No. 080 – 22/23 **NOT ON CONSENT**
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 58 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

13. Board of Education Report No. 087 – 22/23
Personnel Commission
(Reappointment of Devin Osiri to the Personnel Commission) Recommends the reappointment of Devin Osiri, SEIU nominee, to the Personnel Commission of the Los Angeles Unified School District for a three-year term, pursuant to California Education Code Section 45245.

14. Board of Education Report No. 067 – 22/23
Office of the Board Secretariat
(Amendment to Board Rule and Change to 2022 Annual Meeting Date) Recommends approval of the calendar change of the Board of Education Annual Meeting from December 13, 2022 to January 17, 2023, and corresponding amendment of Board Rule 1.

15. Board of Education Report No. 107 – 22/23
Office of Board Secretariat
(Integrated Pest Management Referral) Recommends referral of the Integrated Pest Management ("IPM") Team to an ad hoc committee to: (1) receive and consider onetime nominations of current IPM Team members for a temporary term of 60 days; (2) bring the Team and the District back into compliance with the IPM Policy; and (3) review and propose corrective actions addressing the findings contained in the June 29, 2022 Office of Inspector General (hereinafter, "OIG") report regarding IPM.

16. Board of Education Report No. 083 – 22/23
Career Technical Education-Linked Learning
Division of Instruction
(Secondary Career and Technical Education [CTE] Stakeholder Advisory Committee) Recommends approval of the Stakeholder Advisory Committee Members for the Career Technical Education Program in the Los Angeles Unified School District.

17. Board of Education Report No. 084 – 22/23
Career Technical Education-Linked Learning
Division of Instruction
(Strengthening Career Technical Education Act [Perkins V] Grant) Recommends ratification of the Strengthening Career Technical Education Act Grant for 2022-23 for $7,020,496.

18. Board of Education Report No. 085 – 22/23
Career Technical Education-Linked Learning
Division of Instruction
(Career Technical Education Incentive Grant 2021-22) Recommends ratification of the Career Technical Education Incentive Grant in the amount of $8,686,490 for the grant term of July 1, 2021 through December 31, 2023.

19. Board of Education Report No. 104 – 22/23
Office of the Chief Strategy Officer
(Renewal of the Partnership for Los Angeles Schools Memorandum of Understanding) Recommends adoption of a renewal Memorandum of Understanding (MOU) between the District and Partnership for Los Angeles Schools (PLAS) which includes additional language aligning PLAS accountability requirements to the new District Strategic Plan goals and increasing the annual accountability for all PLAS schools to undergo a data-driven review of school performance each year. Additional changes include incorporating prior MOU addendums into the master MOU and removing the detached service agreement for District staff employed by PLAS.

20. Board of Education Report No. 105 – 22/23
Division of Special Education
(Approval of the 2022 Comprehensive Coordinated Early Intervening Services [CCEIS] Action Plan) Recommends approval of the submission of the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan for the Los Angeles Unified School District to the California Department of Education.

21. Board of Education Report No. 005 – 22/23 **PUBLIC HEARING**
Charter Schools Division
(Proposed Material Revision for WISH Community) Recommends approval of the material revision of the charter for WISH Community to increase enrollment from 744 to 847 students and recommends denial for an admissions preference for students with low incidence disabilities.

22. Board of Education Report No. 065 – 22/23 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Proposed Material Revision for WISH Academy High) Recommends denial of the material revision of the charter for WISH Academy High for an admissions preference for students with low incidence disabilities.

23. Board of Education Report No. 101 – 22/23 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Proposed New Charter Petition for Equitas Academy 7) Recommends denial of the new petition for Equitas Academy 7, proposed to be located in Board District 5 and Local District Central, and adoption of the attached Findings of Fact In Support of Denial of the Charter.

24. Board of Education Report No. 102 – 22/23 **PUBLIC HEARING**
Charter Schools Division
(Denial of the Proposed New Charter Petition for Vista Legacy Global Academy) Recommends denial of the new petition for Vista Legacy Global Academy, proposed to be located in Board District 2 and Local District Central, and adoption of the attached Findings of Fact In Support of Denial of the Charter.

Board Member Resolutions for Action

25. Ms. García - Honoring a Social Justice Warrior by Naming the Mike García Learning Center at the School Site at 1215 Miramar Street in Los Angeles (Res-006-22/23) (Noticed November 1, 2022)

Whereas, The Los Angeles Unified School District is committed to improving education outcomes for all children, in keeping with its goal for 100 percent graduation and all students being prepared for college, career and life;

Whereas, Mike García was born in April of 1951 in East Los Angeles, he was the son of a Mexican-American working-class family, his father was a factory worker and proud union member;

Whereas, As a student at California State University Northridge, Mike worked his way through college as a janitor, a key experience that would come to shape his life and passion as a fierce advocate for working families;

Whereas, His career in labor began in 1980, organizing janitors in multiple cities such as San Jose, San Diego and Denver. He understood that immigrant janitors are among the workers most in danger of exploitation. Under Mike García's leadership, a union of immigrants rose to become one of the strongest voices for worker rights and social justice in the state of California;

Whereas, As the leader of Service Employees International Union (SEIU) Local 1877, Mike García led successful Justice for Janitors organizing campaigns for janitors at tech behemoths like Oracle and Apple. In 2000, Mike García led a three-week strike of janitors in Los Angeles, a bold action that led to dramatic gains for those workers and was the impetus for a powerful movement of low-wage workers in Los Angeles that continues to this day;

Whereas, Mike García recognized that investing in creating educational opportunities for his members and their kids was necessary to break the cycle of poverty, therefore he founded the Building Skills Partnership in 2007 to provide members and their families opportunities to comprehensively address the systemic barriers they face in realizing the benefit of social, civic and economic integration;

Whereas, Mike García served as the President of SEIU-United Service Workers West (USWW) between 1988 and 2014. Under his leadership Local 1877 expanded to a new 40,000-member strong statewide union representing property service workers, SEIU-USWW. He led janitors, security officers, and stadium, arena and airport workers in a Justice for All labor movement, a movement that helped workers achieve a more just way of living and working;

Whereas, Mike García's visionary leadership gifted the world a legacy of struggle and conviction rooted in social justice, inspiring generations of students, families, employees and Angelenos to serve and empower our most marginalized communities, including our immigrant community in the city of Los Angeles and beyond;

Whereas, The District-owned school site located at 1215 Miramar Street in the City of Los Angeles (Miramar) adjacent to the Miguel Contreras Learning Complex is in the possession of the District; and

Whereas, Pursuant to District policy and Board Rules, the District reserves the right to name or rename schools or buildings at the District's discretion; now, therefore, be it
Resolved, That the Governing Board of the Los Angeles Unified School District hereby names the school site at 1215 Miramar Street, Los Angeles as the Mike García Learning Center. We celebrate and commemorate the historical achievements of his life, his transformational leadership, and the inspiration he provides to our students and families.

26. Ms. García - Name Change of Brooklyn Elementary School to Brooklyn Avenue School (Res-007-22/23) (Noticed November 1, 2022)

Whereas, Brooklyn Elementary School has been a strong community school in East Los Angeles for over 100 years and became a span school over 12 years ago; and

Whereas, The Brooklyn Elementary School has requested an official name change to become Brooklyn Avenue School after a community engagement process; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District approves the name change of Brooklyn Elementary School to Brooklyn Avenue School.

27. Mr. Schmerelson- Celebrating Substitute Educator's Day (Res-008-22/23) (Waiver of Board Rule 72)

Whereas, The United States observes a Substitute Educator's Day, which was instituted by the National Education Association (NEA);

Whereas, The purpose of this day is to highlight the role and importance of the substitute teacher by providing information about, advocating for, and helping to increase appreciation and respect for this unique professional;

Whereas, Los Angeles Unified School District substitute school employees play an essential role in the maintenance and continuity of daily education for all students;

Whereas, The unmatched commitment of these professionals is evidenced by the fact that they are willing to be called early in the morning, take over lessons with short notice, and ensure that quality education is maintained in our classrooms;

Whereas, These professional educators provide a critical link in the education of public schoolchildren by serving as a bridge to provide continued quality education to children in the temporary absence of regular classroom educators;

Whereas, Our professional substitutes make a valuable and meaningful contribution to the success of our students by ensuring that the time they spend in school is productive;

Whereas, Substitutes are living examples of flexibility as they adapt to different teaching styles, varied levels of planning and diverse school environments to connect with the students they are called upon to teach on any given day;

Whereas, Substitute teachers are more than purveyors of knowledge in the classroom, they also serve our students as role models and mentors;

Whereas, Although the role of the substitute teacher may be different from that of the regular teacher in some aspects, it is equally demanding, essential and professional; and

Whereas, The District's mission is to provide our students with an education that prepares them to be college and career ready, which cannot be accomplished without our dedicated and hardworking substitute teachers; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates November 18, 2022 as Substitute Educator's Day; and, be it finally

Resolved, That the Board expresses their deep appreciation to all of our substitute educators for the amazing job they do to support our students and schools as integral members of the Los Angeles Unified School District.

Correspondence and Petitions

28. Report of Correspondence (ROC-004-22/23)

Announcements

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20221115/event/65268

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

Return to
Order of Business

TAB 1

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-078-22/23, **Version:** 1

Revised Instructional Calendar Effects Agreements with AALA, CSEA, Teamsters, and UTLA
November 15, 2022
Office of Labor Relations

Action Proposed:
Adoption of the Revised Instructional Calendar Effects Agreements with Associated Administrators of Los Angeles (AALA), California School Employees Association and its Los Angeles Chapter 500 (CSEA), Teamsters Local 572 (Teamsters), and United Teachers Los Angeles (UTLA).

Background:
The District met with each respective union (AALA, CSEA, Teamsters, and UTLA) for Effects Negotiations concerning the Revised Instructional Calendar Year for 2022-2023.

Expected Outcomes:
Acceleration Days afford students who need it most additional face-to face instruction, which is a critical element of student success. In total, students will be offered 32 additional hours of instruction, enrichment, connectivity, and social and emotional support at school. With these extra days of instruction, teachers and support staff will be able to meet with students one-on-one or in small group settings to identify areas of improvement.

Board Options and Consequences:
If the Board adopts these attached Agreements, which are joint recommendations of the bargaining parties, will be implemented.

If the Board does not adopt these Agreements, which are joint recommendations of the bargaining parties, will not be implemented. The parties would resume Effects Negotiations.

Policy Implications:
Not applicable

Budget Impact:
The budget impact for this agreement is detailed in the AB 1200.

Student Impact:
These agreements align with Pillar 1: Academic Excellence and Pillar 2: Joy and Wellness by identifying students in need and providing them with the appropriate educational support so that they may reach their highest potential, along with social and emotional supports in a welcoming learning environment.

Equity Impact:
See attached

Issues and Analysis:
These Agreements concludes the Effects Negotiations for AALA, CSEA, Teamsters, and UTLA for the 2022-2023 Instructional Calendar and Work Year.

Attachments:
Attachment A- Revised Instructional Calendar Effects Agreement AALA with AB1200
Attachment B- Revised Instructional Calendar Effects Agreement CSEA with AB1200
Attachment C- Revised Instructional Calendar Effects Agreement TEAMSTERS with AB1200
Attachment D- Revised Instructional Calendar Effects Agreement UTLA with AB1200

Informatives:
Not applicable

Submitted:
10/18/2022

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

ANTHONY DIGRAZIA
Director
Office of Labor Relations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
OFFICE OF LABOR RELATIONS
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Anthony DiGrazia, Director of Labor Relations
Kristen Murphy, Ed.D, Chief of Employee Support and Labor Relations

SUBJECT: **BR-078-22/23 REVISED INSTRUCTIONAL CALENDAR EFFECTS AGREEMENTS WITH AALA, CSEA, TEAMSTERS AND UTLA**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**2**	The Revised Instructional Calendar Effects Agreements are between the District and each of the following unions: AALA, CSEA, TEAMSTERS, AND UTLA regarding the 2022-2023 work year for bargaining unit members represented. These provide identified students in need with the appropriate educational support so that they may reach their highest potential.
Resource Prioritization	**3**	Agreed upon beginning and ending work year, adjusted regular days of work, provided the opportunity for secondary students to use the December 2022 and April 2023 Student Acceleration Days to improve their grades and allotted additional planning time to personalize student support.
Results	**3**	Acceleration Days afford students who need it most additional face-to face instruction, which is a critical element of student success. In total, students

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		will be offered 32 additional hours of instruction, enrichment, connectivity, and social and emotional support at school.
TOTAL	**8**	

Contact Person:	Telephone:	Email:
Anthony DiGrazia	213-241-8322	anthony.digrazia@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASSOCIATED ADMINISTRATORS OF LOS ANGELES AND LOS ANGELES UNIFIED SCHOOL DISTRICT

Associated Administrators of Los Angeles ("AALA") and the Los Angeles Unified School District ("District") agree to the terms of this Memorandum of Understanding (MOU) regarding the 2022-2023 work years for certificated bargaining unit members represented by AALA.

1. For the 2022-2023 school year, the required work year for certificated bargaining unit members on C Basis shall begin on Friday, August 12, 2022.

2. For the 2022-2023 school year, the required work year for certificated bargaining unit members on C Basis shall end on Monday, June 12, 2023.

3. Monday, December 19, 2022 and Tuesday, December 20, 2022 will be Student Acceleration Days, optional for all C-basis, B-basis, D-basis and E-basis employees. C, B, D and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

4. Monday, April 3, 2023 and Tuesday, April 4, 2023 will be Student Acceleration Days, optional for all C-basis, B-basis, D-basis and E-basis employees. C, B, D and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

5. School site administrators shall work with teachers to allow students to use the December 2022 and April 2023 Student Acceleration Days to improve their grades/marks.

6. October 19, 2022, December 7, 2022, March 15, 2023 and April 19, 2023 will be required, regular days of school/work.

7. School site administrators on C, B, D, or E basis who participate in the Student Acceleration Days will receive 60 minutes of additional pay for planning time for each full day they participate.

8. The parties agree to create a committee with an equal number of AALA and District representatives to provide recommendations to the Division of Instruction regarding Student Acceleration Days, including but not limited to instructional content and format of the days.

9. This agreement is subject to final approval by the LAUSD Board of Education.

AALA _____ DATE 9/28/2022

LAUSD Kristen K Murphy DATE 10-5-2022

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Los Angeles Unified School District
Name of Bargaining Unit:	AALA
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2022 (date) and ending: June 30, 2023 (date)

The Governing Board will act upon this agreement on: November 15,2022 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

	Bargaining Unit Compensation **All Funds - Combined**		**Fiscal Impact of Proposed Agreement** (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) **2022-23**	Year 2 Increase/(Decrease) **2023-24**	Year 3 Increase/(Decrease) **2024-25**
1.	**Salary Schedule** Including Step and Column	$ 413,835,671	$ 6,303,855	$ -	$ -
			1.52%	0.00%	0.00%
2.	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$ -			
	Description of Other Compensation				
3.	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 98,003,030	$ 1,492,864	$ -	$ -
			1.52%	0.00%	0.00%
4.	**Health/Welfare Plans**	$ 62,018,881	$ -	$ -	$ -
			0.00%	0.00%	0.00%
5.	**Total Bargaining Unit Compensation** Add Items 1 through 4 to equal 5	$ 573,857,582	$ 7,796,719	$ -	$ -
			1.36%	0.00%	0.00%
6.	**Total Number of Bargaining Unit Employees** (Use FTEs if appropriate)	3,759.33			
7.	**Total Compensation <u>Average</u> Cost per Bargaining Unit Employee**	$ 152,649	$ 2,074	$ -	$ -
			1.36%	0.00%	0.00%

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

N/A

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

The District Health and Welfare MOU provides for a flat per participant contribution per active employee.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The Acceleration days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Please refer to attached agreement.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

F. Source of Funding for Proposed Agreement:

1. Current Year

General Fund Restricted

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

one time agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,518,200,804		$ -	$ 6,518,200,804
Federal Revenue	8100-8299	$ 3,032,625		$ -	$ 3,032,625
Other State Revenue	8300-8599	$ 84,156,103		$ -	$ 84,156,103
Other Local Revenue	8600-8799	$ 144,189,939		$ -	$ 144,189,939
TOTAL REVENUES		$ 6,749,579,471		$ -	$ 6,749,579,471
EXPENDITURES					
Certificated Salaries	1000-1999	$ 2,540,814,763	$ -		$ 2,540,814,763
Classified Salaries	2000-2999	$ 715,467,781	$ -		$ 715,467,781
Employee Benefits	3000-3999	$ 1,594,881,565	$ -		$ 1,594,881,565
Books and Supplies	4000-4999	$ 664,830,687		$ -	$ 664,830,687
Services and Other Operating Expenditures	5000-5999	$ 491,355,357			$ 491,355,357
Capital Outlay	6000-6999	$ 8,453,525			$ 8,453,525
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934			$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)			$ (209,381,028)
TOTAL EXPENDITURES		$ 5,811,852,585	$ -	$ -	$ 5,811,852,585
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ (1,272,175,751)	$ -		$ (1,272,175,751)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ -	$ -	$ (321,795,241)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039			$ 3,066,586,039
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 2,744,790,797	$ -	$ -	$ 2,744,790,797
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -		$ 46,631,546
Restricted	9740				
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083			$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -		$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ -	$ -	$ 370,430,350

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 29,114,160		$ -	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478			$ 2,227,024,478
Other State Revenue	8300-8599	$ 2,280,846,004			$ 2,280,846,004
Other Local Revenue	8600-8799	$ 12,434,949			$ 12,434,949
TOTAL REVENUES		$ 4,549,419,591		$ -	$ 4,549,419,591
EXPENDITURES					
Certificated Salaries	1000-1999	$ 989,905,929	$ 6,303,855		$ 996,209,784
Classified Salaries	2000-2999	$ 491,942,980			$ 491,942,980
Employee Benefits	3000-3999	$ 1,091,820,224	$ 1,492,864		$ 1,093,313,088
Books and Supplies	4000-4999	$ 2,100,349,038		$ (7,796,719)	$ 2,092,552,320
Services and Other Operating Expenditures	5000-5999	$ 487,170,081		$ -	$ 487,170,081
Capital Outlay	6000-6999	$ 4,983,518			$ 4,983,518
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939		$ -	$ 147,087,939
Transfers of Indirect Costs	7300-7399				$ -
TOTAL EXPENDITURES		$ 5,313,259,710	$ 7,796,719	$ (7,796,719)	$ 5,313,259,710
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ -		$ 1,272,175,751
OPERATING SURPLUS (DEFICIT)*		$ 508,335,631	$ (7,796,719)	$ 7,796,719	$ 508,335,631
BEGINNING FUND BALANCE	9791	$ 324,896,865			$ 324,896,865
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 833,232,496	$ (7,796,719)	$ 7,796,719	$ 833,232,496
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719		$ -		$ -
Restricted	9740	$ 833,232,498			$ 833,232,498
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ (3)	$ (7,796,719)	$ 7,796,719	$ (3)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,547,314,964		$ -	$ 6,547,314,964
Federal Revenue	8100-8299	$ 2,230,057,103		$ -	$ 2,230,057,103
Other State Revenue	8300-8599	$ 2,365,002,107		$ -	$ 2,365,002,107
Other Local Revenue	8600-8799	$ 156,624,888		$ -	$ 156,624,888
TOTAL REVENUES		$ 11,298,999,062		$ -	$ 11,298,999,062
EXPENDITURES					
Certificated Salaries	1000-1999	$ 3,530,720,692	$ 6,303,855	$ -	$ 3,537,024,547
Classified Salaries	2000-2999	$ 1,207,410,761	$ -	$ -	$ 1,207,410,761
Employee Benefits	3000-3999	$ 2,686,701,789	$ 1,492,864	$ -	$ 2,688,194,653
Books and Supplies	4000-4999	$ 2,765,179,726		$ (7,796,719)	$ 2,757,383,007
Services and Other Operating Expenditures	5000-5999	$ 978,525,438		$ -	$ 978,525,438
Capital Outlay	6000-6999	$ 13,437,043		$ -	$ 13,437,043
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873		$ -	$ 152,517,873
Transfers of Indirect Costs	7300-7399	$ (209,381,028)		$ -	$ (209,381,028)
TOTAL EXPENDITURES		$ 11,125,112,295	$ 7,796,719	$ (7,796,719)	$ 11,125,112,295
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 186,540,390	$ (7,796,719)	$ 7,796,719	$ 186,540,390
BEGINNING FUND BALANCE	9791	$ 3,391,482,903			$ 3,391,482,903
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 3,578,023,293	$ (7,796,719)	$ 7,796,719	$ 3,578,023,293
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -	$ -	$ 46,631,546
Restricted	9740	$ 833,232,498	$ -	$ -	$ 833,232,498
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083	$ -	$ -	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -	$ -	$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,347	$ (7,796,719)	$ 7,796,719	$ 370,430,347

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 06/21/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 18,504,022		$ -	$ 18,504,022
Other State Revenue	8300-8599	$ 129,589,686		$ -	$ 129,589,686
Other Local Revenue	8600-8799	$ 1,210,188		$ -	$ 1,210,188
TOTAL REVENUES		$ 149,303,896		$ -	$ 149,303,896
EXPENDITURES					
Certificated Salaries	1000-1999	$ 61,653,627	$ -	$ -	$ 61,653,627
Classified Salaries	2000-2999	$ 18,498,356	$ -	$ -	$ 18,498,356
Employee Benefits	3000-3999	$ 37,616,433	$ -	$ -	$ 37,616,433
Books and Supplies	4000-4999	$ 21,452,823		$ -	$ 21,452,823
Services and Other Operating Expenditures	5000-5999	$ 13,769,042		$ -	$ 13,769,042
Capital Outlay	6000-6999	$ 407,421		$ -	$ 407,421
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 5,012,291		$ -	$ 5,012,291
TOTAL EXPENDITURES		$ 158,409,993	$ -	$ -	$ 158,409,993
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 29,989	$ -	$ -	$ 29,989
OPERATING SURPLUS (DEFICIT)*		$ (9,136,086)	$ -	$ -	$ (9,136,086)
BEGINNING FUND BALANCE	9791	$ 47,051,785			$ 47,051,785
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 37,915,699	$ -	$ -	$ 37,915,699
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 16,500	$ -	$ -	$ 16,500
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ 37,899,199	$ -	$ -	$ 37,899,199
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 4,658,800		$ -	$ 4,658,800
Other State Revenue	8300-8599	$ 182,592,487		$ -	$ 182,592,487
Other Local Revenue	8600-8799	$ -		$ -	$ -
TOTAL REVENUES		$ 187,251,287		$ -	$ 187,251,287
EXPENDITURES					
Certificated Salaries	1000-1999	$ 51,852,459		$ -	$ 51,852,459
Classified Salaries	2000-2999	$ 60,638,792		$ -	$ 60,638,792
Employee Benefits	3000-3999	$ 63,103,990	$ -	$ -	$ 63,103,990
Books and Supplies	4000-4999	$ 9,704,441		$ -	$ 9,704,441
Services and Other Operating Expenditures	5000-5999	$ 4,434,275		$ -	$ 4,434,275
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 9,045,396		$ -	$ 9,045,396
TOTAL EXPENDITURES		$ 198,779,353	$ -	$ -	$ 198,779,353
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 11,427,975		$ -	$ 11,427,975
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (100,091)	$ -	$ -	$ (100,091)
BEGINNING FUND BALANCE	9791	$ 285,491			$ 285,491
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 185,400	$ -	$ -	$ 185,400
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 185,400	$ -	$ -	$ 185,400
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ -		$ -	$ -
Federal Revenue	8100-8299	$ 429,001,454		$ -	$ 429,001,454
Other State Revenue	8300-8599	$ 80,731,573		$ -	$ 80,731,573
Other Local Revenue	8600-8799	$ 1,699,240		$ -	$ 1,699,240
TOTAL REVENUES		$ 511,432,267		$ -	$ 511,432,267
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 126,485,121		$ -	$ 126,485,121
Employee Benefits	3000-3999	$ 109,065,304	$ -	$ -	$ 109,065,304
Books and Supplies	4000-4999	$ 243,440,398		$ -	$ 243,440,398
Services and Other Operating Expenditures	5000-5999	$ 3,297,721		$ -	$ 3,297,721
Capital Outlay	6000-6999	$ 185,000		$ -	$ 185,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 20,150,375		$ -	$ 20,150,375
TOTAL EXPENDITURES		$ 502,623,919	$ -	$ -	$ 502,623,919
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 8,808,348	$ -	$ -	$ 8,808,348
BEGINNING FUND BALANCE	9791	$ 110,259,513			$ 110,259,513
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 119,067,861	$ -	$ -	$ 119,067,861
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 14,527,681		$ -	$ 14,527,681
Restricted	9740	$ 104,540,180	$ -	$ -	$ 104,540,180
Committed	9750-9760			$ -	$ -
Assigned	9780			$ -	$ -
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund-212**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenues	8600-8799	$ 862,644		$ -	$ 862,644
TOTAL REVENUES		$ 862,644		$ -	$ 862,644
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 846,048		$ -	$ 846,048
Employee Benefits	3000-3999	$ 448,922	$ -	$ -	$ 448,922
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 25,629		$ -	$ 25,629
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,320,599	$ -	$ -	$ 1,320,599
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (457,955)	$ -	$ -	$ (457,955)
BEGINNING FUND BALANCE	9791	$ 10,449,521			$ 10,449,521
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 9,991,566	$ -	$ -	$ 9,991,566
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ 9,991,566		$ -	$ 9,991,566
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure K-213**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 752,491		$ -	$ 752,491
TOTAL REVENUES		$ 752,491		$ -	$ 752,491
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 293,882		$ -	$ 293,882
Employee Benefits	3000-3999	$ 181,716	$ -	$ -	$ 181,716
Books and Supplies	4000-4999	$ -		$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 67,159,742		$ -	$ 67,159,742
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 67,635,340	$ -	$ -	$ 67,635,340
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (66,882,849)	$ -	$ -	$ (66,882,849)
BEGINNING FUND BALANCE	9791	$ 210,619,105			$ 210,619,105
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 143,736,256	$ -	$ -	$ 143,736,256
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 6,932		$ -	$ 6,932
Restricted	9740	$ 143,729,324	$ -	$ -	$ 143,729,324
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Y-214**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 249,288		$ -	$ 249,288
TOTAL REVENUES		$ 249,288		$ -	$ 249,288
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999			$ -	$ -
Employee Benefits	3000-3999			$ -	$ -
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 74,820,982		$ -	$ 74,820,982
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 74,820,982	$ -	$ -	$ 74,820,982
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (74,571,694)	$ -	$ -	$ (74,571,694)
BEGINNING FUND BALANCE	9791	$ 92,887,910			$ 92,887,910
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 18,316,216	$ -	$ -	$ 18,316,216
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 500,000	$ -	$ -	$ 500,000
Restricted	9740	$ 17,816,216		$ -	$ 17,816,216
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Q-215**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,575,667		$ -	$ 1,575,667
TOTAL REVENUES		$ 1,575,667		$ -	$ 1,575,667
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 119,696,345		$ -	$ 119,696,345
Employee Benefits	3000-3999	$ 61,148,676	$ -	$ -	$ 61,148,676
Books and Supplies	4000-4999	$ 1,337,329		$ -	$ 1,337,329
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 572,711,834		$ -	$ 572,711,834
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 754,894,184	$ -	$ -	$ 754,894,184
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 51,000	$ -	$ -	$ 51,000
OPERATING SURPLUS (DEFICIT)*		$ (753,369,517)	$ -	$ -	$ (753,369,517)
BEGINNING FUND BALANCE	9791	$ 793,290,482			$ 793,290,482
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 39,920,965	$ -	$ -	$ 39,920,965
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 39,920,965	$ -	$ -	$ 39,920,965
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Capital Facilities Fund-250**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 83,206,000		$ -	$ 83,206,000
TOTAL REVENUES		$ 83,206,000		$ -	$ 83,206,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 587,765		$ -	$ 587,765
Employee Benefits	3000-3999	$ 277,721	$ -	$ -	$ 277,721
Books and Supplies	4000-4999	$ 77,758		$ -	$ 77,758
Services and Other Operating Expenditures	5000-5999	$ 31,478,178		$ -	$ 31,478,178
Capital Outlay	6000-6999	$ 101,145,029		$ -	$ 101,145,029
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 133,566,451	$ -	$ -	$ 133,566,451
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699		$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (50,360,451)	$ -	$ -	$ (50,360,451)
BEGINNING FUND BALANCE	9791	$ 50,360,451			$ 50,360,451
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740			$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Special Reserve Fund-400**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 48,355,000		$ -	$ 48,355,000
TOTAL REVENUES		$ 48,355,000		$ -	$ 48,355,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 230,169		$ -	$ 230,169
Employee Benefits	3000-3999	$ 101,007	$ -	$ -	$ 101,007
Books and Supplies	4000-4999	$ 196,082		$ -	$ 196,082
Services and Other Operating Expenditures	5000-5999	$ 15,897,247		$ -	$ 15,897,247
Capital Outlay	6000-6999	$ 2,098		$ -	$ 2,098
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 16,426,603	$ -	$ -	$ 16,426,603
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 30,000,000	$ -	$ -	$ 30,000,000
OPERATING SURPLUS (DEFICIT)*		$ 1,928,397	$ -	$ -	$ 1,928,397
BEGINNING FUND BALANCE	9791	$ 112,224,293			$ 112,224,293
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 114,152,690	$ -	$ -	$ 114,152,690
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 114,152,690	$ -	$ -	$ 114,152,690
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Health and Welfare Fund -670**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,109,554,754		$ -	$ 1,109,554,754
TOTAL REVENUES		$ 1,109,554,754		$ -	$ 1,109,554,754
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 2,577,161		$ -	$ 2,577,161
Employee Benefits	3000-3999	$ 1,469,932	$ -	$ -	$ 1,469,932
Books and Supplies	4000-4999	$ 506,055		$ -	$ 506,055
Services and Other Operating Expenditures	5000-5999	$ 1,136,702,559		$ -	$ 1,136,702,559
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,141,255,707	$ -	$ -	$ 1,141,255,707
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (31,700,953)	$ -	$ -	$ (31,700,953)
BEGINNING FUND BALANCE	9791	$ 123,855,361			$ 123,855,361
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 92,154,408	$ -	$ -	$ 92,154,408
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 92,154,408	$ -	$ -	$ 92,154,408

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Workers Compension Fund -671**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 129,037,316		$ -	$ 129,037,316
TOTAL REVENUES		$ 129,037,316		$ -	$ 129,037,316
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 1,582,196		$ -	$ 1,582,196
Employee Benefits	3000-3999	$ 874,635	$ -	$ -	$ 874,635
Books and Supplies	4000-4999	$ 1,637,713		$ -	$ 1,637,713
Services and Other Operating Expenditures	5000-5999	$ 123,834,305		$ -	$ 123,834,305
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 127,928,849	$ -	$ -	$ 127,928,849
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 1,108,467	$ -	$ -	$ 1,108,467
BEGINNING FUND BALANCE	9791	$ 164,661,202			$ 164,661,202
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 165,769,669	$ -	$ -	$ 165,769,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,997,589	$ -	$ -	$ 1,997,589
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 163,772,080	$ -	$ -	$ 163,772,080

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Liability Self Insurance Fund-672**
Bargaining Unit: AALA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 43,690,385		$ -	$ 43,690,385
TOTAL REVENUES		$ 43,690,385		$ -	$ 43,690,385
EXPENDITURES					
Certificated Salaries	1000-1999	$ 189,038	$ -	$ -	$ 189,038
Classified Salaries	2000-2999	$ 2,805,258		$ -	$ 2,805,258
Employee Benefits	3000-3999	$ 1,433,853	$ -	$ -	$ 1,433,853
Books and Supplies	4000-4999	$ 6,111		$ -	$ 6,111
Services and Other Operating Expenditures	5000-5999	$ 34,442,456		$ -	$ 34,442,456
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 38,876,716	$ -	$ -	$ 38,876,716
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 4,813,669	$ -	$ -	$ 4,813,669
BEGINNING FUND BALANCE	9791	$ 1,000,000			$ 1,000,000
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 5,813,669	$ -	$ -	$ 5,813,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,000,000	$ -	$ -	$ 1,000,000
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 4,813,669	$ -	$ -	$ 4,813,669

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
AALA

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4b: Restricted General Fund		Amount	Explanation
Revenues	$	-	The Acceleration days are accounted for using the set aside
Expenditures	$	(7,796,719)	under ESSER(Elementary and Secondary School Emergency Relief
Other Financing Sources/Uses	$	-	and Expanded Learning Opportunities funds

Page 4d: Fund 11 - Adult Education Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4e: Fund 12 - Child Development Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4f: Fund 13/61 - Cafeteria Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4g: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4h: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Additional Comments:

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: AALA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,518,200,804	$ 6,419,625,214	$ 6,168,537,719
Federal Revenue	8100-8299	$ 3,032,625	$ 3,184,256	$ 3,343,468
Other State Revenue	8300-8599	$ 84,156,103	$ 80,525,929	$ 77,759,287
Other Local Revenue	8600-8799	$ 144,189,939	$ 143,942,305	$ 142,117,170
TOTAL REVENUES		$ 6,749,579,471	$ 6,647,277,704	$ 6,391,757,644
EXPENDITURES				
Certificated Salaries	1000-1999	$ 2,540,814,763	$ 2,557,256,171	$ 2,382,356,728
Classified Salaries	2000-2999	$ 715,467,781	$ 689,642,160	$ 657,512,937
Employee Benefits	3000-3999	$ 1,594,881,565	$ 1,658,699,417	$ 1,624,290,365
Books and Supplies	4000-4999	$ 664,830,687	$ 324,898,468	$ 289,574,646
Services and Other Operating Expenditures	5000-5999	$ 491,355,357	$ 513,648,747	$ 508,869,714
Capital Outlay	6000-6999	$ 8,453,525	$ 10,003,902	$ 5,413,707
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934	$ 5,429,934	$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments				$ -
TOTAL EXPENDITURES		$ 5,811,852,585	$ 5,622,810,260	$ 5,334,544,676
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ (1,272,175,751)	$ (1,281,485,830)	$ (1,277,870,133)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ (280,632,898)	$ (237,903,028)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039	$ 2,744,790,797	$ 2,464,157,899
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 2,744,790,797	$ 2,464,157,899	$ 2,226,254,871
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740			
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ 343,742,385	$ 356,183,243

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: AALA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 29,114,160	$ 29,114,160	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478	$ 438,649,866	$ 145,455,204
Other State Revenue	8300-8599	$ 2,280,846,004	$ 1,283,442,278	$ 1,291,196,086
Other Local Revenue	8600-8799	$ 12,434,949	$ 12,119,000	$ 12,119,000
TOTAL REVENUES		$ 4,549,419,591	$ 1,763,325,304	$ 1,477,884,450
EXPENDITURES				
Certificated Salaries	1000-1999	$ 996,209,784	$ 544,395,311	$ 491,917,251
Classified Salaries	2000-2999	$ 491,942,980	$ 356,989,976	$ 335,774,552
Employee Benefits	3000-3999	$ 1,093,313,088	$ 886,448,633	$ 846,637,113
Books and Supplies	4000-4999	$ 2,092,552,320	$ 924,431,845	$ 734,324,891
Services and Other Operating Expenditures	5000-5999	$ 487,170,081	$ 429,442,415	$ 432,865,420
Capital Outlay	6000-6999	$ 4,983,518	$ 107,471	$ 69,394
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939	$ 75,354,105	$ 72,250,556
Transfers of Indirect Costs	7300-7399	$ -		
Other Adjustments				
TOTAL EXPENDITURES		$ 5,313,259,710	$ 3,217,169,757	$ 2,913,839,178
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ 1,281,485,830	$ 1,277,870,133
OPERATING SURPLUS (DEFICIT)*		$ 508,335,631	$ (172,358,623)	$ (158,084,595)
BEGINNING FUND BALANCE	9791	$ 324,896,865	$ 833,232,496	$ 660,873,873
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 833,232,496	$ 660,873,873	$ 502,789,279
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -		
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ (3)	$ (3)	$ (3)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: AALA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,547,314,964	$ 6,448,739,374	$ 6,197,651,879
Federal Revenue	8100-8299	$ 2,230,057,103	$ 441,834,122	$ 148,798,672
Other State Revenue	8300-8599	$ 2,365,002,107	$ 1,363,968,207	$ 1,368,955,373
Other Local Revenue	8600-8799	$ 156,624,888	$ 156,061,305	$ 154,236,170
TOTAL REVENUES		$ 11,298,999,062	$ 8,410,603,008	$ 7,869,642,094
EXPENDITURES				
Certificated Salaries	1000-1999	$ 3,537,024,547	$ 3,101,651,482	$ 2,874,273,979
Classified Salaries	2000-2999	$ 1,207,410,761	$ 1,046,632,136	$ 993,287,489
Employee Benefits	3000-3999	$ 2,688,194,653	$ 2,545,148,050	$ 2,470,927,478
Books and Supplies	4000-4999	$ 2,757,383,007	$ 1,249,330,313	$ 1,023,899,538
Services and Other Operating Expenditures	5000-5999	$ 978,525,438	$ 943,091,162	$ 941,735,134
Capital Outlay	6000-6999	$ 13,437,043	$ 10,111,373	$ 5,483,101
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873	$ 80,784,039	$ 77,680,490
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES		$ 11,125,112,295	$ 8,839,980,017	$ 8,248,383,853
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 186,540,390	$ (452,991,521)	$ (395,987,622)
BEGINNING FUND BALANCE	9791	$ 3,391,482,903	$ 3,578,023,293	$ 3,125,031,772
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 3,578,023,293	$ 3,125,031,772	$ 2,729,044,150
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,347	$ 343,742,383	$ 356,183,240

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Los Angeles Unified School District
AALA

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 11,152,826,061	$ 8,893,624,518	$ 8,295,659,705
b.	Less: Special Education Pass-Through Funds	$ -	$ -	$ -
c.	Net Expenditures, Transfers Out, and Uses	$ 11,152,826,061	$ 8,893,624,518	$ 8,295,659,705
d.	State Standard Minimum Reserve Percentage for this District **Enter percentage** →	2.00%	2.00%	2.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or $50,000)	$ 223,056,521	$ 177,872,490	$ 165,913,194

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 240,180,000	$ 194,790,000	$ 182,470,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 370,430,350	$ 343,742,385	$ 356,183,243
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 610,610,350	$ 538,532,385	$ 538,653,243
f.	Reserve for Economic Uncertainties Percentage	5.47%	6.06%	6.49%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	X	No	
2023-24	Yes	X	No	
2024-25	Yes	X	No	

4. If no, how do you plan to restore your reserves?

Public Disclosure of Proposed Collective Bargaining Agreement
Los Angeles Unified School District
UTLA, AALA, A,B,C,D,E,F,G,H,J and S

5 Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	$	7,796,719
General Fund balance Increase/(Decrease), Page 4c, Column 3	$	(7,796,719)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h1, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h2, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h3, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h4, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h5, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h6, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h7, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h8, Column 2	$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	$	(7,796,719)
Variance	$	-

Variance Explanation:

6 Will this agreement create or increase deficit financing in the current year or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/(Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(	$ 186,540,390	1.7%	
Current FY Surplus/(Deficit) after settlement(s)	$ 186,540,390	1.7%	
1st Subsequent FY Surplus/(Deficit) after settle	$ (452,991,521)	-5.1%	
2nd Subsequent FY Surplus/(Deficit) after settl	$ (395,987,622)	-4.8%	

Deficit Reduction Plan (as necessary):
The District must adopt budget balancing reduction to help address the deficits in the out-years as part of the Fiscal Stabilization plan

7 Were "Other Adjustments" amounts entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address the deficit spending and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet or use Page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Pag	$ -	
1st Subsequent FY Restricted, Page !	$ -	
2nd Subsequent FY Unrestricted, Pag	$ -	
2nd Subsequent FY Restricted, Page	$ -	

Public Disclosure of Proposed Collective Bargaining Agreement
LOS ANGELES UNIFIED SCHOOL DISTRICT

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the districts's Governing Board.

In Accordance with the requirements of Government Code Sections 3540.2(a) and 3547.5, the Superintendent and Chief Business Official of the Los Angeles Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from FY 2022-2023.

Board Actions
The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:	**Budget Adjustment Increase/(Decrease)**
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Subsequent Years

Budget Adjustment Categories:	
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Budget Revisions
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

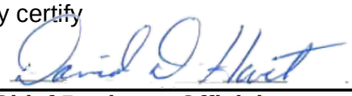
Assumptions
See attached page for a list of the assumptions upon which this certification is based.

Certifications

____ I hereby certify ____ I am unable to certify

District Superintendent (Signature) — **Date**

X I hereby certify ____ I am unable to certify



Chief Business Official (Signature) — October 26, 2022 — **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirments.

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
AALA

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

1. This certification is based on the FY2022-2023 Revised Budget approved by LAUSD Board of Education on August 30, 2022, which includes the District's current and multi-year projections.
2. The Acceleration Days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

Concerns regarding affordability of agreement in subsequent years (if any):

N/A

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Los Angeles Unified School District
District Name

District Superintendent (Signature) | **Date**

Tony Atienza
Contact Person

213-241-1324
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the _____ Bargaining Unit(s).

President (or Clerk), Governing Board (Signature) | **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS LOS ANGELES CHAPTER 500 AND LOS ANGELES UNIFIED SCHOOL DISTRICT

California School Employees Association and its Los Angeles Chapter 500 ("CSEA") and the Los Angeles Unified School District ("District") agree to the terms of this Memorandum of Understanding (MOU) regarding the 2022-2023 work years for bargaining unit members represented by CSEA.

1. For the 2022-2023 school year, the required work year for CSEA bargaining unit members on C Basis shall begin on Friday, August 12, 2022.

2. For the 2022-2023 school year, the required work year for CSEA bargaining unit members on C Basis shall end on Monday, June 12, 2023.

3. Monday, December 19, 2022 and Tuesday, December 20, 2022 will be Student Acceleration Days, optional for all C-basis, B-basis, and E-basis employees. C, B, and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

4. Monday, April 3, 2023 and Tuesday, April 4, 2023 will be Student Acceleration Days, optional for all C-basis, B-basis, and E-basis employees. C, B, and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

5. October 19, 2022, December 7, 2022, March 15, 2023 and April 19, 2023 will be required, regular days of school/work.

6. December 19 and 20, 2022 and April 3 and 4, 2023 are currently mandatory vacation days for employees on C, B, and E basis.

7. Employees who choose to work on any of the Student Acceleration Days will have the option to request a vacation pay-out for the number of hours worked on the acceleration days, in addition to their regular rate of pay for the hours worked. Alternatively, employees who work the Student Acceleration Days may choose to bank the unused vacation time for later use in addition to their regular rate of pay for the hours worked.

8. To facilitate employees being paid in a timely manner for any hours worked on December 19 and 20, 2022, employees who wish to have the time worked appear on the December 30th (classified) or January 6th (semi-monthly) pay warrant shall sign a commitment form indicating the dates they plan to work and submit the form to their time keeper no later than November 1, 2022. This form will also include an acknowledgement that the employee must sign, stating that if the hours are not worked, a payroll adjustment will be made in a subsequent pay period to reflect the actual hours worked and avoid an overpayment.

9. Members of the CSEA bargaining unit on C, B or E basis who participate in the Student Acceleration Days will receive 30 minutes of additional pay for planning time for each full day they participate.

10. This agreement is subject to final approval by the LAUSD Board of Education and approval by CSEA and its membership if required.

Letetsia A. Top — Oct 7, 2022
CSEA — DATE

Franny Parrish — Oct 7, 2022
CSEA — DATE

Alex Moore — Oct 10, 2022
CSEA — DATE

Kristen K Murphy — 10/10/2022
LAUSD — DATE

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Los Angeles Unified School District
Name of Bargaining Unit:	CSEA
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning: July 1, 2022 (date) and ending: June 30, 2023 (date)

The Governing Board will act upon this agreement on: November 15,2022 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

	Bargaining Unit Compensation **All Funds - Combined**		**Fiscal Impact of Proposed Agreement** (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) **2022-23**	Year 2 Increase/(Decrease) **2023-24**	Year 3 Increase/(Decrease) **2024-25**
1.	**Salary Schedule** Including Step and Column	$ 273,247,631	$ 3,297,152	$ -	$ -
			1.21%	0.00%	0.00%
2.	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$ -			
	Description of Other Compensation				
3.	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 98,181,609	$ 1,178,084	$ -	$ -
			1.20%	0.00%	0.00%
4.	**Health/Welfare Plans**	$ 96,622,666	$ -	$ -	$ -
			0.00%	0.00%	0.00%
5.	**Total Bargaining Unit Compensation** Add Items 1 through 4 to equal 5	$ 468,051,906	$ 4,475,236	$ -	$ -
			0.96%	0.00%	0.00%
6.	**Total Number of Bargaining Unit Employees** (Use FTEs if appropriate)	5,402.37			
7.	**Total Compensation <u>Average</u> Cost per Bargaining Unit Employee**	$ 86,638	$ 828	$ -	$ -
			0.96%	0.00%	0.00%

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

N/A

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

The District Health and Welfare MOU provides for a flat per participant contribution per active employee.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The Acceleration days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Please refer to attached agreement.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

F. Source of Funding for Proposed Agreement:

1. Current Year

General fund Restricted

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

One time agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,518,200,804		$ -	$ 6,518,200,804
Federal Revenue	8100-8299	$ 3,032,625		$ -	$ 3,032,625
Other State Revenue	8300-8599	$ 84,156,103		$ -	$ 84,156,103
Other Local Revenue	8600-8799	$ 144,189,939		$ -	$ 144,189,939
TOTAL REVENUES		$ 6,749,579,471		$ -	$ 6,749,579,471
EXPENDITURES					
Certificated Salaries	1000-1999	$ 2,540,814,763	$ -		$ 2,540,814,763
Classified Salaries	2000-2999	$ 715,467,781	$ -		$ 715,467,781
Employee Benefits	3000-3999	$ 1,594,881,565	$ -		$ 1,594,881,565
Books and Supplies	4000-4999	$ 664,830,687		$ -	$ 664,830,687
Services and Other Operating Expenditures	5000-5999	$ 491,355,357			$ 491,355,357
Capital Outlay	6000-6999	$ 8,453,525			$ 8,453,525
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934			$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)			$ (209,381,028)
TOTAL EXPENDITURES		$ 5,811,852,585	$ -	$ -	$ 5,811,852,585
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ (1,272,175,751)	$ -		$ (1,272,175,751)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ -	$ -	$ (321,795,241)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039			$ 3,066,586,039
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 2,744,790,797	$ -	$ -	$ 2,744,790,797
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -		$ 46,631,546
Restricted	9740				
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083			$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -		$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ -	$ -	$ 370,430,350

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 29,114,160		$ -	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478			$ 2,227,024,478
Other State Revenue	8300-8599	$ 2,280,846,004			$ 2,280,846,004
Other Local Revenue	8600-8799	$ 12,434,949			$ 12,434,949
TOTAL REVENUES		$ 4,549,419,591		$ -	$ 4,549,419,591
EXPENDITURES					
Certificated Salaries	1000-1999	$ 996,209,784	$ -		$ 996,209,784
Classified Salaries	2000-2999	$ 491,942,980	$ 3,297,152		$ 495,240,132
Employee Benefits	3000-3999	$ 1,093,313,088	$ 1,178,084		$ 1,094,491,172
Books and Supplies	4000-4999	$ 2,090,506,440		$ (4,475,236)	$ 2,086,031,204
Services and Other Operating Expenditures	5000-5999	$ 487,170,081		$ -	$ 487,170,081
Capital Outlay	6000-6999	$ 4,983,518			$ 4,983,518
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939		$ -	$ 147,087,939
Transfers of Indirect Costs	7300-7399				$ -
TOTAL EXPENDITURES		$ 5,311,213,831	$ 4,475,236	$ (4,475,236)	$ 5,311,213,831
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ -		$ 1,272,175,751
OPERATING SURPLUS (DEFICIT)*		$ 510,381,511	$ (4,475,236)	$ 4,475,236	$ 510,381,511
BEGINNING FUND BALANCE	9791	$ 324,896,865			$ 324,896,865
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 835,278,375	$ (4,475,236)	$ 4,475,236	$ 835,278,375
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719		$ -		$ -
Restricted	9740	$ 833,232,498			$ 833,232,498
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 2,045,877	$ (4,475,236)	$ 4,475,236	$ 2,045,877

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,547,314,964		$ -	$ 6,547,314,964
Federal Revenue	8100-8299	$ 2,230,057,103		$ -	$ 2,230,057,103
Other State Revenue	8300-8599	$ 2,365,002,107		$ -	$ 2,365,002,107
Other Local Revenue	8600-8799	$ 156,624,888		$ -	$ 156,624,888
TOTAL REVENUES		$ 11,298,999,062		$ -	$ 11,298,999,062
EXPENDITURES					
Certificated Salaries	1000-1999	$ 3,537,024,547	$ -	$ -	$ 3,537,024,547
Classified Salaries	2000-2999	$ 1,207,410,761	$ 3,297,152	$ -	$ 1,210,707,913
Employee Benefits	3000-3999	$ 2,688,194,653	$ 1,178,084	$ -	$ 2,689,372,737
Books and Supplies	4000-4999	$ 2,755,337,127		$ (4,475,236)	$ 2,750,861,891
Services and Other Operating Expenditures	5000-5999	$ 978,525,438		$ -	$ 978,525,438
Capital Outlay	6000-6999	$ 13,437,043		$ -	$ 13,437,043
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873		$ -	$ 152,517,873
Transfers of Indirect Costs	7300-7399	$ (209,381,028)		$ -	$ (209,381,028)
TOTAL EXPENDITURES		$ 11,123,066,415	$ 4,475,236	$ (4,475,236)	$ 11,123,066,415
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 188,586,270	$ (4,475,236)	$ 4,475,236	$ 188,586,270
BEGINNING FUND BALANCE	9791	$ 3,391,482,903			$ 3,391,482,903
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 3,580,069,173	$ (4,475,236)	$ 4,475,236	$ 3,580,069,173
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -	$ -	$ 46,631,546
Restricted	9740	$ 833,232,498	$ -	$ -	$ 833,232,498
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083	$ -	$ -	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -	$ -	$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 372,476,227	$ (4,475,236)	$ 4,475,236	$ 372,476,227

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 06/21/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 18,504,022		$ -	$ 18,504,022
Other State Revenue	8300-8599	$ 129,589,686		$ -	$ 129,589,686
Other Local Revenue	8600-8799	$ 1,210,188		$ -	$ 1,210,188
TOTAL REVENUES		$ 149,303,896		$ -	$ 149,303,896
EXPENDITURES					
Certificated Salaries	1000-1999	$ 61,653,627	$ -	$ -	$ 61,653,627
Classified Salaries	2000-2999	$ 18,498,356	$ -	$ -	$ 18,498,356
Employee Benefits	3000-3999	$ 37,616,433	$ -	$ -	$ 37,616,433
Books and Supplies	4000-4999	$ 21,452,823		$ -	$ 21,452,823
Services and Other Operating Expenditures	5000-5999	$ 13,769,042		$ -	$ 13,769,042
Capital Outlay	6000-6999	$ 407,421		$ -	$ 407,421
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 5,012,291		$ -	$ 5,012,291
TOTAL EXPENDITURES		$ 158,409,993	$ -	$ -	$ 158,409,993
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 29,989	$ -	$ -	$ 29,989
OPERATING SURPLUS (DEFICIT)*		$ (9,136,086)	$ -	$ -	$ (9,136,086)
BEGINNING FUND BALANCE	9791	$ 47,051,785			$ 47,051,785
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 37,915,699	$ -	$ -	$ 37,915,699
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 16,500	$ -	$ -	$ 16,500
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ 37,899,199	$ -	$ -	$ 37,899,199
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 4,658,800		$ -	$ 4,658,800
Other State Revenue	8300-8599	$ 182,592,487		$ -	$ 182,592,487
Other Local Revenue	8600-8799	$ -		$ -	$ -
TOTAL REVENUES		$ 187,251,287		$ -	$ 187,251,287
EXPENDITURES					
Certificated Salaries	1000-1999	$ 51,852,459		$ -	$ 51,852,459
Classified Salaries	2000-2999	$ 60,638,792		$ -	$ 60,638,792
Employee Benefits	3000-3999	$ 63,103,990	$ -	$ -	$ 63,103,990
Books and Supplies	4000-4999	$ 9,704,441		$ -	$ 9,704,441
Services and Other Operating Expenditures	5000-5999	$ 4,434,275		$ -	$ 4,434,275
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 9,045,396		$ -	$ 9,045,396
TOTAL EXPENDITURES		$ 198,779,353	$ -	$ -	$ 198,779,353
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 11,427,975		$ -	$ 11,427,975
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (100,091)	$ -	$ -	$ (100,091)
BEGINNING FUND BALANCE	9791	$ 285,491			$ 285,491
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 185,400	$ -	$ -	$ 185,400
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 185,400	$ -	$ -	$ 185,400
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ -		$ -	$ -
Federal Revenue	8100-8299	$ 429,001,454		$ -	$ 429,001,454
Other State Revenue	8300-8599	$ 80,731,573		$ -	$ 80,731,573
Other Local Revenue	8600-8799	$ 1,699,240		$ -	$ 1,699,240
TOTAL REVENUES		$ 511,432,267		$ -	$ 511,432,267
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 126,485,121		$ -	$ 126,485,121
Employee Benefits	3000-3999	$ 109,065,304	$ -	$ -	$ 109,065,304
Books and Supplies	4000-4999	$ 243,440,398		$ -	$ 243,440,398
Services and Other Operating Expenditures	5000-5999	$ 3,297,721		$ -	$ 3,297,721
Capital Outlay	6000-6999	$ 185,000		$ -	$ 185,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 20,150,375		$ -	$ 20,150,375
TOTAL EXPENDITURES		$ 502,623,919	$ -	$ -	$ 502,623,919
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 8,808,348	$ -	$ -	$ 8,808,348
BEGINNING FUND BALANCE	9791	$ 110,259,513			$ 110,259,513
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 119,067,861	$ -	$ -	$ 119,067,861
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 14,527,681		$ -	$ 14,527,681
Restricted	9740	$ 104,540,180	$ -	$ -	$ 104,540,180
Committed	9750-9760			$ -	$ -
Assigned	9780			$ -	$ -
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund-212**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenues	8600-8799	$ 862,644		$ -	$ 862,644
TOTAL REVENUES		$ 862,644		$ -	$ 862,644
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 846,048		$ -	$ 846,048
Employee Benefits	3000-3999	$ 448,922	$ -	$ -	$ 448,922
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 25,629		$ -	$ 25,629
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,320,599	$ -	$ -	$ 1,320,599
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (457,955)	$ -	$ -	$ (457,955)
BEGINNING FUND BALANCE	9791	$ 10,449,521			$ 10,449,521
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 9,991,566	$ -	$ -	$ 9,991,566
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ 9,991,566		$ -	$ 9,991,566
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure K-213**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 752,491		$ -	$ 752,491
TOTAL REVENUES		$ 752,491		$ -	$ 752,491
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 293,882		$ -	$ 293,882
Employee Benefits	3000-3999	$ 181,716	$ -	$ -	$ 181,716
Books and Supplies	4000-4999	$ -		$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 67,159,742		$ -	$ 67,159,742
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 67,635,340	$ -	$ -	$ 67,635,340
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (66,882,849)	$ -	$ -	$ (66,882,849)
BEGINNING FUND BALANCE	9791	$ 210,619,105			$ 210,619,105
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 143,736,256	$ -	$ -	$ 143,736,256
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 6,932		$ -	$ 6,932
Restricted	9740	$ 143,729,324	$ -	$ -	$ 143,729,324
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Y-214**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 249,288		$ -	$ 249,288
TOTAL REVENUES		$ 249,288		$ -	$ 249,288
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999			$ -	$ -
Employee Benefits	3000-3999			$ -	$ -
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 74,820,982		$ -	$ 74,820,982
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 74,820,982	$ -	$ -	$ 74,820,982
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (74,571,694)	$ -	$ -	$ (74,571,694)
BEGINNING FUND BALANCE	9791	$ 92,887,910			$ 92,887,910
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 18,316,216	$ -	$ -	$ 18,316,216
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 500,000	$ -	$ -	$ 500,000
Restricted	9740	$ 17,816,216		$ -	$ 17,816,216
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Q-215**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,575,667		$ -	$ 1,575,667
TOTAL REVENUES		$ 1,575,667		$ -	$ 1,575,667
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 119,696,345		$ -	$ 119,696,345
Employee Benefits	3000-3999	$ 61,148,676	$ -	$ -	$ 61,148,676
Books and Supplies	4000-4999	$ 1,337,329		$ -	$ 1,337,329
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 572,711,834		$ -	$ 572,711,834
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 754,894,184	$ -	$ -	$ 754,894,184
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 51,000	$ -	$ -	$ 51,000
OPERATING SURPLUS (DEFICIT)*		$ (753,369,517)	$ -	$ -	$ (753,369,517)
BEGINNING FUND BALANCE	9791	$ 793,290,482			$ 793,290,482
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 39,920,965	$ -	$ -	$ 39,920,965
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 39,920,965	$ -	$ -	$ 39,920,965
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Capital Facilities Fund-250**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 83,206,000		$ -	$ 83,206,000
TOTAL REVENUES		$ 83,206,000		$ -	$ 83,206,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 587,765		$ -	$ 587,765
Employee Benefits	3000-3999	$ 277,721	$ -	$ -	$ 277,721
Books and Supplies	4000-4999	$ 77,758		$ -	$ 77,758
Services and Other Operating Expenditures	5000-5999	$ 31,478,178		$ -	$ 31,478,178
Capital Outlay	6000-6999	$ 101,145,029		$ -	$ 101,145,029
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 133,566,451	$ -	$ -	$ 133,566,451
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699		$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (50,360,451)	$ -	$ -	$ (50,360,451)
BEGINNING FUND BALANCE	9791	$ 50,360,451			$ 50,360,451
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740			$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Special Reserve Fund-400**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 48,355,000		$ -	$ 48,355,000
TOTAL REVENUES		$ 48,355,000		$ -	$ 48,355,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 230,169		$ -	$ 230,169
Employee Benefits	3000-3999	$ 101,007	$ -	$ -	$ 101,007
Books and Supplies	4000-4999	$ 196,082		$ -	$ 196,082
Services and Other Operating Expenditures	5000-5999	$ 15,897,247		$ -	$ 15,897,247
Capital Outlay	6000-6999	$ 2,098		$ -	$ 2,098
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 16,426,603	$ -	$ -	$ 16,426,603
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 30,000,000	$ -	$ -	$ 30,000,000
OPERATING SURPLUS (DEFICIT)*		$ 1,928,397	$ -	$ -	$ 1,928,397
BEGINNING FUND BALANCE	9791	$ 112,224,293			$ 112,224,293
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 114,152,690	$ -	$ -	$ 114,152,690
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 114,152,690	$ -	$ -	$ 114,152,690
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Health and Welfare Fund -670**

Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,109,554,754		$ -	$ 1,109,554,754
TOTAL REVENUES		$ 1,109,554,754		$ -	$ 1,109,554,754
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 2,577,161		$ -	$ 2,577,161
Employee Benefits	3000-3999	$ 1,469,932	$ -	$ -	$ 1,469,932
Books and Supplies	4000-4999	$ 506,055		$ -	$ 506,055
Services and Other Operating Expenditures	5000-5999	$ 1,136,702,559		$ -	$ 1,136,702,559
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,141,255,707	$ -	$ -	$ 1,141,255,707
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (31,700,953)	$ -	$ -	$ (31,700,953)
BEGINNING FUND BALANCE	9791	$ 123,855,361			$ 123,855,361
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 92,154,408	$ -	$ -	$ 92,154,408
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 92,154,408	$ -	$ -	$ 92,154,408

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Workers Compension Fund -671**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 129,037,316		$ -	$ 129,037,316
TOTAL REVENUES		$ 129,037,316		$ -	$ 129,037,316
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 1,582,196		$ -	$ 1,582,196
Employee Benefits	3000-3999	$ 874,635	$ -	$ -	$ 874,635
Books and Supplies	4000-4999	$ 1,637,713		$ -	$ 1,637,713
Services and Other Operating Expenditures	5000-5999	$ 123,834,305		$ -	$ 123,834,305
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 127,928,849	$ -	$ -	$ 127,928,849
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 1,108,467	$ -	$ -	$ 1,108,467
BEGINNING FUND BALANCE	9791	$ 164,661,202			$ 164,661,202
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 165,769,669	$ -	$ -	$ 165,769,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,997,589	$ -	$ -	$ 1,997,589
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 163,772,080	$ -	$ -	$ 163,772,080

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Liability Self Insurance Fund-672**
Bargaining Unit: CSEA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 43,690,385		$ -	$ 43,690,385
TOTAL REVENUES		$ 43,690,385		$ -	$ 43,690,385
EXPENDITURES					
Certificated Salaries	1000-1999	$ 189,038	$ -	$ -	$ 189,038
Classified Salaries	2000-2999	$ 2,805,258		$ -	$ 2,805,258
Employee Benefits	3000-3999	$ 1,433,853	$ -	$ -	$ 1,433,853
Books and Supplies	4000-4999	$ 6,111		$ -	$ 6,111
Services and Other Operating Expenditures	5000-5999	$ 34,442,456		$ -	$ 34,442,456
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 38,876,716	$ -	$ -	$ 38,876,716
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 4,813,669	$ -	$ -	$ 4,813,669
BEGINNING FUND BALANCE	9791	$ 1,000,000			$ 1,000,000
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 5,813,669	$ -	$ -	$ 5,813,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,000,000	$ -	$ -	$ 1,000,000
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 4,813,669	$ -	$ -	$ 4,813,669

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
CSEA

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4b: Restricted General Fund		Amount	Explanation
Revenues	$	-	The Acceleration days are accounted for using the set aside
Expenditures	$	(4,475,236)	under ESSER(Elementary and Secondary School Emergency Relief
Other Financing Sources/Uses	$	-	and Expanded Learning Opportunities funds

Page 4d: Fund 11 - Adult Education Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4e: Fund 12 - Child Development Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4f: Fund 13/61 - Cafeteria Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4g: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4h: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Additional Comments:

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: CSEA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,518,200,804	$ 6,419,625,214	$ 6,168,537,719
Federal Revenue	8100-8299	$ 3,032,625	$ 3,184,256	$ 3,343,468
Other State Revenue	8300-8599	$ 84,156,103	$ 80,525,929	$ 77,759,287
Other Local Revenue	8600-8799	$ 144,189,939	$ 143,942,305	$ 142,117,170
TOTAL REVENUES		$ 6,749,579,471	$ 6,647,277,704	$ 6,391,757,644
EXPENDITURES				
Certificated Salaries	1000-1999	$ 2,540,814,763	$ 2,557,256,171	$ 2,382,356,728
Classified Salaries	2000-2999	$ 715,467,781	$ 689,642,160	$ 657,512,937
Employee Benefits	3000-3999	$ 1,594,881,565	$ 1,658,699,417	$ 1,624,290,365
Books and Supplies	4000-4999	$ 664,830,687	$ 324,898,468	$ 289,574,646
Services and Other Operating Expenditures	5000-5999	$ 491,355,357	$ 513,648,747	$ 508,869,714
Capital Outlay	6000-6999	$ 8,453,525	$ 10,003,902	$ 5,413,707
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934	$ 5,429,934	$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments				$ -
TOTAL EXPENDITURES		$ 5,811,852,585	$ 5,622,810,260	$ 5,334,544,676
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ (1,272,175,751)	$ (1,281,485,830)	$ (1,277,870,133)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ (280,632,898)	$ (237,903,028)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039	$ 2,744,790,797	$ 2,464,157,899
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 2,744,790,797	$ 2,464,157,899	$ 2,226,254,871
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740			
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ 343,742,385	$ 356,183,243

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: CSEA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 29,114,160	$ 29,114,160	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478	$ 438,649,866	$ 145,455,204
Other State Revenue	8300-8599	$ 2,280,846,004	$ 1,283,442,278	$ 1,291,196,086
Other Local Revenue	8600-8799	$ 12,434,949	$ 12,119,000	$ 12,119,000
TOTAL REVENUES		$ 4,549,419,591	$ 1,763,325,304	$ 1,477,884,450
EXPENDITURES				
Certificated Salaries	1000-1999	$ 996,209,784	$ 544,395,311	$ 491,917,251
Classified Salaries	2000-2999	$ 495,240,132	$ 356,989,976	$ 335,774,552
Employee Benefits	3000-3999	$ 1,094,491,172	$ 886,448,633	$ 846,637,113
Books and Supplies	4000-4999	$ 2,086,031,204	$ 924,431,845	$ 734,324,891
Services and Other Operating Expenditures	5000-5999	$ 487,170,081	$ 429,442,415	$ 432,865,420
Capital Outlay	6000-6999	$ 4,983,518	$ 107,471	$ 69,394
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939	$ 75,354,105	$ 72,250,556
Transfers of Indirect Costs	7300-7399	$ -		
Other Adjustments				
TOTAL EXPENDITURES		$ 5,311,213,831	$ 3,217,169,757	$ 2,913,839,178
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ 1,281,485,830	$ 1,277,870,133
OPERATING SURPLUS (DEFICIT)*		$ 510,381,511	$ (172,358,623)	$ (158,084,595)
BEGINNING FUND BALANCE	9791	$ 324,896,865	$ 835,278,375	$ 662,919,753
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 835,278,375	$ 662,919,753	$ 504,835,158
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -		
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 2,045,877	$ 2,045,877	$ 2,045,877

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: CSEA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,547,314,964	$ 6,448,739,374	$ 6,197,651,879
Federal Revenue	8100-8299	$ 2,230,057,103	$ 441,834,122	$ 148,798,672
Other State Revenue	8300-8599	$ 2,365,002,107	$ 1,363,968,207	$ 1,368,955,373
Other Local Revenue	8600-8799	$ 156,624,888	$ 156,061,305	$ 154,236,170
TOTAL REVENUES		$ 11,298,999,062	$ 8,410,603,008	$ 7,869,642,094
EXPENDITURES				
Certificated Salaries	1000-1999	$ 3,537,024,547	$ 3,101,651,482	$ 2,874,273,979
Classified Salaries	2000-2999	$ 1,210,707,913	$ 1,046,632,136	$ 993,287,489
Employee Benefits	3000-3999	$ 2,689,372,737	$ 2,545,148,050	$ 2,470,927,478
Books and Supplies	4000-4999	$ 2,750,861,891	$ 1,249,330,313	$ 1,023,899,538
Services and Other Operating Expenditures	5000-5999	$ 978,525,438	$ 943,091,162	$ 941,735,134
Capital Outlay	6000-6999	$ 13,437,043	$ 10,111,373	$ 5,483,101
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873	$ 80,784,039	$ 77,680,490
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES		$ 11,123,066,415	$ 8,839,980,017	$ 8,248,383,853
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 188,586,270	$ (452,991,521)	$ (395,987,622)
BEGINNING FUND BALANCE	9791	$ 3,391,482,903	$ 3,580,069,173	$ 3,127,077,652
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 3,580,069,173	$ 3,127,077,652	$ 2,731,090,030
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 372,476,227	$ 345,788,263	$ 358,229,120

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Los Angeles Unified School District
CSEA

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 11,150,780,181	$ 8,893,624,518	$ 8,295,659,705
b.	Less: Special Education Pass-Through Funds	$ -	$ -	$ -
c.	Net Expenditures, Transfers Out, and Uses	$ 11,150,780,181	$ 8,893,624,518	$ 8,295,659,705
d.	State Standard Minimum Reserve Percentage for this District **Enter percentage** →	2.00%	2.00%	2.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or $50,000)	$ 223,015,604	$ 177,872,490	$ 165,913,194

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 240,180,000	$ 194,790,000	$ 182,470,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 370,430,350	$ 343,742,385	$ 356,183,243
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 610,610,350	$ 538,532,385	$ 538,653,243
f.	Reserve for Economic Uncertainties Percentage	5.48%	6.06%	6.49%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	X	No	
2023-24	Yes	X	No	
2024-25	Yes	X	No	

4. If no, how do you plan to restore your reserves?

Public Disclosure of Proposed Collective Bargaining Agreement
Los Angeles Unified School District
UTLA, AALA, A,B,C,D,E,F,G,H,J and S

5 Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	$	4,475,236
General Fund balance Increase/(Decrease), Page 4c, Column 3	$	(4,475,236)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h1, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h2, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h3, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h4, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h5, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h6, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h7, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h8, Column 2	$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	$	(4,475,236)
Variance	$	-

Variance Explanation:

6 Will this agreement create or increase deficit financing in the current year or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/(Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(	$ 188,586,270	1.7%	
Current FY Surplus/(Deficit) after settlement(s)	$ 188,586,270	1.7%	
1st Subsequent FY Surplus/(Deficit) after settle	$ (452,991,521)	-5.1%	
2nd Subsequent FY Surplus/(Deficit) after settl	$ (395,987,622)	-4.8%	

Deficit Reduction Plan (as necessary):
The District must adopt budget balancing reduction to help address the deficits in the out-years as part of the Fiscal Stabilization plan

7 Were "Other Adjustments" amounts entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address the deficit spending and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet or use Page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Pag	$ -	
1st Subsequent FY Restricted, Page !	$ -	
2nd Subsequent FY Unrestricted, Pag	$ -	
2nd Subsequent FY Restricted, Page	$ -	

Public Disclosure of Proposed Collective Bargaining Agreement
LOS ANGELES UNIFIED SCHOOL DISTRICT

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the districts's Governing Board.

In Accordance with the requirements of Government Code Sections 3540.2(a) and 3547.5, the Superintendent and Chief Business Official of the Los Angeles Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from FY 2022-2023.

Board Actions
The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:	**Budget Adjustment Increase/(Decrease)**
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Subsequent Years

Budget Adjustment Categories:	
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Budget Revisions
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions
See attached page for a list of the assumptions upon which this certification is based.

Certifications

____ I hereby certify ____ I am unable to certify

District Superintendent (Signature) — **Date**

X I hereby certify ____ I am unable to certify



Chief Business Official (Signature) — October 26, 2022 — **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirments.

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
CSEA

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

1. This certification is based on the FY2022-2023 Revised Budget approved by LAUSD Board of Education on August 30, 2022, which includes the District's current and multi-year projections.
2. The Acceleration Days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

Concerns regarding affordability of agreement in subsequent years (if any):

N/A

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Los Angeles Unified School District
District Name

District Superintendent (Signature) | **Date**

Tony Atienza
Contact Person

213-241-1324
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the _____ Bargaining Unit(s).

President (or Clerk), Governing Board (Signature) | **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Attachment C

MEMORANDUM OF UNDERSTANDING
BETWEEN
TEAMSTERS LOCAL 572 AND LOS ANGELES UNIFIED SCHOOL DISTRICT

Teamsters Local 572 ("Teamsters") and the Los Angeles Unified School District ("District") agree to the terms of this Memorandum of Understanding (MOU) regarding the 2022-2023 work years for bargaining unit members represented by Teamsters.

1. For the 2022-2023 school year, the required work year for any Teamsters bargaining unit members on C shall begin on Friday, August 12, 2022.

2. For the 2022-2023 school year, the required work year for any Teamsters bargaining unit members on C Basis shall end on Monday, June 12, 2023.

3. Monday, December 19, 2022 and Tuesday, December 20, 2022 will be Student Acceleration Days, optional for all C-basis, B-basis, and E-basis employees. C, B, and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

4. Monday, April 3, 2023 and Tuesday, April 4, 2023 will be Student Acceleration Days, optional for all C-basis, B-basis, and E-basis employees. C, B, and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours to perform services at or in support of students at the school sites as needed and as determined by the District.

5. October 19, 2022, December 7, 2022, March 15, 2023 and April 19, 2023 will be required, regular days of school/work.

6. December 19 and 20, 2022 and April 3 and 4, 2023 are currently mandatory vacation days for employees on C, B, and E basis.

7. Employees who choose to work on any of the Student Acceleration Days will have the option to request a vacation pay-out for the number of hours worked on the acceleration days, in addition to their regular rate of pay for the hours worked. Alternatively, employees who work the Student Acceleration Days may choose to bank the unused vacation time for later use in addition to their regular rate of pay for the hours worked.

8. To facilitate employees being paid in a timely manner for any hours worked on December 19 and 20, 2022, employees who wish to have the time worked appear on the December 30th (classified) or January 6th (semi-monthly) pay warrant shall sign a commitment form indicating the dates they plan to work and submit the form to their time keeper no later than November 1, 2022. This form will also include an acknowledgement that the employee must sign, stating that if the hours are not worked, a payroll adjustment will be made in a subsequent pay period to reflect the actual hours worked and avoid an overpayment.

9. Members of the Teamsters bargaining unit on C, B or E basis who participate in the Student Acceleration Days will receive 30 minutes of additional pay for planning time for each full day they participate.

10. This agreement is subject to final approval by the LAUSD Board of Education.

R.E Middleton 10/5/22

Teamsters DATE

Kristen K Murphy 10-5-2022

LAUSD DATE

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Los Angeles Unified School District
Name of Bargaining Unit:	TEAMSTER
Certificated, Classified, Other:	Classified

The proposed agreement covers the period beginning: July 1, 2022 (date) and ending: June 30, 2023 (date)

The Governing Board will act upon this agreement on: November 15,2022 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

	Bargaining Unit Compensation **All Funds - Combined**		**Fiscal Impact of Proposed Agreement** (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) **2022-23**	Year 2 Increase/(Decrease) **2023-24**	Year 3 Increase/(Decrease) **2024-25**
1.	**Salary Schedule** Including Step and Column	$ 228,284,842	$ 1,535,975	$ -	$ -
			0.67%	0.00%	0.00%
2.	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$ -			
	Description of Other Compensation				
3.	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 82,533,234	$ 555,255	$ -	$ -
			0.67%	0.00%	0.00%
4.	**Health/Welfare Plans**	$ 64,450,074	$ -	$ -	$ -
			0.00%	0.00%	0.00%
5.	**Total Bargaining Unit Compensation** Add Items 1 through 4 to equal 5	$ 375,268,150	$ 2,091,230	$ -	$ -
			0.56%	0.00%	0.00%
6.	**Total Number of Bargaining Unit Employees** (Use FTEs if appropriate)	3,634.25			
7.	**Total Compensation <u>Average</u> Cost per Bargaining Unit Employee**	$ 103,259	$ 575	$ -	$ -
			0.56%	0.00%	0.00%

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

N/A

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

The District Health and Welfare MOU provides for a flat per participant contribution per active employee.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The Acceleration days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Please refer to attached agreement.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

F. Source of Funding for Proposed Agreement:

1. Current Year

General Fund Restricted.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

one time agreement

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,518,200,804		$ -	$ 6,518,200,804
Federal Revenue	8100-8299	$ 3,032,625		$ -	$ 3,032,625
Other State Revenue	8300-8599	$ 84,156,103		$ -	$ 84,156,103
Other Local Revenue	8600-8799	$ 144,189,939		$ -	$ 144,189,939
TOTAL REVENUES		$ 6,749,579,471		$ -	$ 6,749,579,471
EXPENDITURES					
Certificated Salaries	1000-1999	$ 2,540,814,763	$ -		$ 2,540,814,763
Classified Salaries	2000-2999	$ 715,467,781	$ -		$ 715,467,781
Employee Benefits	3000-3999	$ 1,594,881,565	$ -		$ 1,594,881,565
Books and Supplies	4000-4999	$ 664,830,687		$ -	$ 664,830,687
Services and Other Operating Expenditures	5000-5999	$ 491,355,357			$ 491,355,357
Capital Outlay	6000-6999	$ 8,453,525			$ 8,453,525
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934			$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)			$ (209,381,028)
TOTAL EXPENDITURES		$ 5,811,852,585	$ -	$ -	$ 5,811,852,585
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ (1,272,175,751)	$ -		$ (1,272,175,751)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ -	$ -	$ (321,795,241)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039			$ 3,066,586,039
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 2,744,790,797	$ -	$ -	$ 2,744,790,797
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -		$ 46,631,546
Restricted	9740				
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083			$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -		$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ -	$ -	$ 370,430,350

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 29,114,160		$ -	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478			$ 2,227,024,478
Other State Revenue	8300-8599	$ 2,280,846,004			$ 2,280,846,004
Other Local Revenue	8600-8799	$ 12,434,949			$ 12,434,949
TOTAL REVENUES		$ 4,549,419,591		$ -	$ 4,549,419,591
EXPENDITURES					
Certificated Salaries	1000-1999	$ 996,209,784	$ -		$ 996,209,784
Classified Salaries	2000-2999	$ 495,240,132	$ 1,535,975		$ 496,776,107
Employee Benefits	3000-3999	$ 1,094,491,172	$ 555,255		$ 1,095,046,427
Books and Supplies	4000-4999	$ 2,086,031,204		$ (2,091,230)	$ 2,083,939,974
Services and Other Operating Expenditures	5000-5999	$ 487,170,081		$ -	$ 487,170,081
Capital Outlay	6000-6999	$ 4,983,518			$ 4,983,518
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939		$ -	$ 147,087,939
Transfers of Indirect Costs	7300-7399				$ -
TOTAL EXPENDITURES		$ 5,311,213,831	$ 2,091,230	$ (2,091,230)	$ 5,311,213,831
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ -		$ 1,272,175,751
OPERATING SURPLUS (DEFICIT)*		$ 510,381,511	$ (2,091,230)	$ 2,091,230	$ 510,381,511
BEGINNING FUND BALANCE	9791	$ 324,896,865			$ 324,896,865
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 835,278,375	$ (2,091,230)	$ 2,091,230	$ 835,278,375
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719		$ -		$ -
Restricted	9740	$ 833,232,498			$ 833,232,498
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 2,045,877	$ (2,091,230)	$ 2,091,230	$ 2,045,877

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,547,314,964		$ -	$ 6,547,314,964
Federal Revenue	8100-8299	$ 2,230,057,103		$ -	$ 2,230,057,103
Other State Revenue	8300-8599	$ 2,365,002,107		$ -	$ 2,365,002,107
Other Local Revenue	8600-8799	$ 156,624,888		$ -	$ 156,624,888
TOTAL REVENUES		$ 11,298,999,062		$ -	$ 11,298,999,062
EXPENDITURES					
Certificated Salaries	1000-1999	$ 3,537,024,547	$ -	$ -	$ 3,537,024,547
Classified Salaries	2000-2999	$ 1,210,707,913	$ 1,535,975	$ -	$ 1,212,243,889
Employee Benefits	3000-3999	$ 2,689,372,737	$ 555,255	$ -	$ 2,689,927,992
Books and Supplies	4000-4999	$ 2,750,861,891		$ (2,091,230)	$ 2,748,770,661
Services and Other Operating Expenditures	5000-5999	$ 978,525,438		$ -	$ 978,525,438
Capital Outlay	6000-6999	$ 13,437,043		$ -	$ 13,437,043
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873		$ -	$ 152,517,873
Transfers of Indirect Costs	7300-7399	$ (209,381,028)		$ -	$ (209,381,028)
TOTAL EXPENDITURES		$ 11,123,066,415	$ 2,091,230	$ (2,091,230)	$ 11,123,066,415
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 188,586,270	$ (2,091,230)	$ 2,091,230	$ 188,586,270
BEGINNING FUND BALANCE	9791	$ 3,391,482,903			$ 3,391,482,903
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 3,580,069,173	$ (2,091,230)	$ 2,091,230	$ 3,580,069,173
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -	$ -	$ 46,631,546
Restricted	9740	$ 833,232,498	$ -	$ -	$ 833,232,498
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083	$ -	$ -	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -	$ -	$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 372,476,227	$ (2,091,230)	$ 2,091,230	$ 372,476,227

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 06/21/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 18,504,022		$ -	$ 18,504,022
Other State Revenue	8300-8599	$ 129,589,686		$ -	$ 129,589,686
Other Local Revenue	8600-8799	$ 1,210,188		$ -	$ 1,210,188
TOTAL REVENUES		$ 149,303,896		$ -	$ 149,303,896
EXPENDITURES					
Certificated Salaries	1000-1999	$ 61,653,627	$ -	$ -	$ 61,653,627
Classified Salaries	2000-2999	$ 18,498,356	$ -	$ -	$ 18,498,356
Employee Benefits	3000-3999	$ 37,616,433	$ -	$ -	$ 37,616,433
Books and Supplies	4000-4999	$ 21,452,823		$ -	$ 21,452,823
Services and Other Operating Expenditures	5000-5999	$ 13,769,042		$ -	$ 13,769,042
Capital Outlay	6000-6999	$ 407,421		$ -	$ 407,421
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 5,012,291		$ -	$ 5,012,291
TOTAL EXPENDITURES		$ 158,409,993	$ -	$ -	$ 158,409,993
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 29,989	$ -	$ -	$ 29,989
OPERATING SURPLUS (DEFICIT)*		$ (9,136,086)	$ -	$ -	$ (9,136,086)
BEGINNING FUND BALANCE	9791	$ 47,051,785			$ 47,051,785
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 37,915,699	$ -	$ -	$ 37,915,699
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 16,500	$ -	$ -	$ 16,500
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ 37,899,199	$ -	$ -	$ 37,899,199
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 4,658,800		$ -	$ 4,658,800
Other State Revenue	8300-8599	$ 182,592,487		$ -	$ 182,592,487
Other Local Revenue	8600-8799	$ -		$ -	$ -
TOTAL REVENUES		$ 187,251,287		$ -	$ 187,251,287
EXPENDITURES					
Certificated Salaries	1000-1999	$ 51,852,459		$ -	$ 51,852,459
Classified Salaries	2000-2999	$ 60,638,792		$ -	$ 60,638,792
Employee Benefits	3000-3999	$ 63,103,990	$ -	$ -	$ 63,103,990
Books and Supplies	4000-4999	$ 9,704,441		$ -	$ 9,704,441
Services and Other Operating Expenditures	5000-5999	$ 4,434,275		$ -	$ 4,434,275
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 9,045,396		$ -	$ 9,045,396
TOTAL EXPENDITURES		$ 198,779,353	$ -	$ -	$ 198,779,353
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 11,427,975		$ -	$ 11,427,975
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (100,091)	$ -	$ -	$ (100,091)
BEGINNING FUND BALANCE	9791	$ 285,491			$ 285,491
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 185,400	$ -	$ -	$ 185,400
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 185,400	$ -	$ -	$ 185,400
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ -		$ -	$ -
Federal Revenue	8100-8299	$ 429,001,454		$ -	$ 429,001,454
Other State Revenue	8300-8599	$ 80,731,573		$ -	$ 80,731,573
Other Local Revenue	8600-8799	$ 1,699,240		$ -	$ 1,699,240
TOTAL REVENUES		$ 511,432,267		$ -	$ 511,432,267
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 126,485,121		$ -	$ 126,485,121
Employee Benefits	3000-3999	$ 109,065,304	$ -	$ -	$ 109,065,304
Books and Supplies	4000-4999	$ 243,440,398		$ -	$ 243,440,398
Services and Other Operating Expenditures	5000-5999	$ 3,297,721		$ -	$ 3,297,721
Capital Outlay	6000-6999	$ 185,000		$ -	$ 185,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 20,150,375		$ -	$ 20,150,375
TOTAL EXPENDITURES		$ 502,623,919	$ -	$ -	$ 502,623,919
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 8,808,348	$ -	$ -	$ 8,808,348
BEGINNING FUND BALANCE	9791	$ 110,259,513			$ 110,259,513
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 119,067,861	$ -	$ -	$ 119,067,861
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 14,527,681		$ -	$ 14,527,681
Restricted	9740	$ 104,540,180	$ -	$ -	$ 104,540,180
Committed	9750-9760			$ -	$ -
Assigned	9780			$ -	$ -
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund-212**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenues	8600-8799	$ 862,644		$ -	$ 862,644
TOTAL REVENUES		$ 862,644		$ -	$ 862,644
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 846,048		$ -	$ 846,048
Employee Benefits	3000-3999	$ 448,922	$ -	$ -	$ 448,922
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 25,629		$ -	$ 25,629
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,320,599	$ -	$ -	$ 1,320,599
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (457,955)	$ -	$ -	$ (457,955)
BEGINNING FUND BALANCE	9791	$ 10,449,521			$ 10,449,521
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 9,991,566	$ -	$ -	$ 9,991,566
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ 9,991,566		$ -	$ 9,991,566
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure K-213**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 752,491		$ -	$ 752,491
TOTAL REVENUES		$ 752,491		$ -	$ 752,491
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 293,882		$ -	$ 293,882
Employee Benefits	3000-3999	$ 181,716	$ -	$ -	$ 181,716
Books and Supplies	4000-4999	$ -		$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 67,159,742		$ -	$ 67,159,742
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 67,635,340	$ -	$ -	$ 67,635,340
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (66,882,849)	$ -	$ -	$ (66,882,849)
BEGINNING FUND BALANCE	9791	$ 210,619,105			$ 210,619,105
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 143,736,256	$ -	$ -	$ 143,736,256
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 6,932		$ -	$ 6,932
Restricted	9740	$ 143,729,324	$ -	$ -	$ 143,729,324
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Y-214**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 249,288		$ -	$ 249,288
TOTAL REVENUES		$ 249,288		$ -	$ 249,288
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999			$ -	$ -
Employee Benefits	3000-3999			$ -	$ -
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 74,820,982		$ -	$ 74,820,982
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 74,820,982	$ -	$ -	$ 74,820,982
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (74,571,694)	$ -	$ -	$ (74,571,694)
BEGINNING FUND BALANCE	9791	$ 92,887,910			$ 92,887,910
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 18,316,216	$ -	$ -	$ 18,316,216
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 500,000	$ -	$ -	$ 500,000
Restricted	9740	$ 17,816,216		$ -	$ 17,816,216
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Q-215**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,575,667		$ -	$ 1,575,667
TOTAL REVENUES		$ 1,575,667		$ -	$ 1,575,667
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 119,696,345		$ -	$ 119,696,345
Employee Benefits	3000-3999	$ 61,148,676	$ -	$ -	$ 61,148,676
Books and Supplies	4000-4999	$ 1,337,329		$ -	$ 1,337,329
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 572,711,834		$ -	$ 572,711,834
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 754,894,184	$ -	$ -	$ 754,894,184
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 51,000	$ -	$ -	$ 51,000
OPERATING SURPLUS (DEFICIT)*		$ (753,369,517)	$ -	$ -	$ (753,369,517)
BEGINNING FUND BALANCE	9791	$ 793,290,482			$ 793,290,482
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 39,920,965	$ -	$ -	$ 39,920,965
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 39,920,965	$ -	$ -	$ 39,920,965
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Capital Facilities Fund-250**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 83,206,000		$ -	$ 83,206,000
TOTAL REVENUES		$ 83,206,000		$ -	$ 83,206,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 587,765		$ -	$ 587,765
Employee Benefits	3000-3999	$ 277,721	$ -	$ -	$ 277,721
Books and Supplies	4000-4999	$ 77,758		$ -	$ 77,758
Services and Other Operating Expenditures	5000-5999	$ 31,478,178		$ -	$ 31,478,178
Capital Outlay	6000-6999	$ 101,145,029		$ -	$ 101,145,029
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 133,566,451	$ -	$ -	$ 133,566,451
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699		$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (50,360,451)	$ -	$ -	$ (50,360,451)
BEGINNING FUND BALANCE	9791	$ 50,360,451			$ 50,360,451
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740			$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Special Reserve Fund-400**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 48,355,000		$ -	$ 48,355,000
TOTAL REVENUES		$ 48,355,000		$ -	$ 48,355,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 230,169		$ -	$ 230,169
Employee Benefits	3000-3999	$ 101,007	$ -	$ -	$ 101,007
Books and Supplies	4000-4999	$ 196,082		$ -	$ 196,082
Services and Other Operating Expenditures	5000-5999	$ 15,897,247		$ -	$ 15,897,247
Capital Outlay	6000-6999	$ 2,098		$ -	$ 2,098
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 16,426,603	$ -	$ -	$ 16,426,603
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 30,000,000	$ -	$ -	$ 30,000,000
OPERATING SURPLUS (DEFICIT)*		$ 1,928,397	$ -	$ -	$ 1,928,397
BEGINNING FUND BALANCE	9791	$ 112,224,293			$ 112,224,293
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 114,152,690	$ -	$ -	$ 114,152,690
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 114,152,690	$ -	$ -	$ 114,152,690
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Health and Welfare Fund -670**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,109,554,754		$ -	$ 1,109,554,754
TOTAL REVENUES		$ 1,109,554,754		$ -	$ 1,109,554,754
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 2,577,161		$ -	$ 2,577,161
Employee Benefits	3000-3999	$ 1,469,932	$ -	$ -	$ 1,469,932
Books and Supplies	4000-4999	$ 506,055		$ -	$ 506,055
Services and Other Operating Expenditures	5000-5999	$ 1,136,702,559		$ -	$ 1,136,702,559
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,141,255,707	$ -	$ -	$ 1,141,255,707
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (31,700,953)	$ -	$ -	$ (31,700,953)
BEGINNING FUND BALANCE	9791	$ 123,855,361			$ 123,855,361
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 92,154,408	$ -	$ -	$ 92,154,408
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 92,154,408	$ -	$ -	$ 92,154,408

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Workers Compension Fund -671**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 129,037,316		$ -	$ 129,037,316
TOTAL REVENUES		$ 129,037,316		$ -	$ 129,037,316
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 1,582,196		$ -	$ 1,582,196
Employee Benefits	3000-3999	$ 874,635	$ -	$ -	$ 874,635
Books and Supplies	4000-4999	$ 1,637,713		$ -	$ 1,637,713
Services and Other Operating Expenditures	5000-5999	$ 123,834,305		$ -	$ 123,834,305
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 127,928,849	$ -	$ -	$ 127,928,849
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 1,108,467	$ -	$ -	$ 1,108,467
BEGINNING FUND BALANCE	9791	$ 164,661,202			$ 164,661,202
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 165,769,669	$ -	$ -	$ 165,769,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,997,589	$ -	$ -	$ 1,997,589
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 163,772,080	$ -	$ -	$ 163,772,080

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Liability Self Insurance Fund-672**
Bargaining Unit: TEAMSTER

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 43,690,385		$ -	$ 43,690,385
TOTAL REVENUES		$ 43,690,385		$ -	$ 43,690,385
EXPENDITURES					
Certificated Salaries	1000-1999	$ 189,038	$ -	$ -	$ 189,038
Classified Salaries	2000-2999	$ 2,805,258		$ -	$ 2,805,258
Employee Benefits	3000-3999	$ 1,433,853	$ -	$ -	$ 1,433,853
Books and Supplies	4000-4999	$ 6,111		$ -	$ 6,111
Services and Other Operating Expenditures	5000-5999	$ 34,442,456		$ -	$ 34,442,456
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 38,876,716	$ -	$ -	$ 38,876,716
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 4,813,669	$ -	$ -	$ 4,813,669
BEGINNING FUND BALANCE	9791	$ 1,000,000			$ 1,000,000
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 5,813,669	$ -	$ -	$ 5,813,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,000,000	$ -	$ -	$ 1,000,000
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 4,813,669	$ -	$ -	$ 4,813,669

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
TEAMSTER

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4b: Restricted General Fund		Amount	Explanation
Revenues	$	-	The Acceleration days are accounted for using the set aside
Expenditures	$	(2,091,230)	under ESSER(Elementary and Secondary School Emergency Relief
Other Financing Sources/Uses	$	-	and Expanded Learning Opportunities funds

Page 4d: Fund 11 - Adult Education Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4e: Fund 12 - Child Development Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4f: Fund 13/61 - Cafeteria Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4g: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4h: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Additional Comments:

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: TEAMSTER

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,518,200,804	$ 6,419,625,214	$ 6,168,537,719
Federal Revenue	8100-8299	$ 3,032,625	$ 3,184,256	$ 3,343,468
Other State Revenue	8300-8599	$ 84,156,103	$ 80,525,929	$ 77,759,287
Other Local Revenue	8600-8799	$ 144,189,939	$ 143,942,305	$ 142,117,170
TOTAL REVENUES		$ 6,749,579,471	$ 6,647,277,704	$ 6,391,757,644
EXPENDITURES				
Certificated Salaries	1000-1999	$ 2,540,814,763	$ 2,557,256,171	$ 2,382,356,728
Classified Salaries	2000-2999	$ 715,467,781	$ 689,642,160	$ 657,512,937
Employee Benefits	3000-3999	$ 1,594,881,565	$ 1,658,699,417	$ 1,624,290,365
Books and Supplies	4000-4999	$ 664,830,687	$ 324,898,468	$ 289,574,646
Services and Other Operating Expenditures	5000-5999	$ 491,355,357	$ 513,648,747	$ 508,869,714
Capital Outlay	6000-6999	$ 8,453,525	$ 10,003,902	$ 5,413,707
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934	$ 5,429,934	$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments				$ -
TOTAL EXPENDITURES		$ 5,811,852,585	$ 5,622,810,260	$ 5,334,544,676
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ (1,272,175,751)	$ (1,281,485,830)	$ (1,277,870,133)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ (280,632,898)	$ (237,903,028)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039	$ 2,744,790,797	$ 2,464,157,899
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 2,744,790,797	$ 2,464,157,899	$ 2,226,254,871
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740			
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ 343,742,385	$ 356,183,243

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: TEAMSTER

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 29,114,160	$ 29,114,160	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478	$ 438,649,866	$ 145,455,204
Other State Revenue	8300-8599	$ 2,280,846,004	$ 1,283,442,278	$ 1,291,196,086
Other Local Revenue	8600-8799	$ 12,434,949	$ 12,119,000	$ 12,119,000
TOTAL REVENUES		$ 4,549,419,591	$ 1,763,325,304	$ 1,477,884,450
EXPENDITURES				
Certificated Salaries	1000-1999	$ 996,209,784	$ 544,395,311	$ 491,917,251
Classified Salaries	2000-2999	$ 496,776,107	$ 356,989,976	$ 335,774,552
Employee Benefits	3000-3999	$ 1,095,046,427	$ 886,448,633	$ 846,637,113
Books and Supplies	4000-4999	$ 2,083,939,974	$ 924,431,845	$ 734,324,891
Services and Other Operating Expenditures	5000-5999	$ 487,170,081	$ 429,442,415	$ 432,865,420
Capital Outlay	6000-6999	$ 4,983,518	$ 107,471	$ 69,394
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939	$ 75,354,105	$ 72,250,556
Transfers of Indirect Costs	7300-7399	$ -		
Other Adjustments				
TOTAL EXPENDITURES		$ 5,311,213,831	$ 3,217,169,757	$ 2,913,839,178
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ 1,281,485,830	$ 1,277,870,133
OPERATING SURPLUS (DEFICIT)*		$ 510,381,511	$ (172,358,623)	$ (158,084,595)
BEGINNING FUND BALANCE	9791	$ 324,896,865	$ 835,278,375	$ 662,919,753
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 835,278,375	$ 662,919,753	$ 504,835,158
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -		
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 2,045,877	$ 2,045,877	$ 2,045,877

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: TEAMSTER

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,547,314,964	$ 6,448,739,374	$ 6,197,651,879
Federal Revenue	8100-8299	$ 2,230,057,103	$ 441,834,122	$ 148,798,672
Other State Revenue	8300-8599	$ 2,365,002,107	$ 1,363,968,207	$ 1,368,955,373
Other Local Revenue	8600-8799	$ 156,624,888	$ 156,061,305	$ 154,236,170
TOTAL REVENUES		$ 11,298,999,062	$ 8,410,603,008	$ 7,869,642,094
EXPENDITURES				
Certificated Salaries	1000-1999	$ 3,537,024,547	$ 3,101,651,482	$ 2,874,273,979
Classified Salaries	2000-2999	$ 1,212,243,889	$ 1,046,632,136	$ 993,287,489
Employee Benefits	3000-3999	$ 2,689,927,992	$ 2,545,148,050	$ 2,470,927,478
Books and Supplies	4000-4999	$ 2,748,770,661	$ 1,249,330,313	$ 1,023,899,538
Services and Other Operating Expenditures	5000-5999	$ 978,525,438	$ 943,091,162	$ 941,735,134
Capital Outlay	6000-6999	$ 13,437,043	$ 10,111,373	$ 5,483,101
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873	$ 80,784,039	$ 77,680,490
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES		$ 11,123,066,415	$ 8,839,980,017	$ 8,248,383,853
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 188,586,270	$ (452,991,521)	$ (395,987,622)
BEGINNING FUND BALANCE	9791	$ 3,391,482,903	$ 3,580,069,173	$ 3,127,077,652
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 3,580,069,173	$ 3,127,077,652	$ 2,731,090,030
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 372,476,227	$ 345,788,263	$ 358,229,120

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Los Angeles Unified School District
TEAMSTER

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 11,150,780,181	$ 8,893,624,518	$ 8,295,659,705
b.	Less: Special Education Pass-Through Funds	$ -	$ -	$ -
c.	Net Expenditures, Transfers Out, and Uses	$ 11,150,780,181	$ 8,893,624,518	$ 8,295,659,705
d.	State Standard Minimum Reserve Percentage for this District **Enter percentage** →	2.00%	2.00%	2.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or $50,000)	$ 223,015,604	$ 177,872,490	$ 165,913,194

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 240,180,000	$ 194,790,000	$ 182,470,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 370,430,350	$ 343,742,385	$ 356,183,243
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 610,610,350	$ 538,532,385	$ 538,653,243
f.	Reserve for Economic Uncertainties Percentage	5.48%	6.06%	6.49%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	X	No	
2023-24	Yes	X	No	
2024-25	Yes	X	No	

4. If no, how do you plan to restore your reserves?

Public Disclosure of Proposed Collective Bargaining Agreement
Los Angeles Unified School District
UTLA, AALA, A,B,C,D,E,F,G,H,J and S

5 Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	$	2,091,230
General Fund balance Increase/(Decrease), Page 4c, Column 3	$	(2,091,230)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h1, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h2, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h3, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h4, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h5, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h6, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h7, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h8, Column 2	$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	$	(2,091,230)
Variance	$	-

Variance Explanation:

6 Will this agreement create or increase deficit financing in the current year or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/(Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(	$ 188,586,270	1.7%	
Current FY Surplus/(Deficit) after settlement(s)	$ 188,586,270	1.7%	
1st Subsequent FY Surplus/(Deficit) after settle	$ (452,991,521)	-5.1%	
2nd Subsequent FY Surplus/(Deficit) after settl	$ (395,987,622)	-4.8%	

Deficit Reduction Plan (as necessary):
The District must adopt budget balancing reduction to help address the deficits in the out-years as part of the Fiscal Stabilization plan

7 Were "Other Adjustments" amounts entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address the deficit spending and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet or use Page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Pag	$ -	
1st Subsequent FY Restricted, Page !	$ -	
2nd Subsequent FY Unrestricted, Pag	$ -	
2nd Subsequent FY Restricted, Page	$ -	

Public Disclosure of Proposed Collective Bargaining Agreement
LOS ANGELES UNIFIED SCHOOL DISTRICT

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the districts's Governing Board.

In Accordance with the requirements of Government Code Sections 3540.2(a) and 3547.5, the Superintendent and Chief Business Official of the Los Angeles Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from FY 2022-2023.

Board Actions
The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:	**Budget Adjustment Increase/(Decrease)**
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$
Ending Balance(s) Increase/(Decrease)	$ -

Subsequent Years

Budget Adjustment Categories:	
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Budget Revisions
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions
See attached page for a list of the assumptions upon which this certification is based.

Certifications

____ I hereby certify ____ I am unable to certify

District Superintendent (Signature) — **Date**

__X__ I hereby certify ____ I am unable to certify



Chief Business Official (Signature) — October 26, 2022 — **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirments.

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
TEAMSTER

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

1. This certification is based on the FY2022-2023 Revised Budget approved by LAUSD Board of Education on August 30, 2022, which includes the District's current and multi-year projections.
2. The Acceleration Days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

Concerns regarding affordability of agreement in subsequent years (if any):

N/A

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Los Angeles Unified School District
District Name

District Superintendent (Signature) | **Date**

Tony Atienza
Contact Person

213-241-1324
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the _____ Bargaining Unit(s).

President (or Clerk), Governing Board (Signature) | **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

MEMORANDUM OF UNDERSTANDING
BETWEEN
UNITED TEACHERS LOS ANGELES AND LOS ANGELES UNIFIED SCHOOL DISTRICT

United Teachers Los Angeles ("UTLA") and the Los Angeles Unified School District ("District") agree to the terms of this Memorandum of Understanding (MOU) regarding the 2022-2023 work years for certificated bargaining unit members represented by UTLA.

1. All certificated bargaining unit members shall have a required work year for the 2022-2023 school year in accordance with Article IX, Section 10.0 of the 2019-2022 Collective Bargaining Agreement as reflected in the chart below:

BASIS	ASSIGNED DAYS	PAID WORK DAYS	PAID HOLIDAYS/NON-WORK DAYS	PAID DAYS
A	261	248**	13	261
B	221	197	24	221
C	204	182*	22	204
E	234	210	24	234

*Includes 2 pupil-free days, as applicable
**Includes vacation days

2. For the 2022-2023 school year, the required work year for certificated bargaining unit members on C Basis shall begin on Friday, August 12, 2022.

3. For the 2022-2023 school year, the required work year for certificated bargaining unit members on C Basis shall end on Monday, June 12, 2023.

4. Monday, December 19, 2022 and Tuesday, December 20, 2022 will be Student Acceleration Days, optional for all C-basis, B-basis, D-basis and E-basis employees. C, B, D and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours.

5. Monday, April 3, 2023 and Tuesday, April 4, 2023 will be Student Acceleration Days, optional for all C-basis, B-basis, D-basis and E-basis employees. C, B, D and E basis employees who participate in the Student Acceleration Days will be paid at their regular daily rate, during their regular work hours.

6. Teachers shall allow secondary students to use the December 2022 and April 2023 Student Acceleration Days to improve their grades.

7. October 19, 2022, December 7, 2022, March 15, 2023 and April 19, 2023 will be required, regular days of school/work.

8. Members of the UTLA bargaining unit on C, D, B or E basis who participate in the Student Acceleration Days will receive 30 minutes of additional pay for planning time for each full day they participate. Classroom teachers will receive an additional 30 minutes of paid time in order to personalize support for students (60 minutes total) for each full day they participate.

9. The parties agree to create a committee with an equal number of UTLA and District representatives to provide recommendations to the Division of Instruction regarding Student Acceleration Days, including but not limited to instructional content and format of the days.

10. This agreement is subject to final approval by the LAUSD Board of Education.

Jeffrey Good
UTLA

9/27/2022
DATE

Kristen K Murphy
LAUSD

9-29-22
DATE

Los Angeles County Office of Education
Business Advisory Services

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Los Angeles Unified School District
Name of Bargaining Unit:	UTLA
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2022 (date) and ending: June 30, 2023 (date)

The Governing Board will act upon this agreement on: November 15,2022 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

	Bargaining Unit Compensation **All Funds - Combined**		**Fiscal Impact of Proposed Agreement** (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) **2022-23**	Year 2 Increase/(Decrease) **2023-24**	Year 3 Increase/(Decrease) **2024-25**
1.	**Salary Schedule** Including Step and Column	$ 3,015,931,517	$ 66,276,525	$ -	$ -
			2.20%	0.00%	0.00%
2.	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$ -			
	Description of Other Compensation				
3.	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicare, etc.	$ 714,248,630	$ 15,694,281	$ -	$ -
			2.20%	0.00%	0.00%
4.	**Health/Welfare Plans**	$ 681,836,628	$ -	$ -	$ -
			0.00%	0.00%	0.00%
5.	**Total Bargaining Unit Compensation** Add Items 1 through 4 to equal 5	$ 4,412,016,775	$ 81,970,807	$ -	$ -
			1.86%	0.00%	0.00%
6.	**Total Number of Bargaining Unit Employees** (Use FTEs if appropriate)	37,123.58			
7.	**Total Compensation <u>Average</u> Cost per Bargaining Unit Employee**	$ 118,847	$ 2,208	$ -	$ -
			1.86%	0.00%	0.00%

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

N/A

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [X] No [ ]
If yes, please describe the cap amount.

The District Health and Welfare MOU provides for a flat per participant contribution per active employee.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The Acceleration days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

Please refer to attached agreement.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

F. Source of Funding for Proposed Agreement:

1. Current Year

General Fund Restricted.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

one time agreement

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,518,200,804		$ -	$ 6,518,200,804
Federal Revenue	8100-8299	$ 3,032,625		$ -	$ 3,032,625
Other State Revenue	8300-8599	$ 84,156,103		$ -	$ 84,156,103
Other Local Revenue	8600-8799	$ 144,189,939		$ -	$ 144,189,939
TOTAL REVENUES		$ 6,749,579,471		$ -	$ 6,749,579,471
EXPENDITURES					
Certificated Salaries	1000-1999	$ 2,540,814,763	$ -		$ 2,540,814,763
Classified Salaries	2000-2999	$ 715,467,781	$ -		$ 715,467,781
Employee Benefits	3000-3999	$ 1,594,881,565	$ -		$ 1,594,881,565
Books and Supplies	4000-4999	$ 664,830,687		$ -	$ 664,830,687
Services and Other Operating Expenditures	5000-5999	$ 491,355,357			$ 491,355,357
Capital Outlay	6000-6999	$ 8,453,525			$ 8,453,525
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934			$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)			$ (209,381,028)
TOTAL EXPENDITURES		$ 5,811,852,585	$ -	$ -	$ 5,811,852,585
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ (1,272,175,751)	$ -		$ (1,272,175,751)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ -	$ -	$ (321,795,241)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039			$ 3,066,586,039
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 2,744,790,797	$ -	$ -	$ 2,744,790,797
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -		$ 46,631,546
Restricted	9740				
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083			$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -		$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ -	$ -	$ 370,430,350

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 29,114,160		$ -	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478			$ 2,227,024,478
Other State Revenue	8300-8599	$ 2,280,846,004			$ 2,280,846,004
Other Local Revenue	8600-8799	$ 12,434,949			$ 12,434,949
TOTAL REVENUES		$ 4,549,419,591		$ -	$ 4,549,419,591
EXPENDITURES					
Certificated Salaries	1000-1999	$ 923,629,404	$ 66,276,525		$ 989,905,929
Classified Salaries	2000-2999	$ 491,942,980			$ 491,942,980
Employee Benefits	3000-3999	$ 1,076,125,943	$ 15,694,281		$ 1,091,820,224
Books and Supplies	4000-4999	$ 2,182,319,842		$ (81,970,807)	$ 2,100,349,035
Services and Other Operating Expenditures	5000-5999	$ 487,170,081		$ -	$ 487,170,081
Capital Outlay	6000-6999	$ 4,983,518			$ 4,983,518
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939		$ -	$ 147,087,939
Transfers of Indirect Costs	7300-7399				$ -
TOTAL EXPENDITURES		$ 5,313,259,707	$ 81,970,807	$ (81,970,807)	$ 5,313,259,707
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ -		$ 1,272,175,751
OPERATING SURPLUS (DEFICIT)*		$ 508,335,634	$ (81,970,807)	$ 81,970,807	$ 508,335,634
BEGINNING FUND BALANCE	9791	$ 324,896,865			$ 324,896,865
Audit Adjustments/Other Restatements	9793/9795				$ -
ENDING FUND BALANCE		$ 833,232,499	$ (81,970,807)	$ 81,970,807	$ 833,232,499
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719		$ -		$ -
Restricted	9740	$ 833,232,498			$ 833,232,498
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 0	$ (81,970,807)	$ 81,970,807	$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ 6,547,314,964		$ -	$ 6,547,314,964
Federal Revenue	8100-8299	$ 2,230,057,103		$ -	$ 2,230,057,103
Other State Revenue	8300-8599	$ 2,365,002,107		$ -	$ 2,365,002,107
Other Local Revenue	8600-8799	$ 156,624,888		$ -	$ 156,624,888
TOTAL REVENUES		$ 11,298,999,062		$ -	$ 11,298,999,062
EXPENDITURES					
Certificated Salaries	1000-1999	$ 3,464,444,167	$ 66,276,525	$ -	$ 3,530,720,692
Classified Salaries	2000-2999	$ 1,207,410,761	$ -	$ -	$ 1,207,410,761
Employee Benefits	3000-3999	$ 2,671,007,508	$ 15,694,281	$ -	$ 2,686,701,789
Books and Supplies	4000-4999	$ 2,847,150,529		$ (81,970,807)	$ 2,765,179,723
Services and Other Operating Expenditures	5000-5999	$ 978,525,438		$ -	$ 978,525,438
Capital Outlay	6000-6999	$ 13,437,043		$ -	$ 13,437,043
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873		$ -	$ 152,517,873
Transfers of Indirect Costs	7300-7399	$ (209,381,028)		$ -	$ (209,381,028)
TOTAL EXPENDITURES		$ 11,125,112,292	$ 81,970,807	$ (81,970,807)	$ 11,125,112,292
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	$ 40,367,389	$ -	$ -	$ 40,367,389
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ -	$ -	$ 27,713,766
Contributions	8980-8999	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 186,540,393	$ (81,970,807)	$ 81,970,807	$ 186,540,393
BEGINNING FUND BALANCE	9791	$ 3,391,482,903			$ 3,391,482,903
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 3,578,023,296	$ (81,970,807)	$ 81,970,807	$ 3,578,023,296
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 46,631,546	$ -	$ -	$ 46,631,546
Restricted	9740	$ 833,232,498	$ -	$ -	$ 833,232,498
Committed	9750-9760	$ 1,735,838,819	$ -	$ -	$ 1,735,838,819
Assigned	9780	$ 351,710,083	$ -	$ -	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ -	$ -	$ 240,180,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ (81,970,807)	$ 81,970,807	$ 370,430,350

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 06/21/2022)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 18,504,022		$ -	$ 18,504,022
Other State Revenue	8300-8599	$ 129,589,686		$ -	$ 129,589,686
Other Local Revenue	8600-8799	$ 1,210,188		$ -	$ 1,210,188
TOTAL REVENUES		$ 149,303,896		$ -	$ 149,303,896
EXPENDITURES					
Certificated Salaries	1000-1999	$ 61,653,627	$ -	$ -	$ 61,653,627
Classified Salaries	2000-2999	$ 18,498,356	$ -	$ -	$ 18,498,356
Employee Benefits	3000-3999	$ 37,616,433	$ -	$ -	$ 37,616,433
Books and Supplies	4000-4999	$ 21,452,823		$ -	$ 21,452,823
Services and Other Operating Expenditures	5000-5999	$ 13,769,042		$ -	$ 13,769,042
Capital Outlay	6000-6999	$ 407,421		$ -	$ 407,421
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 5,012,291		$ -	$ 5,012,291
TOTAL EXPENDITURES		$ 158,409,993	$ -	$ -	$ 158,409,993
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 29,989	$ -	$ -	$ 29,989
OPERATING SURPLUS (DEFICIT)*		$ (9,136,086)	$ -	$ -	$ (9,136,086)
BEGINNING FUND BALANCE	9791	$ 47,051,785			$ 47,051,785
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 37,915,699	$ -	$ -	$ 37,915,699
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 16,500	$ -	$ -	$ 16,500
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ 37,899,199	$ -	$ -	$ 37,899,199
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ 4,658,800		$ -	$ 4,658,800
Other State Revenue	8300-8599	$ 182,592,487		$ -	$ 182,592,487
Other Local Revenue	8600-8799	$ -		$ -	$ -
TOTAL REVENUES		$ 187,251,287		$ -	$ 187,251,287
EXPENDITURES					
Certificated Salaries	1000-1999	$ 51,852,459		$ -	$ 51,852,459
Classified Salaries	2000-2999	$ 60,638,792		$ -	$ 60,638,792
Employee Benefits	3000-3999	$ 63,103,990	$ -	$ -	$ 63,103,990
Books and Supplies	4000-4999	$ 9,704,441		$ -	$ 9,704,441
Services and Other Operating Expenditures	5000-5999	$ 4,434,275		$ -	$ 4,434,275
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 9,045,396		$ -	$ 9,045,396
TOTAL EXPENDITURES		$ 198,779,353	$ -	$ -	$ 198,779,353
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ 11,427,975		$ -	$ 11,427,975
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (100,091)	$ -	$ -	$ (100,091)
BEGINNING FUND BALANCE	9791	$ 285,491			$ 285,491
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 185,400	$ -	$ -	$ 185,400
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 185,400	$ -	$ -	$ 185,400
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	$ -		$ -	$ -
Federal Revenue	8100-8299	$ 429,001,454		$ -	$ 429,001,454
Other State Revenue	8300-8599	$ 80,731,573		$ -	$ 80,731,573
Other Local Revenue	8600-8799	$ 1,699,240		$ -	$ 1,699,240
TOTAL REVENUES		$ 511,432,267		$ -	$ 511,432,267
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 126,485,121		$ -	$ 126,485,121
Employee Benefits	3000-3999	$ 109,065,304	$ -	$ -	$ 109,065,304
Books and Supplies	4000-4999	$ 243,440,398		$ -	$ 243,440,398
Services and Other Operating Expenditures	5000-5999	$ 3,297,721		$ -	$ 3,297,721
Capital Outlay	6000-6999	$ 185,000		$ -	$ 185,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ 20,150,375		$ -	$ 20,150,375
TOTAL EXPENDITURES		$ 502,623,919	$ -	$ -	$ 502,623,919
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 8,808,348	$ -	$ -	$ 8,808,348
BEGINNING FUND BALANCE	9791	$ 110,259,513			$ 110,259,513
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 119,067,861	$ -	$ -	$ 119,067,861
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 14,527,681		$ -	$ 14,527,681
Restricted	9740	$ 104,540,180	$ -	$ -	$ 104,540,180
Committed	9750-9760			$ -	$ -
Assigned	9780			$ -	$ -
Reserve for Economic Uncertainties	9789		$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund-212**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenues	8600-8799	$ 862,644		$ -	$ 862,644
TOTAL REVENUES		$ 862,644		$ -	$ 862,644
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 846,048		$ -	$ 846,048
Employee Benefits	3000-3999	$ 448,922	$ -	$ -	$ 448,922
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 25,629		$ -	$ 25,629
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,320,599	$ -	$ -	$ 1,320,599
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (457,955)	$ -	$ -	$ (457,955)
BEGINNING FUND BALANCE	9791	$ 10,449,521			$ 10,449,521
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 9,991,566	$ -	$ -	$ 9,991,566
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ 9,991,566		$ -	$ 9,991,566
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure K-213**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 752,491		$ -	$ 752,491
TOTAL REVENUES		$ 752,491		$ -	$ 752,491
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 293,882		$ -	$ 293,882
Employee Benefits	3000-3999	$ 181,716	$ -	$ -	$ 181,716
Books and Supplies	4000-4999	$ -		$ -	$ -
Services and Other Operating Expenditures	5000-5999	$ -		$ -	$ -
Capital Outlay	6000-6999	$ 67,159,742		$ -	$ 67,159,742
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 67,635,340	$ -	$ -	$ 67,635,340
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (66,882,849)	$ -	$ -	$ (66,882,849)
BEGINNING FUND BALANCE	9791	$ 210,619,105			$ 210,619,105
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 143,736,256	$ -	$ -	$ 143,736,256
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 6,932		$ -	$ 6,932
Restricted	9740	$ 143,729,324	$ -	$ -	$ 143,729,324
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Y-214**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 249,288		$ -	$ 249,288
TOTAL REVENUES		$ 249,288		$ -	$ 249,288
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999			$ -	$ -
Employee Benefits	3000-3999			$ -	$ -
Books and Supplies	4000-4999			$ -	$ -
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 74,820,982		$ -	$ 74,820,982
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 74,820,982	$ -	$ -	$ 74,820,982
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (74,571,694)	$ -	$ -	$ (74,571,694)
BEGINNING FUND BALANCE	9791	$ 92,887,910			$ 92,887,910
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 18,316,216	$ -	$ -	$ 18,316,216
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 500,000	$ -	$ -	$ 500,000
Restricted	9740	$ 17,816,216		$ -	$ 17,816,216
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Building Fund Measure Q-215**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,575,667		$ -	$ 1,575,667
TOTAL REVENUES		$ 1,575,667		$ -	$ 1,575,667
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 119,696,345		$ -	$ 119,696,345
Employee Benefits	3000-3999	$ 61,148,676	$ -	$ -	$ 61,148,676
Books and Supplies	4000-4999	$ 1,337,329		$ -	$ 1,337,329
Services and Other Operating Expenditures	5000-5999			$ -	$ -
Capital Outlay	6000-6999	$ 572,711,834		$ -	$ 572,711,834
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 754,894,184	$ -	$ -	$ 754,894,184
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 51,000	$ -	$ -	$ 51,000
OPERATING SURPLUS (DEFICIT)*		$ (753,369,517)	$ -	$ -	$ (753,369,517)
BEGINNING FUND BALANCE	9791	$ 793,290,482			$ 793,290,482
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 39,920,965	$ -	$ -	$ 39,920,965
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 39,920,965	$ -	$ -	$ 39,920,965
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Los Angeles Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Capital Facilities Fund-250**

Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 83,206,000		$ -	$ 83,206,000
TOTAL REVENUES		$ 83,206,000		$ -	$ 83,206,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 587,765		$ -	$ 587,765
Employee Benefits	3000-3999	$ 277,721	$ -	$ -	$ 277,721
Books and Supplies	4000-4999	$ 77,758		$ -	$ 77,758
Services and Other Operating Expenditures	5000-5999	$ 31,478,178		$ -	$ 31,478,178
Capital Outlay	6000-6999	$ 101,145,029		$ -	$ 101,145,029
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 133,566,451	$ -	$ -	$ 133,566,451
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699		$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (50,360,451)	$ -	$ -	$ (50,360,451)
BEGINNING FUND BALANCE	9791	$ 50,360,451			$ 50,360,451
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ -	$ -	$ -	$ -
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740			$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Special Reserve Fund-400**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 48,355,000		$ -	$ 48,355,000
TOTAL REVENUES		$ 48,355,000		$ -	$ 48,355,000
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 230,169		$ -	$ 230,169
Employee Benefits	3000-3999	$ 101,007	$ -	$ -	$ 101,007
Books and Supplies	4000-4999	$ 196,082		$ -	$ 196,082
Services and Other Operating Expenditures	5000-5999	$ 15,897,247		$ -	$ 15,897,247
Capital Outlay	6000-6999	$ 2,098		$ -	$ 2,098
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 16,426,603	$ -	$ -	$ 16,426,603
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ 30,000,000	$ -	$ -	$ 30,000,000
OPERATING SURPLUS (DEFICIT)*		$ 1,928,397	$ -	$ -	$ 1,928,397
BEGINNING FUND BALANCE	9791	$ 112,224,293			$ 112,224,293
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 114,152,690	$ -	$ -	$ 114,152,690
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ 114,152,690	$ -	$ -	$ 114,152,690
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ -	$ -	$ -	$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Health and Welfare Fund -670**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 1,109,554,754		$ -	$ 1,109,554,754
TOTAL REVENUES		$ 1,109,554,754		$ -	$ 1,109,554,754
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 2,577,161		$ -	$ 2,577,161
Employee Benefits	3000-3999	$ 1,469,932	$ -	$ -	$ 1,469,932
Books and Supplies	4000-4999	$ 506,055		$ -	$ 506,055
Services and Other Operating Expenditures	5000-5999	$ 1,136,702,559		$ -	$ 1,136,702,559
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499			$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 1,141,255,707	$ -	$ -	$ 1,141,255,707
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ (31,700,953)	$ -	$ -	$ (31,700,953)
BEGINNING FUND BALANCE	9791	$ 123,855,361			$ 123,855,361
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 92,154,408	$ -	$ -	$ 92,154,408
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ -	$ -	$ -	$ -
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 92,154,408	$ -	$ -	$ 92,154,408

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Workers Compension Fund -671**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 129,037,316		$ -	$ 129,037,316
TOTAL REVENUES		$ 129,037,316		$ -	$ 129,037,316
EXPENDITURES					
Certificated Salaries	1000-1999	$ -	$ -	$ -	$ -
Classified Salaries	2000-2999	$ 1,582,196		$ -	$ 1,582,196
Employee Benefits	3000-3999	$ 874,635	$ -	$ -	$ 874,635
Books and Supplies	4000-4999	$ 1,637,713		$ -	$ 1,637,713
Services and Other Operating Expenditures	5000-5999	$ 123,834,305		$ -	$ 123,834,305
Capital Outlay	6000-6999			$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 127,928,849	$ -	$ -	$ 127,928,849
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 1,108,467	$ -	$ -	$ 1,108,467
BEGINNING FUND BALANCE	9791	$ 164,661,202			$ 164,661,202
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 165,769,669	$ -	$ -	$ 165,769,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,997,589	$ -	$ -	$ 1,997,589
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 163,772,080	$ -	$ -	$ 163,772,080

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: **Liability Self Insurance Fund-672**
Bargaining Unit: UTLA

	Object Code	Column 1 Latest Board-Approved Budget Before Settlement (As of 10/17/22)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
Federal Revenue	8100-8299	$ -		$ -	$ -
Other State Revenue	8300-8599	$ -		$ -	$ -
Other Local Revenue	8600-8799	$ 43,690,385		$ -	$ 43,690,385
TOTAL REVENUES		$ 43,690,385		$ -	$ 43,690,385
EXPENDITURES					
Certificated Salaries	1000-1999	$ 189,038	$ -	$ -	$ 189,038
Classified Salaries	2000-2999	$ 2,805,258		$ -	$ 2,805,258
Employee Benefits	3000-3999	$ 1,433,853	$ -	$ -	$ 1,433,853
Books and Supplies	4000-4999	$ 6,111		$ -	$ 6,111
Services and Other Operating Expenditures	5000-5999	$ 34,442,456		$ -	$ 34,442,456
Capital Outlay	6000-6999	$ -		$ -	$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ -		$ -	$ -
Transfers of Indirect Costs	7300-7399	$ -		$ -	$ -
TOTAL EXPENDITURES		$ 38,876,716	$ -	$ -	$ 38,876,716
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 4,813,669	$ -	$ -	$ 4,813,669
BEGINNING FUND BALANCE	9791	$ 1,000,000			$ 1,000,000
Audit Adjustments/Other Restatements	9793/9795	$ -			$ -
ENDING FUND BALANCE		$ 5,813,669	$ -	$ -	$ 5,813,669
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	$ 1,000,000	$ -	$ -	$ 1,000,000
Restricted	9740	$ -	$ -	$ -	$ -
Committed	9750-9760	$ -	$ -	$ -	$ -
Assigned	9780	$ -	$ -	$ -	$ -
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 4,813,669	$ -	$ -	$ 4,813,669

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
UTLA

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4b: Restricted General Fund		Amount	Explanation
Revenues	$	-	The Acceleration days are accounted for using the set aside
Expenditures	$	(81,970,807)	under ESSER(Elementary and Secondary School Emergency Relief
Other Financing Sources/Uses	$	-	and Expanded Learning Opportunities funds

Page 4d: Fund 11 - Adult Education Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4e: Fund 12 - Child Development Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4f: Fund 13/61 - Cafeteria Fund		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4g: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Page 4h: Other		Amount	Explanation
Revenues	$	-	
Expenditures	$	-	
Other Financing Sources/Uses	$	-	

Additional Comments:

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: UTLA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,518,200,804	$ 6,419,625,214	$ 6,168,537,719
Federal Revenue	8100-8299	$ 3,032,625	$ 3,184,256	$ 3,343,468
Other State Revenue	8300-8599	$ 84,156,103	$ 80,525,929	$ 77,759,287
Other Local Revenue	8600-8799	$ 144,189,939	$ 143,942,305	$ 142,117,170
TOTAL REVENUES		$ 6,749,579,471	$ 6,647,277,704	$ 6,391,757,644
EXPENDITURES				
Certificated Salaries	1000-1999	$ 2,540,814,763	$ 2,557,256,171	$ 2,382,356,728
Classified Salaries	2000-2999	$ 715,467,781	$ 689,642,160	$ 657,512,937
Employee Benefits	3000-3999	$ 1,594,881,565	$ 1,658,699,417	$ 1,624,290,365
Books and Supplies	4000-4999	$ 664,830,687	$ 324,898,468	$ 289,574,646
Services and Other Operating Expenditures	5000-5999	$ 491,355,357	$ 513,648,747	$ 508,869,714
Capital Outlay	6000-6999	$ 8,453,525	$ 10,003,902	$ 5,413,707
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 5,429,934	$ 5,429,934	$ 5,429,934
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments				$ -
TOTAL EXPENDITURES		$ 5,811,852,585	$ 5,622,810,260	$ 5,334,544,676
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ (1,272,175,751)	$ (1,281,485,830)	$ (1,277,870,133)
OPERATING SURPLUS (DEFICIT)*		$ (321,795,241)	$ (280,632,898)	$ (237,903,028)
BEGINNING FUND BALANCE	9791	$ 3,066,586,039	$ 2,744,790,797	$ 2,464,157,899
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 2,744,790,797	$ 2,464,157,899	$ 2,226,254,871
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740			
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ 343,742,385	$ 356,183,243

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: UTLA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 29,114,160	$ 29,114,160	$ 29,114,160
Federal Revenue	8100-8299	$ 2,227,024,478	$ 438,649,866	$ 145,455,204
Other State Revenue	8300-8599	$ 2,280,846,004	$ 1,283,442,278	$ 1,291,196,086
Other Local Revenue	8600-8799	$ 12,434,949	$ 12,119,000	$ 12,119,000
TOTAL REVENUES		$ 4,549,419,591	$ 1,763,325,304	$ 1,477,884,450
EXPENDITURES				
Certificated Salaries	1000-1999	$ 989,905,929	$ 544,395,311	$ 491,917,251
Classified Salaries	2000-2999	$ 491,942,980	$ 356,989,976	$ 335,774,552
Employee Benefits	3000-3999	$ 1,091,820,224	$ 886,448,633	$ 846,637,113
Books and Supplies	4000-4999	$ 2,100,349,035	$ 924,431,845	$ 734,324,891
Services and Other Operating Expenditures	5000-5999	$ 487,170,081	$ 429,442,415	$ 432,865,420
Capital Outlay	6000-6999	$ 4,983,518	$ 107,471	$ 69,394
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	$ 147,087,939	$ 75,354,105	$ 72,250,556
Transfers of Indirect Costs	7300-7399	$ -		
Other Adjustments				
TOTAL EXPENDITURES		$ 5,313,259,707	$ 3,217,169,757	$ 2,913,839,178
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ -	$ -	$ -
Transfers Out and Other Uses	7600-7699	$ -	$ -	$ -
Contributions	8980-8999	$ 1,272,175,751	$ 1,281,485,830	$ 1,277,870,133
OPERATING SURPLUS (DEFICIT)*		$ 508,335,634	$ (172,358,623)	$ (158,084,595)
BEGINNING FUND BALANCE	9791	$ 324,896,865	$ 833,232,499	$ 660,873,876
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 833,232,499	$ 660,873,876	$ 502,789,282
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ -		
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	$ -	$ -	$ -
Unassigned/Unappropriated Amount	9790	$ 0	$ 0	$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: UTLA

	Object Code	2022-23 Total Revised Budget After Settlement	2023-24 First Subsequent Year After Settlement	2024-25 Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	$ 6,547,314,964	$ 6,448,739,374	$ 6,197,651,879
Federal Revenue	8100-8299	$ 2,230,057,103	$ 441,834,122	$ 148,798,672
Other State Revenue	8300-8599	$ 2,365,002,107	$ 1,363,968,207	$ 1,368,955,373
Other Local Revenue	8600-8799	$ 156,624,888	$ 156,061,305	$ 154,236,170
TOTAL REVENUES		$ 11,298,999,062	$ 8,410,603,008	$ 7,869,642,094
EXPENDITURES				
Certificated Salaries	1000-1999	$ 3,530,720,692	$ 3,101,651,482	$ 2,874,273,979
Classified Salaries	2000-2999	$ 1,207,410,761	$ 1,046,632,136	$ 993,287,489
Employee Benefits	3000-3999	$ 2,686,701,789	$ 2,545,148,050	$ 2,470,927,478
Books and Supplies	4000-4999	$ 2,765,179,723	$ 1,249,330,313	$ 1,023,899,538
Services and Other Operating Expenditures	5000-5999	$ 978,525,438	$ 943,091,162	$ 941,735,134
Capital Outlay	6000-6999	$ 13,437,043	$ 10,111,373	$ 5,483,101
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	$ 152,517,873	$ 80,784,039	$ 77,680,490
Transfers of Indirect Costs	7300-7399	$ (209,381,028)	$ (136,768,539)	$ (138,903,355)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES		$ 11,125,112,292	$ 8,839,980,017	$ 8,248,383,853
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	$ 40,367,389	$ 30,029,989	$ 30,029,989
Transfers Out and Other Uses	7600-7699	$ 27,713,766	$ 53,644,501	$ 47,275,852
Contributions	8980-8999	$ -	$ -	$ -
OPERATING SURPLUS (DEFICIT)*		$ 186,540,393	$ (452,991,521)	$ (395,987,622)
BEGINNING FUND BALANCE	9791	$ 3,391,482,903	$ 3,578,023,296	$ 3,125,031,775
Audit Adjustments/Other Restatements	9793/9795	$ -		
ENDING FUND BALANCE		$ 3,578,023,296	$ 3,125,031,775	$ 2,729,044,153
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	$ 46,631,546	$ 46,631,546	$ 46,631,546
Restricted	9740	$ 833,232,498	$ 660,873,876	$ 502,789,281
Committed	9750-9760	$ 1,735,838,819	$ 1,527,283,885	$ 1,289,260,000
Assigned	9780	$ 351,710,083	$ 351,710,083	$ 351,710,083
Reserve for Economic Uncertainties	9789	$ 240,180,000	$ 194,790,000	$ 182,470,000
Unassigned/Unappropriated Amount	9790	$ 370,430,350	$ 343,742,386	$ 356,183,243

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
UTLA

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2022-23	2023-24	2024-25
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 11,152,826,058	$ 8,893,624,518	$ 8,295,659,705
b.	Less: Special Education Pass-Through Funds	$ -	$ -	$ -
c.	Net Expenditures, Transfers Out, and Uses	$ 11,152,826,058	$ 8,893,624,518	$ 8,295,659,705
d.	State Standard Minimum Reserve Percentage for this District **Enter percentage** →	2.00%	2.00%	2.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or $50,000)	$ 223,056,521	$ 177,872,490	$ 165,913,194

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	$ 240,180,000	$ 194,790,000	$ 182,470,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	$ 370,430,350	$ 343,742,385	$ 356,183,243
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	$ -	$ -	$ -
e.	Total Available Reserves	$ 610,610,350	$ 538,532,385	$ 538,653,243
f.	Reserve for Economic Uncertainties Percentage	5.47%	6.06%	6.49%

3. Do unrestricted reserves meet the state minimum reserve amount?

2022-23	Yes	X	No	
2023-24	Yes	X	No	
2024-25	Yes	X	No	

4. If no, how do you plan to restore your reserves?

Public Disclosure of Proposed Collective Bargaining Agreement
Los Angeles Unified School District
UTLA, AALA, A,B,C,D,E,F,G,H,J and S

5 Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	$	81,970,807
General Fund balance Increase/(Decrease), Page 4c, Column 3	$	(81,970,807)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h1, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h2, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h3, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h4, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h5, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h6, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h7, Column 2	$	-
Other Fund balance Increase/(Decrease), Page 4h8, Column 2	$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	$	(81,970,807)
Variance	$	-

Variance Explanation:

6 Will this agreement create or increase deficit financing in the current year or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/(Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(	$ 186,540,393	1.7%	
Current FY Surplus/(Deficit) after settlement(s)	$ 186,540,393	1.7%	
1st Subsequent FY Surplus/(Deficit) after settle	$ (452,991,521)	-5.1%	
2nd Subsequent FY Surplus/(Deficit) after settl	$ (395,987,622)	-4.8%	

Deficit Reduction Plan (as necessary):
The District must adopt budget balancing reduction to help address the deficits in the out-years as part of the Fiscal Stabilization plan

7 Were "Other Adjustments" amounts entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address the deficit spending and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet or use Page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Pag	$ -	
1st Subsequent FY Restricted, Page !	$ -	
2nd Subsequent FY Unrestricted, Pag	$ -	
2nd Subsequent FY Restricted, Page	$ -	

Public Disclosure of Proposed Collective Bargaining Agreement
LOS ANGELES UNIFIED SCHOOL DISTRICT

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the districts's Governing Board.

In Accordance with the requirements of Government Code Sections 3540.2(a) and 3547.5, the Superintendent and Chief Business Official of the Los Angeles Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from FY 2022-2023.

Board Actions
The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:	**Budget Adjustment Increase/(Decrease)**
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Subsequent Years

Budget Adjustment Categories:	
Revenues/Other Financing Sources	$ -
Expenditures/Other Financing Uses	$ -
Ending Balance(s) Increase/(Decrease)	$ -

Budget Revisions
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions
See attached page for a list of the assumptions upon which this certification is based.

Certifications

____ I hereby certify ____ I am unable to certify

District Superintendent (Signature) — **Date**

X
____ I hereby certify ____ I am unable to certify



Chief Business Official (Signature) — October 26, 2022 **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirments.

Public Disclosure of Proposed Collective Bargaining Agreement

Los Angeles Unified School District
UTLA

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

1. This certification is based on the FY2022-2023 Revised Budget approved by LAUSD Board of Education on August 30, 2022, which includes the District's current and multi-year projections.
2. The Acceleration Days are accounted for using the ESSER-Elementary and Secondary School Emergency Relief and Expanded Learning Opportunities funds.

Concerns regarding affordability of agreement in subsequent years (if any):

N/A

K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Los Angeles Unified School District
District Name

District Superintendent (Signature) | **Date**

Tony Atienza
Contact Person

213-241-1324
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____, took action to approve the proposed agreement with the _____ Bargaining Unit(s).

President (or Clerk), Governing Board (Signature) | **Date**

Special Note: The Los Angeles County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Return to
Order of Business

TAB 2

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-076-22/23, **Version:** 1

Approval of Procurement Actions
November 15, 2022
Procurement Services Division

Action Proposed:
Ratify the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment "A" including the approval of award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Low Value - Purchase Orders; Goods and General Services Contracts: Purchase Orders; Low Value - Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and Goods and General Services Contracts (exceeding $250,000): New Contracts as listed in Attachment "B."

Background:
Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes:
Approval of these items will allow the goods and services provided by these contracts furnishing the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:
The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment "A" will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defendable, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment "B" will delay contract award or delivery dates.

Policy Implications:
This action does not change District policy and conforms to *California Education Code section 17604* that permits the Board of Education to delegate authority for Procurement Services (Board Report 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board. Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment

"A" includes:

- Award of Professional Service Contracts not exceeding $250,000: New Contracts; Contract Amendment; Low - Value Purchase Orders; and

- Goods and General Services Contracts not exceeding $250,000: Procurement Transactions - Purchase Orders; Low Value - Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment "B" includes:

- Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and

- Goods and General Services Contracts (exceeding $250,000): New Contracts.

Student Impact:
See attached Board Informatives.

Equity Impact:
See attached for applicable items.

Issues and Analysis:
There are not policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.

Attachments:
Attachment "A" - Ratification of Contracts Awarded Under Delegated Authority
Attachment "B" - Request for Approval of Contracts Not Under Delegated Authority

Informatives:

Item A	-	CareerTech Media, LLC, Contract No. 4400010781
Item B	-	Miller Education Consulting Services, Inc., Contract No. 440001767
Item C	-	Leadership for Educational Equity Foundation, Contract No. 440008428-2
Item D	-	Apperson, Inc., Contract No. 4400010690
Item E	-	Warehouse September 2022
Item F	-	Verizon Wireless, Contract No. 4400007482-9
Item G	-	Association for Supervision and Curriculum Development; California Association of African-American Superintendents & Administrators; Carnegie Learning; Center for Powerful Public Schools; Curriculum Associates; New Teacher Center; Power My Learning; Public Consulting Group; Teacher Created Materials; The Curriculum Consortium; Rethink Autism, Contract Nos. 4400010891 through 4400010900, 4400010906
Item H	-	Herff Jones, Inc., Contract No. 4400010868
Item I	-	Catalyst Office, Contract No. 4400010773

Item J	-	Whittier Fertilizer Company; Stover Seed Company, Contract Nos. 440001876, 440001878
Item K	-	Whittier Fertilizer Company, Contract No. 4400010874
Item L	-	Western Fence & Supply Co., Contract No. 440010834
Item M	-	United Site Services of California, Inc., Contract No. 4400010860
Item N	-	Lennox Industries, Inc.; Trane U.S. Inc., US Air Conditioning Distributors, LLC; Gary Pacific Supply; Seasons 4, Inc., Contract Nos. 4400010861 through 4400010865
Item O	-	Various Vendors (HVAC Energy Management Systems Repair Services), Contract Nos. 4400010752 through 4400010759

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

MEGAN K. REILLY
Deputy Superintendent
Business Services & Operations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

SUNG YON LEE
Business Manager
Office of the Business Manager

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:

JUDITH REECE
Chief Procurement Officer
Procurement Services Division

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED

NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING $250,000

DIVISION OF INSTRUCTION **$249,900**

CONTRACTOR	IDENTIFICATION NO.		SOURCE OF FUNDS	AMOUNT
CareerTech Media, LLC	4400010781 **Item A**	Informally competed contract to create a career guide booklet to showcase and promote the 58 types of career pathways. **Contract Term:** 09/01/22 through 12/31/22 **Contract Value: $249,900** Requester: *Esther Soliman, Administrator* *Career Technical Education – Linked Learning* *Division of Instruction*	General Funds (100%)	$249,900

HUMAN RESOURCES DIVISION **$249,825**

Miller Education Consulting Services, Inc.	4400010767 **Item B**	Informally competed contract to provide professional services that will support the expansion and implementation of Certificated Evaluation systems. **Contract Term:** 09/01/22 through 08/31/23 **Contract Value: $249,825** Requester: *Ileana M. Davalos* *Chief Human Resources Officer* *Human Resources Division*	Educator Effectiveness Grant (100%)	$249,825

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED

NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS NOT EXCEEDING $250,000

OFFFICE OF THE MEDICAL DOCTOR **$55,000**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Leadership for Educational Equity Foundation	4400008428-2 **Item C**	Amendment to extend term and increase capacity of single-source contract to provide Fellows to support the Office of the Medical Director. **Contract Term:** 09/01/20 through 05/31/22 New end date by this amendment: 05/31/23 Initial Contract Value: $35,000 Amendment No. 1: $131,250 *Amendment No. 2: $55,000 **Aggregate Contract Value: $221,250** Requester: *Smita Malhotra, Medical Director* *Office of the Medical Director*	General Funds (100%)	$55,000*

OFFICE OF THE CHIEF STRATEGY OFFICER **$234,721**

Apperson, Inc.	4400010690 **Item D**	Informally competed contract for the production, printing, scanning, processing, and delivery of the District's annual parent school experience survey. **Contract Term**: 08/01/22 through 03/31/23 **Contract Value: $234,721** Requester: *David Heredia* *Interim Executive Director* *Office of Data and Accountability*	General Funds (100%)	$234,721

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

Item E – *September 2022*

B. PROFESSIONAL SERVICE NOT EXCEEDING $250,000 **September 2022 =$4,506,424**
YTD =$11,034,389

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services.

	September Qty of POs	YTD Qty of POs	**September Total**	YTD Total
Low Value – Purchase Orders – *September 2022*	**436**	1,018	***$4,506,424*** ***(Median - $7,025)***	$11,034,389

C. GOODS AND GENERAL SERVICES NOT EXCEEDING $250,000 **September 2022 = $33,642,045**
YTD = $133,527,875

The contract actions represented below are those actions put in place within each sponsoring school's or division's budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

	September Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**September Total**	YTD Total
Low Value – Purchase Orders – *September 2022*	**2,636**	11,394	***$7,924,353*** ***(Median – $994)***	$34,089,347
Purchase Orders – *September 2022*	**51**	176	***$4,094,785*** ***(Median - $54,000)***	$14,328,268
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.) – *September 2022*	**8,983**	21,694	***$4,998,349*** ***(Median – $194)***	$11,903,611
Rental Facilities – *September 2022*	**1**	9	***$41,425***	$120,929
Travel/Conference Attendance – *September 2022*	**572**	908	***$681,558*** ***(Median – $950)***	$1,035,956
GENERAL STORES DISTRIBUTION CENTER – *September 2022*	**221**	814	***$2,028,459*** ***(Median - $3,698)***	$8,664,165
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) – *September 2022*	**403**	1,444	***$13,873,116*** ***(Median - $5,335)***	$63,385,599

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY

D. GOODS AND GENERAL SERVICES

September 2022 = $1,272,285
YTD = $1,272,285

The contract actions represented below are those actions put in place within each sponsoring school's or division's budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for goods or general services.

	September Qty of POs/ Transactions	YTD Qty of POs/ Transactions	**September Total**	YTD Total
GENERAL STORES DISTRIBUTION CENTER – *COVID-19 Transactions (Rapid Antigen Tests and Masks) September 2022*	**1**	1	***$1,272,285***	$1,272,285

GRAND TOTAL – *September 2022* **$39,420,754**

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

INFORMATION TECHNOLOGY DIVISION **$62,000,000**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Verizon Wireless	4400007482-9 **Item F**	Amendment to increase capacity of formally competed contract for mobile voice and broadband services in support of instructional and business operations including internet connectivity to students via the Emergency Connectivity Fund (ECF) program. **Contract Term:** 07/01/19 through 06/30/24 Initial Contract Value: $7,800,000 Amendment No. 1: $0 Amendment No. 2: $0 Amendment No. 3: $40,567,015 Amendment No. 4: $26,232,542 Amendment No. 5: $0 Amendment No. 6: $0 Amendment No. 7: $0 Amendment No. 8: $0 *Amendment No. 9: $62,000,000 **Aggregate Contract Value: $136,599,557** Requester: *Soheil Katal* *Chief Information Officer* *Information Technology Division*	Emergency Connectivity/ COVID-19 Funds (90%) Various Per Requesting School or Office (10%)	$62,000,000*

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS

NEW CONTRACTS/ AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

OFFICE OF THE SUPERINTENDENT

$25,000,000

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Various Vendors*	4400010891 4400010892 4400010893 4400010894 4400010895 4400010896 4400010897 4400010898 4400010899 4400010900 4400010906 (RFP 2000002650) **Item G**	Formally competed bench of eleven (11) contracts for the District's Black Student Achievement Plan addressing the need for a Culturally Responsive Curriculum, engaging culturally relevant classroom instruction, effective classroom management strategies, and transformational professional development for school site personnel. The authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of $25,000,000. **Contract Term:** 11/16/22 through 11/15/27 includes three (3) one-year renewal options **Aggregate Five-Year Value For Eleven (11) Contracts: $25,000,000** Requester: *Jared Dupree* *Senior Director* *Office of the Superintendent*	General Funds (100%)	$25,000,000

*Association for Supervision and Curriculum Development; California Association of African-American Superintendents & Administrators; Carnegie Learning; Center for Powerful Public Schools; Curriculum Associates; New Teacher Center; Power My Learning; Public Consulting Group; Teacher Created Materials; The Curriculum Consortium; Rethink Autism

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

DIVISION OF INSTRUCTION **$4,625,203**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Herff Jones, Inc.	4400010868 (IFB 2000002681) **Item H**	Formally competed capacity contract to provide the rental and purchase of graduation caps, gowns, and accessories for graduating high school students throughout the District. **Contract Term:** 01/01/23 through 12/30/25 **Contract Value: $4,625,203** Requester: *Pedro A. Garcia* *Senior Executive Director* *Division of Instruction*	General Funds (100%)	$4,625,203

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

FACILITIES SERVICES DIVISION **$43,094,000**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Catalyst Office	4400010773 (IFB 2000002364) **Item I**	Formally competed capacity contract to provide office modular furniture Districtwide. **Contract Term:** 12/01/22 through 11/30/27 includes two (2) one-year renewal options **Aggregate Five-Year Contract Value: $4,000,000** Requester: *Yekaterina Boyajian, Director* *Non-Academic Facilities Planning* *Facilities Services Division*	Various Per Requesting School Or Office (100%)	$4,000,000
Whittier Fertilizer Company **(SBE);** Stover Seed Company	4400010876 4400010878 (IFB 2000002618) **Item J**	Formally competed capacity contracts to provide school landscape conditioning materials, including seeds, fertilizers, and soils Districtwide. **Contract Term:** 12/01/22 through 11/30/25 **Aggregate Value For Two (2) Contracts: $2,500,000** Requester: *India Griffin, Director* *Maintenance & Operations* *Facilities Services Division*	Restricted Routine Maintenance Funds (90%) Bond Funds (10%)	$2,500,000

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

FACILITIES SERVICES DIVISION (CONT.)

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Whittier Fertilizer Company **(SBE)**	4400010874 (IFB 2000002477) **Item K**	Formally competed capacity contract to provide athletic field conditioning materials, including clay, soil, and crushed granite Districtwide. **Contract Term:** 12/01/22 through 11/30/25 **Contract Value: $594,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	Restricted Routine Maintenance Funds (90%) Bond Funds (10%)	$594,000
Western Fence & Supply Co., dba Pilgrim Fence Co.	4400010834 (IFB 2000002651) **Item L**	Formally competed capacity contract to provide chain link fencing material for replacement and repair projects Districtwide. **Contract Term:** 12/01/22 through 11/30/25 **Contract Value: $1,000,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	Restricted Routine Maintenance Funds (90%) Bond Funds (10%)	$1,000,000

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

FACILITIES SERVICES DIVISION (CONT.)

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
United Site Services of California, Inc.	4400010860 (IFB 2000002712) **Item M**	Formally competed capacity contract to provide rental and servicing of portable toilets Districtwide. **Contract Term:** 12/01/22 through 11/30/27 includes two (2) one-year renewal options **Aggregate Five-Year Contract Value: $2,000,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	Restricted Routine Maintenance Funds (90%) Bond Funds (10%)	$2,000,000
Lennox Industries, Inc.; Trane U.S. Inc.; US Air Conditioning Distributors, LLC; Geary Pacific Supply; Seasons-4, Inc.	4400010861 4400010862 4400010863 4400010864 4400010865 (IFB 2000002576) **Item N**	Formally competed capacity contracts to provide HVAC equipment and supplies Districtwide. Authority to increase or decrease individual amounts for these contracts will be limited to the aggregate amount of $25,000,000. **Contract Term:** 12/01/22 through 11/30/27 includes two (2) one-year renewal options **Aggregate Five -Year Value For Five (5) Contracts: $25,000,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	Restricted Routine Maintenance Funds (90%) Bond Funds (10%)	$25,000,000

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS/AMENDMENTS/AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING $250,000

FACILTIES SERVICES DIVISION (CONT.)

CONTRACTOR	IDENTIFI-CATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
*Various Vendors	4400010752 4400010753 4400010754 4400010755 4400010756 4400010757 4400010758 4400010759 (IFB 2000002612) **Item O**	Formally competed capacity contracts to provide HVAC Energy Management Systems repair services Districtwide. Authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of $8,000,000. **Contract Term:** 12/01/22 through 11/30/27 includes two (2) one-year renewal options **Aggregate Five-Year Value For Eight (8) Contracts: $8,000,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	Restricted Routine Maintenance Funds (100%)	$8,000,000

*Honeywell International Inc.; Mesa Energy Systems, Inc., dba EMCOR Services Mesa Energy; Next Level HVAC Energy Management Systems; NSWC Mechanical Service, LLC; Pacific West Industries, Inc.; Sunbelt Controls, Inc.; Trane U.S. Inc.; Westover Controls Corporation

Board of Education Report
No. 076-22/23
Attachment A Item A
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Division of Instruction

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Esther Soliman
Administrator, Career Technical Education-Linked Learning

SUBJECT: **CONTRACTOR NAME: CareerTech Media, LLC**
CONTRACT NO.: 4400010781
CONTRACT AMOUNT: $249,900
CTE-LINKED LEARNING CAREER GUIDE

Student Impact:
Students and their families will be able to navigate the plentiful options our district offers for career experiences in secondary education. This will empower our students to make the right decision for enrolling in a high school pathway and provides insight into the multitude of career pathways that exist in our district and in life.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:

The CTE-Linked Learning office wishes to purchase the services of CareerTech Media to create a career guide booklet to showcase and promote all our district's 58 types of pathways. This guide will introduce middle school students to numerous promising careers and leads to more informed high school and educational choices post high school.

Why is this necessary?

Having all our programs in a booklet as well as an electronic document, along with a Spanish translated version, will be valuable tools in promoting our programs to students, parents and guardians as well as the entire community. This document also supports in making decisions when it comes to secondary education and future careers.

Why do we need to do this now?
With the current climate of declining enrollment, it is important that we promote our secondary educational career pathways to students and families in our district. This will increase awareness to the great programs offered in our district and supports them in making a decision for their

secondary education.

What would happen if this were not approved?

Without the creation of this guide, students and families would have to seek additional support and do more of their own research in terms of finding information and on career pathways and they are located in LAUSD.

What are the terms of the proposed agreement?

As part of this agreement, we will receive English and Spanish printed versions of this booklet to be distributed to seventh and eighth grade families and school sites as well as an electronic version in English and Spanish for all families.

If you have any questions or require additional information, please contact me at justin.frank@lausd.net or at (310) 650-3572.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
CTE-LINKED LEARNING DEPARTMENT IN DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Esther Soliman, CTE – Linked Learning Administrator

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS ITEM A – CAREERTECH MEDIA, LLC**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The Career Guide raises awareness and empowers our students and families to be informed of all the district CTE-Linked Learning career pathways. It equips them to make an informed decision for their secondary education and future careers. Career education and preparation needs to be provided for all students. All students will be receiving the Career Guides and all 7th and 8th grade families will receive a hard copy in case they do not have access to the internet.
Resource Prioritization	**3**	The creation and distribution of this Career Guide addresses the direct need of informing students and families of the plentiful CTE-Linked Learning career pathways that they might not have prior knowledge about.
Results	**3**	Career Guides explain and promote CTE-Linked Learning career pathways to our families and raises awareness and interests in our many programs. Many families do not have an understanding of what career experience and

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		guidance is offered by our district. This will allow students and their families to be more confident and informed in decisions on secondary education.
TOTAL	**10**	

Contact Person:	Telephone:	Email:
Justin Frank	(310) 650-3572	justin.frank@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment A Item B
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Human Resources Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Ileana M. Davalos, Chief Human Resources Officer
Human Resources Division

SUBJECT: CONTRACTOR NAME: Miller Educational Consulting Services, Inc.
CONTRACT NO.: 4400010767
CONTRACT AMOUNT: $249,825.00
REQUEST FOR RATIFICATION OF PROFESSIONAL SERVICES CONTRACT

Student Impact:
Los Angeles Unified students deserve knowledgeable, caring, and courageous educators, school leaders, and support staff to guide them on their journey through Los Angeles Unified. A highly qualified teacher in every classroom, led by highly effective leaders, all working collaboratively to graduate student's "Ready for the World" to thrive in college, career, and life. The evaluation system, supported by Miller Educational Consulting Services, Inc., is designed to support the growth and development of certificated staff through reflection, self-assessment, and performance support tools. During their evaluation, employees self-assess their performance, set professional and personal goals, receive feedback from their leader about their practice and goals, and earn a final performance evaluation rating which becomes part of their permanent record. The Framework (rubric based) evaluation system focuses on consistent implementation of high-quality instruction leading to improved student outcomes.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
The scope of the contract is to provide support to the Los Angeles Unified School District's (LAUSD) continued expansion and implementation of the observer certification training and evidence-based evaluations for all certificated employees including Teachers, Principals, District and School Support Administrators and Executive Staff. As well as promote growth and development of practice aligned with the District implemented leadership frameworks.

Over the last twelve years, LAUSD has worked to establish a common definition of effective educator and leadership language and practice via the implementation of various frameworks such as the Teaching and Learning Framework, School Counselor, School Leadership Framework and Principal Supervisors Framework.

In school year 2010-2011 LAUSD underwent a series of efforts, including stakeholder engagement, analysis of existing data and practices, and work to design and build a multiple measure review process with individualized support and development that were included in the initial implementation and scale-up phase. In the school year 2011-2012 LAUSD piloted the multiple measure review with support and development focusing on a set of volunteer teachers and school leaders. Then in school years 2013-2022 the plan continued scaling that same approach with District administrators including implementing certificated professional learning management targeted to employee's identified needs.

Why is this necessary?
This contract represents our dedication to continued systems to support implementation of high-quality instruction to improve student outcomes consistent with strategic priorities of High-Quality Instruction in Pillar1 and High-Performance Standards in Pillar 5 of the Strategic Plan. The frameworks support an evaluation process dedicated to the growth and development of certificated staff. Building a clear, shared understanding of what effective teaching and workplace performance looks like leading to accountability and providing opportunities for growth and development.

Why do we need to do this now?
This informally-competed contract is replacing an expired contract with Miller Educational Consulting Services, Inc. for the continuity of services for certificated staff evaluations. Due to the high number of new administrators, ongoing training and certifications are needed for effective teaching and supervision of instruction.

What would happen if this were not approved?
If this contract is not approved, we will need to identify and orient a new vendor to support the strategic work of Staff Performance Evaluation. Switching vendors may slow down the District's momentum of implementing quality evaluation system for certificated staff and will impact the evaluation of certificated staff.

Furthermore, if the contracted is not approved, the District will need to engage in a new Request for Proposal process, which could result in selection of a different vendor where costs may increase, additional training would be required, and momentum that we have gained with our evaluation systems may be impacted.

What are the terms of the proposed agreement?
The proposed agreement shall be from September 1, 2022 through August 31, 2023 and funded by the Educator Effectiveness Grant (100%). Services include expansion and implementation of the observer certification training and evidence-based evaluation for all certificated employees including teachers, principals, principal supervisors, district and school support administrators and executive staff.

If you have any questions or require additional information, please contact Beth Harker at elizabeth.harker@lausd.net or at (213) 241-3444.

c: Megan K. Reilly
Pedro Salcido

Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
HUMAN RESOURCES DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto Carvalho, Superintendent

DATE: September 26, 2022

FROM: Ileana Dávalos, Chief Human Resources Officer

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM B – MILLER EDUCATION CONSULTING SERVICES, INC.

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	1	2	3	4
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The proposed contract recognizes historic inequities and supports student achievement with an evaluation system, designed to provide growth and development of certificated staff through reflection, self-assessment, goal setting and performance support tools. Growth and development of practice are aligned with the District Educator Development Frameworks. The Frameworks have been set to support all certificated staff in increased professional growth, instruction, culture of positive learning and positive behavior, family and community engagement, and academic achievement.
Resource Prioritization	**3**	Implementation of this contract will support certificated staff in the formal evaluation cycle. Evaluations will help in determining support, resources, and professional development for certificated staff. The evaluation cycle will help staff prioritize the needs of students, schools, and communities.
Results	**3**	Implementing this contract is extremely likely to result in closing opportunity gaps and/or closing the achievement gap. Outcomes from the evaluation process will determine supports, resources, and/or interventions to support growth and development of staff. This process will support professional development opportunities.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
Ileana Dávalos	(213) 241-6131	idavalos@lausd.net

*****Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment A Item C
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Office of the Medical Director

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Smita Malhotra, MD, Medical Director
Office of the Medical Director

SUBJECT: CONTRATOR NAME: LEADERSHIP FOR EDUCATIONAL EQUITY FOUNDATION (LEE)
CONTRACT NO.: 4400008428-2
CONTRACT AMOUNT: $55,000
REQUEST FOR RATIFICATION OF CONTRACT EXTENSION

Student Impact:
This contract facilitates the placement of a LEE fellow within the Office of the Medical Director to support District Nursing Services (DNS) department by leading critical initiatives that improve students' physical, mental, and social-emotional health in order to reduce the barriers to educational and health equity. Healthy students attend school and learn more, which advances the District's goals of 100 percent attendance, proficiency for all, and 100 percent graduation; also, it advances the District's 2022-26 Strategic Plan under Pillar 2, Joy and Wellness, Whole-Child Well-Being in order to provide services that promotes student wellness.

While the fellow's impact will be districtwide, it will particularly address the disproportionate poverty and trauma seen among or students.

Equity Impact:
☐ Not Applicable ☒ See attached

Introduction:
We are requesting approval for ratification of an extension of the terms of a single-source contract with the Leadership for Educational Equity Foundation. LEE coordinates an annual Public Policy Fellowship through which it recruits, selects, and facilitates the placement of individuals who have teaching and policy/advocacy experience in educational agencies. They would gain nine months of fellowship experience with Los Angeles Unified.

Why is this necessary?
The need for additional support in District Nursing Services is particularly acute right now. With only ten nursing administrators to oversee a department of over 600 and growing, additional support is needed to complete the many duties that the current team does not have the capacity to do. These duties include such things as policy development and revision, professional development that will improve nursing practice, and quality assurance reviews to make needed adjustments to current practices that do not meet departmental vision and goals. The extension of this contract will facilitate the placement of a high-quality professional to advance this work at a very competitive cost. The extension of this contract was needed as the past one expired May 31, 2022.

Why do we need to do this now?
The contract amendment NO. 2 was entered into effect on April 22, 2022, and the agreement expires on May 31, 2023. A selection committee held interviews and made a selection of the fellow for DNS, who started on 9/1/2022. The need to do this at that time was based upon LEE's timeline for placing fellows. DNS did not want to miss the opportunity to host a third LEE fellow, as their past experiences with fellows had proven to be so positive and extremely fruitful.

What would happen if this were not approved?
If this were not approved, the fellow would not be able to continue in District Nursing Services, which we would not then have the administrative support needed to lead critical strategic initiatives as previously mentioned in this document, and it would cause a breach in the contract signed on 4/29/2022.

What are the terms of the proposed agreement?
The amended term of the contract is May 31, 2022 to May 31, 2023. The amended contract value is $166,250 to $221,250, an increase of $55,000. The funding would come from District Nursing Services, Cost Center, 1125601, General Funds 100%.

If you have any questions or require additional information, please contact me at smita.malhotra@lausd.net or at (213) 241-6326.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Amanda Wherritt
Janice Sawyer
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
OFFICE OF THE MEDICAL DIRECTOR
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 27, 2022

FROM: Smita Malhotra, MD, Medical Director

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM C – LEADERSHIP FOR EDUCATIONAL EQUITY FOUNDATION

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The LEE Foundation spent over 10 years building and supporting a network of visionary and highly effective policy and advocacy leaders dedicated to ending the injustice of educational in equity. The LEE fellow selected brings professionalism, analytical capacity, and political acumen to the work they will be doing that also supports ending the injustice of health inequity.
Resource Prioritization	**3**	Continued implementation of this contract will support Nursing Administrators in goal setting that prioritizes budget, policy revisions, and resources all focused on the improvement of student health.
Results	**3**	Past experience with LEE fellows has increased the capacity of Nursing Services, and their impact achieved transformational change for students. Their work helped to minimize health related barriers to learning.
TOTAL	**9**	

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Contact Person:	Telephone:	Email:
Dr. Smita Malhotra	(213) 241-6326	smita.malhotra@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment A Item D
For 11/15/2022 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Office of Data and Accountability

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: David Heredia, Interim Executive Director
Office of Data and Accountability

SUBJECT: **CONTRACTOR NAME:** Apperson, Inc.
CONTRACT NO.: 4400010690
CONTRACT AMOUNT: $234,721
REQUEST FOR RATIFICATION OF PROFESSIONAL SERVICES CONTRACT

Student Impact:
This contract impacts students in so far as it impacts their parents' ability to provide feedback about their child's school and the services it provides to support students and families. Results of the School Experience Survey are, however, disaggregated each year by Low Income students, English Learner students, Foster Youth, African American students and Special Education students and reported out by school, Local District, and Community of School.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
The School Experience Survey is an annual survey administered each fall to all LAUSD schools. Last year over 500,000 stakeholders (students, staff, and parents) responded to this survey.

Why is this necessary?
Survey results provide schools with invaluable feedback from teachers, staff, students and parents and are used to support a number of critical District and school responsibilities including providing data for LCAP reporting, Title I schools' Single Plan for Student Achievement (SPSA), School Site Council priorities, district grants and annual division reports and Board Informatives, and also for providing critical data for our research partners.

Why do we need to do this now?
This informally-competed contract is replacing an expired contract with Apperson, Inc. for the production of the 2021-2022 paper-based Parent School Experience Survey. Planning for the administration of the Fall 2022 survey administration has already begun in order to ensure that schools receive their materials in time for the October 24th start date.

What would happen if this were not approved?
If the contract is not approved then there will be no paper surveys for our LAUSD families, which

means that their only way of participating in the School Experience Survey and providing their feedback would be to respond to the survey online. Given that many of our low-income families do not have the capacity to participate online (e.g. they may not have access to a computer or have a reliable internet connection), LAUSD has historically provided paper copies for these families so that their voices could be heard.

What are the terms of the proposed agreement?

Apperson will facilitate the production, printing, scanning, processing, and delivery of the paper-based version of the District's annual school experience survey for parents to all LAUSD schools. The proposed agreement is for eight months, with a start date of August 1, 2022 thru March 31, 2023. The funding source for the School Experience Survey is general funds (100%) and the funding needed for this contract with Apperson is within the approved program budget.

If you have any questions or require additional information, please contact me at David.Heredia@lausd.net or at (213) 241-2460.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 076-22/23
Attachment A Item E
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Procurement Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Marc Monforte, Deputy Chief Procurement Officer
Procurement Services Division

SUBJECT: GENERAL STORES DISTRIBUTION CENTER SPEND FOR REPLENISHMENT OF STOCK INVENTORY OF SUPPLIES, EQUIPMENT AND FURNITURE

Student Impact: The below supplies and equpment items purchased through contract and purchase order issuance, directly supports the schools/teachers ability to provide classroom instruction to students at all grade levels district-wide. In addition to instructional supplies and equipment, various other items (custodial) provide for a safe, clean, and healthy campus environment.

Equity Impact:
☒Not Applicable ☐ See attached

Introduction:
During the Board of Education's May 8, 2018 meeting, pre-authorization was granted to the Procurement Services Division (PSD) to enter into various new contracts, extend existing contracts, and award various purchase orders to make regular and routine procurements of products used by schools and offices and stocked in the General Stores Distribution Section. As part of the pre-authorization, it was agreed that PSD would report on the total procurement activity on a monthly (per board report) basis. In an effort to streamline and enhance the reporting process, the chart below lists the major commodity categories and total purchase order issuance for the month of September.

GENERAL STORES DISTRIBUTION

MAJOR COMMODITY CATEGORIES	PURCHASE ORDER ISSUANCE SEPTEMBER 1 TO SEPTEMBER 30, 2022	ACCUMULATIVE FISCAL YEAR TOTAL
COVID Related (Rapid Antigen Test Kits and Masks)	$1,272,285.00	$1,272,285.00

MAJOR COMMODITY CATEGORIES	PURCHASE ORDER ISSUANCE SEPTEMBER 1 TO SEPTEMBER 30, 2022	ACCUMULATIVE FISCAL YEAR TOTAL
Athletic Equipment	$46,199.59	$145,900.19
Audio Visual	$11,026.60	$80,246.27
Custodial/Maint. & Operations	$546,442.56	$1,890,568.65
Educational Supplies/Tools	$138,192.30	$660,178.82
Forms & Publications	$10,382.42	$85,145.99
Furniture	$428,974.06	$2,022,807.17
Music	$0	$5,756.68
Office Essentials	$573,828.68	$2,032,183.08
Paper	$170.82	$362,270.40
Science/Home Economics/First Aid	$227,618.70	$656,295.74
Visual Arts	$45,622.85	$722,811.24
TOTALS	**$2,028,458.58**	**$8,664,164.23**

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Amanda Wherritt
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 076-22/23
Attachment B Item F
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Information Technology Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 27, 2022

FROM: Soheil Katal, Chief Information Officer

SUBJECT: CONTRACTOR NAME: VERIZON WIRELESS
CONTRACT NO.: 4400007482-9
CONTRACT AMOUNT: $62,000,000
REQUEST FOR BOARD APPROVAL – CONTRACT CAPACITY INCREASE FOR BROADBAND SERVICES TO SUPPORT INSTRUCTIONAL AND BUSINESS OPERATIONS

Student Impact:
The requested action supports the District's pillars of Academic Excellence and Engagement and Collaboration by acquiring the broadband equipment and services to support instructional activities and eliminating opportunity gaps. The equipment and services ensure all families are connected to the internet and have access to technology to promote communication and advocacy for student learning.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction
The Information Technology Division is requesting approval to increase the contract capacity of the District's agreement with Verizon Wireless which enable the District to provide necessary Internet connectivity and cellular services to support the instructional and operational activities. Promoting home connectivity – particularly on those most in need – supports District efforts to close gaps between those who do and do not have adequate access to the tools for continued learning, increasing equity.

Why is this necessary?
During the pandemic, the District took measures to provide families with a cost-effective solution for home internet access to support instructional continuity. The agreement with Verizon Wireless enabled provision of broadband equipment and services to students lacking reliable connectivity. In addition, the District implemented the All Families Connected campaign to continue to provide internet connectivity to students leveraging the Emergency Connectivity Fund (ECF) program. The ECF program will fund the cost of connectivity equipment and service for eligible participants. Spending limits will soon be exhausted and increasing the contract capacity ensures that the District has the purchasing mechanism to continue to provide Internet connectivity services to support instructional and business operations.

Why do we need to do this now?

The District will be able to continue providing students internet connectivity to support instructional activities at home. The inability to complete homework assignments, conduct research, communicate with teachers, collaborate with peers or any number of activities that require a reliable connection to the internet hinders these students' potential for achievement.

What would happen if this were not approved?

Without approval, the District would not to be able to obtain Internet connectivity services to support instructional and business operational needs. Additionally, the District will not be able to leverage the ECF Program to fund the cost of connectivity equipment and services for eligible participants.

What are the terms of the proposed agreement?

The contract action increases the contract capacity by $62,000,000. This will cover all projected charges through the end of FY 2023/2024. Source of funding will be ECF Program/ COVID-19 funds (90%) and other related funding sources (10%). All other rates, terms and conditions shall remain the same.

If you have any questions or require additional information, please contact me at soheil.katal@lausd.net.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
INFORMATION TECHNOLOGY DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 22, 2022

FROM: Soheil Katal, Chief Information Officer

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM F – VERIZON WIRELESS

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**2**	The proposed action vaguely recognizes historical inequities. Broadband equipment and connectivity will be available to all requesting students with unmet need.
Resource Prioritization	**3**	The proposed action prioritizes resources based on student need. Requesting students with unmet needs will be provided broadband equipment and services.
Results	**3**	Access to internet connection for students should lead to increased online student participation, which in turn leads to better learning experience and increased graduation rates for students from families with historical inequities.
TOTAL	**8**	

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Contact Person:	Telephone:	Email:
Patricia Oh	213-241-1732	patricia.oh@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item G
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Office of the Superintendent

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 25, 2022

FROM: Jared DuPree, Senior Director
Office of the Superintendent

SUBJECT:

CONTRACTOR NAMES	CONTRACT NO.
Association for Supervision and Curriculum Development (ASCD)	4400010891
California Association of African - American Superintendents & Administrators (CAAASA)	4400010892
Carnegie Learning	4400010893
Center for Powerful Public Schools	4400010894
Curriculum Associates	4400010895
New Teacher Center	4400010896
Power My Learning	4400010897
Public Consulting Group	4400010898
TCM - Teacher Created Materials	4400010899
The Curriculum Consortium	4400010900
Rethink Autism	4400010906

CONTRACT AMOUNT: $25,000,000
REQUEST FOR PROFESSIONAL SERVICES CONTRACT

Student Impact:
Strategies and resources aligned with this bench contract proposal target an increase in Black student achievement. Black student achievement being defined as high academic performance, strong social-emotional awareness and management, and a positive cultural identity.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
On February 16, 2021, the board adopted the Black Student Achievement Plan (BSAP) to support black students and their communities. BSAP supports all schools but primarily targets 110 schools with a black student enrollment of 100 or more including multiple high index indicators (ie. chronic attendance and referral data). The BSAP has earmarked $5,000,000 for professional development aligned with the development of culturally responsive curriculum, increasing rigor in mathematics and English and accountable leadership aligned to student outcomes.

Through a formal request for proposal (RFP) process, 22 proposals were submitted of which 11 are being recommended for bench award consideration.

Why is this necessary?
This is necessary to address the longstanding disparities in educational outcomes between Black students and their non-Black peers.

Metric	Black Students	All Students
Graduation Rate	80.80%	83.10%
English/ELA Proficiency	31.70%	41.80%
Mathematics Proficiency	17.50%	28.80%
DIBELS Proficiency	42.10%	63.10%
A-G Completion (UC)	39.60%	45.80%
A-G Completion (CSU)	41.40%	46.90%
Attendance-Chronic Absenteeism	57.62%	48.30%

Why do we need to do this now?
We need to do this now because the achievement gap continues to widen. We must aggressively change our current practices which continue to produce the same outcomes for Black students.

What would happen if this were not approved?
If this were not approved, the BSAP team and school sites would continue to primarily rely upon internal skill and knowledge to provide professional development. We would limit the pool of national resources that can support our effort.

What are the terms of the proposed agreement?
The contract term will from November 16, 2022 through November 15, 2027 which includes three (3) one-year renewal options. General funds will be used for the various contracts. Aggregate amount of $25,000,000 amongst the eleven contracts.

If you have any questions or require additional information, please contact me at Jared.dupree@lausd.net, 323.346.6484

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Michael McLean
Sun Yon Lee
Judth Reece
Daniel Muñoz

Board District	CoS	Local District	School
1	Mn Arts/Vrmnt Sq CoS	C	Foshay LC
1	Mn Arts/Vrmnt Sq CoS	C	Manual Arts SH
1	Mn Arts/Vrmnt Sq CoS	C	Normandie Ave El
1	Fremont CoS	S	Barrett El
1	Gardena CoS	S	Purche Ave El
1	H.E.E.T. (C/D) CoS	W	42nd St El
1	LA Mid-City CoS	W	54th St El
1	H.E.E.T. (C/D) CoS	W	59th St El
1	H.E.E.T. (C/D) CoS	W	74th St El
1	H.E.E.T. (W) CoS	W	95th St El
1	H.E.E.T. (C/D) CoS	W	Audubon MS
1	H.E.E.T. (C/D) CoS	W	Bradley Glbl Awr Mag
1	South Mid-City CoS	W	Cimarron Ave El
1	H.E.E.T. (C/D) CoS	W	Crenshaw Mag STEMM
1	Hamilton CoS	W	Crescent Hts Bl El Mg
1	H.E.E.T. (C/D) CoS	W	Dorsey SH
1	Hamilton CoS	W	Hamilton SH
1	H.E.E.T. (W) CoS	W	Harte Prep MS
1	South Mid-City CoS	W	Hillcrest Dr El
1	H.E.E.T. (W) CoS	W	La Salle Ave El
1	LA Mid-City CoS	W	Los Angeles SH
1	H.E.E.T. (W) CoS	W	Manhattan Place El
1	South Mid-City CoS	W	Mann UCLA Comm Sch
1	South Mid-City CoS	W	Muir MS
1	H.E.E.T. (W) CoS	W	Raymond Ave El
1	H.E.E.T. (W) CoS	W	Washington Prep SH
1	H.E.E.T. (W) CoS	W	West Athens El
1	Westchester CoS	W	Windsor Hills El Mag
1	H.E.E.T. (W) CoS	W	Woodcrest El
1	H.E.E.T. (C/D) CoS	W	YES Academy
4	West LA CoS	W	Brentwood El Sci Mag
4	Fairfax CoS	W	Fairfax SH
4	Hollywood CoS	W	Hollywood SH
4	Venice CoS	W	Marina Del Rey MS
4	Westchester CoS	W	Paseo del Rey El Mag
4	Venice CoS	W	Venice SH
4	Westchester CoS	W	WESM Hlth/Sports Med
7	Gardena CoS	S	107th St El
7	Achievement Network	S	92nd St El
7	Carson CoS	S	Annalee Ave El
7	Carson CoS	S	Carson SH
7	San Pedro CoS	S	Dana MS

Board District	CoS	Local District	School
7	Rivera CoS	S	Drew MS
7	Rivera CoS	S	Dymally SH
7	Gardena CoS	S	Figueroa St El
7	Fremont CoS	S	Fremont SH
7	Gardena CoS	S	Gardena SH
7	Achievement Network	S	Gompers MS
7	Achievement Network	S	Griffith Joyner El
7	Achievement Network	S	Knox El
7	Rivera CoS	S	Markham MS
7	Harbr City/Lomta CoS	S	Narbonne SH
7	Gardena CoS	S	Peary MS

Board District	CoS	Local District	School	Type
1	LA Mid-City CoS	W	GAL King Sch for STEM	6TH-12TH
1	South Mid-City CoS	W	Middle College HS	High School
1	LA Mid-City CoS	W	Cochran MS	Middle School
1	Hamilton CoS	W	Palms MS	Middle School
1	South Mid-City CoS	W	Hawkins SH CDAGS	High School
1	South Mid-City CoS	W	Budlong Ave El	Elementary
1	Mn Arts/Vrmnt Sq CoS	C	Obama Glbl Prep Acad	6TH-8TH
1	Fairfax CoS	W	LACES Mag	High School
1	Fairfax CoS	W	Burroughs MS	Middle School
1	South Mid-City CoS	W	Century Park El	Elementary
1	Hamilton CoS	W	Baldwin Hills El	Elementary
1	South Mid-City CoS	W	Western Av TECH Mag	K-8TH
1	Gardena CoS	S	135th St El	Elementary
1	Fremont CoS	S	Manchester Ave El	Elementary
1	LA Mid-City CoS	W	Angeles Mesa El	Elementary
2	Lncln Hts/El Srno CoS	XS	City of Angels	K-12TH
2	Jefferson/SC West CoS	C	Santee EC	High School
3	Van Nuys/Val Gln CoS	NE	Millikan MS AC & PAM	Middle School
3	Cleveland CoS	NW	Cleveland CHS	High School
3	Cnga Pk/Chtswrth CoS	NW	Nobel CMS	Middle School
3	Taft CoS	NW	Hale CA	Middle School
4	Westchester CoS	W	Open Charter Mag	Elementary
4	Westchester CoS	W	Wright Eng Des Mag	Middle School
4	Westchester CoS	W	Cowan Ave El	Elementary
4	West LA CoS	W	Webster MS	Middle School
4	Westchester CoS	W	Loyola Villg El F/PAM	Elementary
4	West LA CoS	W	Revere CMS	Middle School
4	Venice CoS	W	Westside Glbl Awr Mag	K-8TH
4	West LA CoS	W	University HS Charter	High School
4	Taft CoS	NW	Taft CHS	High School
7	Gardena CoS	S	186th St El	Elementary
7	San Pedro CoS	S	San Pedro SH	High School
7	Carson CoS	S	Ambler Ave El	Elementary
7	Gardena CoS	S	99th St El	Elementary
7	Rivera CoS	S	King-Drew SH Md/S Mg	High School
7	Fremont CoS	S	93rd St El	Elementary
7	Achievement Network	S	Flournoy El	Elementary
7	Gardena CoS	S	Amestoy El	Elementary
7	Harbr City/Lomta CoS	S	Fleming MS	Middle School
7	Gardena CoS	S	156th St El	Elementary
7	Achievement Network	S	112th St El	Elementary
7	Jefferson/SC East CoS	C	Los Angeles Acad MS	Middle School
7	Carson CoS	S	Leapwood El	Elementary

Board District	CoS	Local District	School	Type
7	Fremont CoS	S	Jordan SH	High School
7	Fremont CoS	S	118th St El	Elementary
7	Carson CoS	S	Rancho Domngz Prep	6TH-12TH
7	Fremont CoS	S	75th St El	Elementary
7	San Pedro CoS	S	Dodson MS	Middle School
7	Carson CoS	S	Broadacres Ave El	Elementary
7	Carson CoS	S	Curtiss MS	Middle School
7	Fremont CoS	S	Bethune MS	Middle School
7	Achievement Network	S	96th St El	Elementary
7	Fremont CoS	S	South Park El	Elementary
7	Fremont CoS	S	122nd St El	Elementary
7	Rivera CoS	S	McKinley Ave El	Elementary
7	Carson CoS	S	Carnegie MS	Middle School
7	Carson CoS	S	White MS	Middle School

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
OFFICE OF THE SUPERINTENDENT
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Jared DuPree, Senior Director

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM G – VARIOUS VENDORS (BLACK STUDENT ACHIEVEMENT PLAN)

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**4**	Addresses the longstanding disparities in educational outcomes between Black students and their non-Black peers.
Resource Prioritization	**4**	Addresses the need for rigorous and culturally responsive curriculum and instruction as the classroom norm to increase proficiency levels in English and mathematics for Black students.
Results	**3**	Likely to increase levels of cognitive engagement for Black students and access to the core standards using cultural resources of value to Black students.
TOTAL	**11**	

Contact Person:	**Telephone:**	**Email:**
Jared DuPree	323-346-6484	jared.dupree@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item H
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Division of Instruction

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 27, 2022

FROM: Pedro A. Garcia
Senior Executive Director

SUBJECT: **CONTRACTOR NAME: Herff Jones**
CONTRACT NO.: 4400010868
CONTRACT AMOUNT: $4,625,203
REQUEST FOR APPROVAL OF CONTRACT TO PROVIDE RENTAL AND PURCHASE OF CAPS, GOWNS, AND ACCESSORIES

Student Impact:
Students will benefit from continued rental services for graduation caps, gowns, and tassels at no cost to them or their guardians. Students will also have the option to purchase these items. This request supports the District's 100% graduation goal for all students.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
The Division of Instruction is requesting the Board of Education's approval to award Contract No.: **4400010868** for the rental and purchase of graduation caps and gowns for high school students throughout the District. The contract will provide caps and gowns free of charge to high school graduating seniors for use during graduation ceremonies. The contract will also allow schools and students to purchase caps, gowns, and other graduation regalia.

Why is this necessary?
Pursuant to Education Code Sections 49010 and 49011, public school districts are required to provide caps and gowns to high school students if wearing a cap and gown is a requirement for participation in graduation ceremonies. The District supports the goal of 100% graduation.

Why do we need to do this now?
The previous contract for these services will expire on December 31, 2022. A new contract is necessary to continue to provide these services.

What would happen if this were not approved?
Without the approval of this contract, costs to the District would increase. Schools would be required to rent or purchase from any vendor, regardless of price.

What are the terms of the proposed agreement?
The proposed terms of the contract would be for 36 months. The contract has a not to exceed value of $4,625,203.00. Source of funding will be 100% General funds.

If you have any questions or require additional information, please contact Brenda Pensamiento, Secondary Administrator at bpensami@lausd.net.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece
Shelly Alavez

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Pedro A. Garcia
Senior Executive Director

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM H – HERFF JONES, INC.

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	Affirmatively recognizes historical inequities by affording all students the same graduation attire regardless of their option to rent or purchase.
Resource Prioritization	**2**	Resources will be provided equitably to all students for participation in graduation ceremonies that celebrate, instill, and maintain a love of learning.
Results	**2**	All students will be provided the same opportunity to rent or purchase these items allowing zero opportunity gaps among graduation candidates.
TOTAL	**7**	

Contact Person:	**Telephone:**	**Email:**
Brenda Pensamiento, Secondary Administrator	(213) 241-4196	bpensami@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item I
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Non-Academic Facilities Planning

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Yekaterina Boyajian, Director
Non-Academic Facilities Planning

SUBJECT: CONTRACTOR NAME: Catalyst Office
CONTRACT NO.: 4400010773
CONTRACT AMOUNT: $4,000,000
OFFICE MODULAR FURNITURE – STEELCASE & ALLSTEEL

Student Impact:
This contract is expected to positively impact students by allowing the District to procure product in a timely manner with minimal disruption to schools and supporting offices.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
This contract is expected to positively impact students by allowing the District to procure product at a reduced cost to the District.

Why is this necessary?
To facilitate workspace configurations at schools and offices in an efficient and timely manner to avoid disruptions to school and office operations.

Why do we need to do this now?
Without an existing contract, public contracting requirements limit the speed and cost with which product can be procured and installed.

What would happen if this were not approved?
For any purchases with an expected cost above public contracting limits would require additional bidding and/or advertising, adding time to project schedules that could interfere with the operation of schools or offices.

What are the terms of the proposed agreement?
The terms of the contract will be for 3 years with two (2) 12-month option renewal. Funding will be provided on a project-by-project basis by the client division(s), which could potentially be General Funds, bond funds, or grant funds.

If you have any questions or require additional information, please contact me at yekaterina.boyajian@lausd.net or at (213) 241-4520.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
NON-ACADEMIC FACILITIES PLANNING
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Yekaterina Boyajian, Director
Non-Academic Facilities Planning

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM I – CATALYST OFFICE

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**1**	Each time workspace configuration is needed it is for a different District client from different schools or offices. The District client determines whether that configuration will address inequities.
Resource Prioritization	**1**	The District client determines what workspace will be configured and whether the configuration of resources is prioritized according to student need.
Results	**1**	The District client determines what workspace will be configured, and whether the result is likely to close opportunity or achievement gaps.
TOTAL	**3**	

Contact Person:	**Telephone:**	**Email:**
Yekaterina Boyajian	(213) 241-4520	yekaterina.boyajian@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item J
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 25, 2022

FROM: India Griffin, Director
Maintenance and Operations

SUBJECT: **CONTRACTOR NAMES: WHITTIER FERTILIZER AND STOVER SEED COMPANY**
CONTRACT NOS.: 4400010876 AND 4400010878
CONTRACT AMOUNT: $2,500,000 TOTAL VALUE OVER THREE YEARS

Student Impact:
Maintenance & Operations (M&O) strives to prevent student impact and disruption to the educational environment by having well-maintained facilities throughout LAUSD.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
Maintenance & Operations is requesting the Board of Education's approval to award Contract 4400010876 and 4400010878 to purchase top, bedding soils, seeds, and fertilizer materials to maintain lawns District-wide.

Why is this necessary?
This contract will provide the lowest overall competitive cost for landscape materials to renovate and maintain the overall condition, safety, and health of LAUSD's athletic facilities and all other lawns Districtwide. The contract will support staff in providing safe and healthy recreational environments for educational classes, physical therapy, and competitive sporting events.

Why do we need to do this now?
The previous contract has expired and there is a continuous need for these materials to ensure LAUSD's sites are properly maintained so that our students and community users may utilize these facilities to their fullest potential.

What would happen if this were not approved?
If this contract is not approved, M&O will need to explore alternate resources for performing the required work potentially at a higher cost, which will also result in a delay in providing necessary services to the schools.

What are the terms of the proposed agreement?
The terms of the contract will be for thirty-six (36) months. Funding will be provided on an as-needed basis utilizing an estimated 90% Restricted Routine Maintenance Account (RRMA) and 10% Bond-funds.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0304.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
M & O TECHNICAL SERVICES
Equity Impact Statement**

TO: Members, Board of Education **DATE**: September 23, 2022
Alberto M. Carvalho, Superintendent

FROM: India Griffin, Director of Maintenance and Operations

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS**
ITEM J – WHITTIER FERTILIZER COMPANY; STOVER SEED COMPANY

Board Meeting Date:	11/15/22

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The condition of grass fields in LAUSD reflects historical inequities. Through this contract, the fields in the worst conditions can be brought up to standards that other campuses enjoy.
Resource Prioritization	**3**	Students need a safe environment in which to get physical exercise. Through this contract, LAUSD can direct resources towards ensuring the fields have adequate grass in a condition that will keep students safe.
Results	**3**	Grass fields in bad condition produce opportunity gaps for our student athletes. Fields need to be in good condition in order to keep our students healthy and ready to learn. For our student-athletes, a well-conditioned field is vital to their success and closing the achievement gap.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
India Griffin	213-241-0304	irg1397@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item K
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: India Griffin, Director
Maintenance and Operations

SUBJECT: **CONTRACTOR NAME: WHITTIER FERTILIZER**
CONTRACT NO.: 4400010874
CONTRACT AMOUNT: $594,000 TOTAL VALUE OVER THREE YEARS

Student Impact:
Maintenance & Operations (M&O) strives to prevent student impact and disruption to the educational environment by having well-maintained facilities throughout LAUSD.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
Maintenance & Operations is requesting the Board of Education's approval to award Contract **4400010874** to purchase decomposed granite and clay soil to re-condition the athletic fields District-wide.

Why is this necessary?
This contract will provide the lowest overall competitive cost for landscape materials to renovate and maintain the overall condition, safety, and health of LAUSD's athletic facilities. The contract will support staff in providing safe and healthy recreational environments for educational classes, physical therapy, and competitive sporting events.

Why do we need to do this now?
The previous contract has expired and there is a continuous need for these materials to ensure LAUSD's sites are properly maintained so that our students and community users may utilize these facilities to their fullest potential.

What would happen if this were not approved?
If this contract is not approved, M&O will need to explore alternate resources for performing the required work potentially at a higher cost, which will also result in a delay in providing necessary services to the schools.

What are the terms of the proposed agreement?
The terms of the contract will be for thirty-six (36) months. Funding will be provided on an as-

needed basis utilizing an estimated 90% Restricted Routine Maintenance Account (RRMA) and 10% Bond-funds.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0304.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
M & O TECHNICAL SERVICES
Equity Impact Statement**

TO: Members, Board of Education **DATE**: September 23, 2022
Alberto M. Carvalho, Superintendent

FROM: India Griffin, Director of Maintenance and Operations

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS ITEM K – WHITTIER FERTILIZER COMPANY**

Board Meeting Date:	11/15/2022

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The condition of athletic fields in LAUSD reflects historical inequities. Through this contract, the fields in the worst conditions can be brought up to standards that other campuses enjoy.
Resource Prioritization	**3**	Students need a safe environment in which to practice sports or just get physical exercise. Through this contract, LAUSD can direct resources towards ensuring those needs are met.
Results	**3**	Athletic fields in bad condition produce opportunity gaps for our student athletes. Fields need to be in good condition in order to keep our students healthy and ready to learn. For our student-athletes, a well-conditioned field is vital to their success and closing the achievement gap.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
India Griffin	213-241-0304	irg1397@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item L
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 25, 2022

FROM: India Griffin, Director
Maintenance and Operations

SUBJECT: CONTRACTOR NAME: WESTERN FENCE & SUPPLY COMPANY, INC.
CONTRACT NO.: 4400010834
CONTRACT AMOUNT: $1,000,000. TOTAL VALUE OVER THREE YEARS

Student Impact:
Maintenance & Operations (M&O) strives to prevent student impact and disruption to the educational environment by having well-maintained facilities throughout LAUSD.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
M&O is requesting the Board of Education's approval to award Annual Contract Number 4400010834 for fencing materials, chain link, and piping for District-wide use at schools and offices.

Why is this necessary?
This contract is needed to provide the lowest overall competitive cost for fencing materials, chain link, and piping for schools and offices District-wide on an as-needed basis.

Why do we need to do this now?
This contract is needed to continue to provide fencing materials, chain link, and piping for schools and offices District-wide. The previous contract has expired and there is a continuous need for this service.

What would happen if this were not approved?
M&O will need to explore alternate resources for performing the required work potentially at a higher cost, resulting in a delay in providing necessary fencing materials for sites District-wide. This contract is needed to keep our sites operational, safe, and secure.

What are the terms of the proposed agreement?
The terms of the contract will be for thirty-six (36) months. Funding will be provided on an as-needed basis utilizing an estimated 90% Restricted Routine Maintenance Account (RRMA) and 10% Bond-funds.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0304.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 076-22/23
Attachment B Item M
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: India Griffin, Director
Maintenance and Operations

SUBJECT: **CONTRACTOR NAME: UNITED SITE SERVICES OF CALIFORNIA, INC.**
CONTRACT NO.: 4400010860
CONTRACT AMOUNT: $2,000,000 TOTAL VALUE OVER THREE YEARS, WITH TWO TWELVE-MONTH EXTENSION OPTIONS

Student Impact:
Maintenance & Operations (M&O) strives to prevent student impact and disruption to the educational environment by having well-maintained facilities throughout LAUSD.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
M&O is requesting the Board of Education's approval to award Annual Contract Number 4400010860 for the Rental and Servicing of Portable Toilets.

Why is this necessary?
This contract is needed to provide the lowest overall competitive cost for the rental and servicing of portable toilets and hand washing stations for schools and offices, on an as-needed basis during an
emergency.

Why do we need to do this now?
This contract is needed to provide temporary portable restroom facilities and hand washing stations to be utilized at schools. The previous contract has expired and there is a continuous need for this service.

What would happen if this were not approved?
M&O will need to explore alternate resources for performing the required work potentially at a higher cost, resulting in a delay in providing necessary services to the schools. The use of rental portable units may be necessary at times, due to plumbing emergencies that can occur with existing systems at LAUSD facilities. This contract will assist with keeping our sites operational, safe, and secure.

What are the terms of the proposed agreement?
The terms of the contract will be for thirty-six (36) months, with two twelve-month extension

options. Funding will be provided on an as-needed basis utilizing an estimated 90% Restricted Routine Maintenance Account (RRMA) and 10% Bond-funds.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0304.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 076-22/23
Attachment B Item N
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: India Griffin, Director
Facilities Services Division, Maintenance & Operations

SUBJECT: **CONTRACTOR NAME: VARIOUS VENDORS**
CONTRACT NO.: VARIOUS
CONTRACT AMOUNT: 25,000,000
C-1053A MASTER HVAC MRO

Student Impact:
Students benefit from having functional heating and air conditioning equipment that is well maintained, thus improving the learning environment for all students.

Equity Impact:
☐ Not applicable ☒ See attached

Introduction:
Replacement of existing dilapidated heating and air conditioning equipment is needed to maintain uninterrupted and proper operation of heating and air conditioning equipment.

Why is this necessary?
Proper functioning heating and air conditioning equipment is required to preserve a healthful environment in the classrooms.

Why do we need to do this now?
Contract provides the lowest competitive cost for procurement of Heating Ventilating and air conditioning
(HVAC) equipment to be used District wide. Additionally, contract will facilitate procurement of equipment as needed.

What would happen if this were not approved?
If the contract is not approved, the District will expend additional resources to procure various types and brand HAVC equipment as needed.

What are the terms of the proposed agreement?
The terms of the contract will be for 36 months with two twelve-month extension options. .Funding is on as-needed basis utilizing 90% Restricted Maintenance Funds and 10% Bond funds.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0304

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Amanda Wherritt
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Contract No.	**Vendor / Contractor Name**
4400010861	Lennox Industries, Inc.
4400010862	Trane U.S. Inc.
4400010863	US Air Conditioning Distributors, LLC
4400010864	Geary Pacific Supply
4400010865	Seasons-4 Inc.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: India Griffin, Director

SUBJECT: **BR-076-22/23 APPROVAL OF PROCUREMENT ACTIONS ITEM N – VARIOUS VENDORS (HVAC MASTER MRO)**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**1**	Failed heating and air conditioning equipment is replaced as needed District wide.
Resource Prioritization	**4**	Student need and safety is Maintenance and Operation's priority.
Results	**2**	Having functional heating and air conditioning provides a comfortable and healthy environment which may help student achievement goal.
TOTAL	**7**	

Contact Person:	**Telephone:**	**Email:**
John (Kwok) Lee	213-241-8755	kwokon.lee@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Board of Education Report
No. 076-22/23
Attachment B Item O
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Maintenance & Operations

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: India Griffin, Director
Maintenance & Operations

SUBJECT: CONTRACTOR NAMES: VARIOUS VENDORS
CONTRACT NO.: 4400010752 THROUGH 4400010759
CONTRACT AMOUNT: $8,000,000 (SUM OF 8 CONTRACTS)
OVER THREE YEARS, WITH TWO-YEAR EXTENSION OPTIONS
RECOMMENDATION TO AWARD CONTRACTS FOR
HVAC EMS REPAIR SERVICES

Student Impact:
Students benefit from having proper functioning Heating Ventilation and Air Conditioning (HVAC) mechanical systems. This contract will provide service and repair to various types of Energy Management Systems (EMS) for schools throughout LAUSD.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
Maintenance and Operations is requesting the Board of Education's approval to award Contract No. (multiple see attached) for repair services of various types of specialty Energy Management Systems.

Why is this necessary?
This contract will provide the lowest overall competitive cost for repair services of HVAC Energy Management Systems and minimize downtime. These repair services will supplement existing LAUSD resources on an as needed basis.

Why do we need to do this now?
EMS repair services contract is needed to facilitate and expedite the hiring of contracted help for the service and repair of specialty Energy Management Systems at schools and offices throughout LAUSD.

What would happen if this were not approved?
If the contract is not approved, the District will expend additional resources to procure services for the repair of Energy Management Systems and prolong down time of HVAC mechanical systems.

What are the terms of the proposed agreement?
The terms of the contract will be for 36 months with two twelve-month extension options. Funding is on as-needed basis utilizing 100% Restricted Maintenance Funds.

If you have any questions or require additional information, please contact me at india.griffin@lausd.net or at (213) 241-0304

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

HVAC EMS AWARD RECOMMENDATION	
VENDOR	**CONTRACT NO**
Honeywell International Inc.	4400010752
Mesa Energy Systems, Inc. dba EMCOR services Mesa Energy	4400010753
Next Level HVAC Energy management Systems	4400010754
NSWC Mechanical Services, LLC	4400010755
Pacific West Industries, Inc.	4400010756
Sunbelt Controls Inc.	4400010757
Trane USA Inc.	4400010758
Westover Controls Corporation	4400010759

Return to
Order of Business

TAB 3

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-052-22/23, **Version:** 1

Approval of Facilities Contracts Actions
November 15, 2022
Procurement Services Division - Facilities Contracts

Action Proposed:
Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment "A" including: award of advertised construction contract; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; award of professional services contract; extra services / amendments for architectural and engineering contracts and approve the proposed contracts listed in Attachment B including design-build contracts for comprehensive modernization projects.

Background:
Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013 Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:
Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:
The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment "A" will result in the immediate discontinuance of services. While non-ratification may be legally defendable, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements

Policy Implications:
This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 08, 2018.

Budget Impact:
The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.

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Student Impact:
The contract actions will help ensure that the students are provided with safe and healthy environments, and up to-date facilities that promote learning

Equity Impact:
Not applicable

Issues and Analysis:
There are no policy implications on these agreements

Attachments:
Attachment "A" - Ratification of Facilities Contract Actions Awarded Under Delegated Authority
Attachment "B" - Approval of Facilities Contract Actions Not Under Delegated Authority

Informatives:
Informative - Item A - District Administrative Office
Informative - Item B - Alternate Power & Construction Inc JOC Amendment
Informative - Item C - R Brothers Inc JOC Amendment
Informative - Item D - CO NOC Informal
Informative - Item E - Paul Botello
Informative - Item F - Extra Services
Informative - Item F - Extra Services Attachment
Informative - Item G - Roosevelt High School Comprehensive Modernization Project
Informative - Item H - Garfield High School Comprehensive Modernization Project

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✔ Approved as to form.

APPROVED:

SUNG YON LEE
Business Manager
Business Services and Operations

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✔ Approved as to budget impact statement

APPROVED & PRESENTED BY:

JUDITH REECE
Chief Procurement Officer
Procurement Services Division

REVIEWED BY:

MARK HOVATTER
Chief Facilities Executive

✔ Approved as to facilities impact

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS — $1,355,000

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT	AMOUNT
Siemens Industry, Inc.	2210042 / 4400010872 Item A	District Administrative Office Fire Alarm Upgrade Board Member: Mónica García **Contract Term**: 10/10/22 through Division of State Architect (DSA) certification and close-out Requester: *India Griffin, Director* *Maintenance & Operations* *Facilities Services Division*	$1,355,000 *100%* *General* *Funds*

JOB ORDER CONTRACT AWARDS — $0

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT	AMOUNT
None			

JOB ORDER CONTRACT AMENDMENTS — $1,000,000

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT	AMOUNT
Alternate Power & Construction, Inc., dba Danial's Electric Co. (SBE)	2030012 / 4400008454 (2030012.08) Item B	Amendment to increase contract capacity of a formally competed contract to provide general contracting services Districtwide. **Contract term including this amendment**: 05/22/20 through 05/21/23 Zero (0) option years (OY) remaining Initial Contract Value: $500,000 Amendment No. 1 Terms Revised Amendment No. 2 $1,000,000 Amendment No. 3 Terms Revised Amendment No. 4 Terms Revised OY1 Amendment No. 5 $1,000,000 Amendment No. 6 $1,000,000 Amendment No. 7 $1,000,000 Terms Revised OY2 *Amendment No. 8: $500,000 *(Executed Date: 09/16/22)* **Aggregate Contract Value**: **$5,000,000** Requester: *Greg Garcia, Director* *Project Execution* *Facilities Services Division*	$500,000*

* *Current Ratification*

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

JOB ORDER CONTRACT AMENDMENTS (CONT'D)

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT	AMOUNT
R Brothers, Inc. (SBE)	2130013 / 4400009048 (2130013.02) Item C	Amendment to increase contract capacity of a formally competed contract to provide TMP Ramp Installation contracting services Districtwide. **Contract term including this amendment:** 11/17/20 through 11/16/23 Zero (0) option years (OY) remaining Initial Contract Value: $350,000 Amendment No. 1 Terms Revised OY1 *Amendment No. 2 $500,000 *(Executed Date: 09/16/22)* Terms Revised OY2 **Aggregate Contract Value**: **$850,000** Requester: *Greg Garcia, Director Project Execution Facilities Services Division*	$500,000*

** Current Ratification*

Item D

B. APPROVAL OF CHANGE ORDERS **$3,483,005**

		QUANTITY	AMOUNT
i.	New Construction contract change orders that do not individually exceed 10 percent for September 2022 (Average Transaction: $440,224; Median Transaction: $77,307)	7	$3,081,566
ii.	New Construction contract credit change orders for September 2022:	0	<$0>
iii.	Existing Facilities contract change orders that do not individually exceed 15 percent for September 2022 (Average Transaction: $25,090; Median Transaction: $6,709):	16	$401,439
iv.	Existing Facilities contract credit change orders for September 2022:	0	<$0>
v.	Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for September 2022, requiring 75 percent approval by the Board:	0	$0

C. COMPLETION OF CONTRACTS – September 2022 **16** **$2,493,074**

D. AWARD OF INFORMAL CONTRACTS (Not Exceeding $99,100) **$26,674**

	QUANTITY	AMOUNT
A & B Letters for September (Average Transaction: $13,337; Median Transaction:$13,337)	2	$26,674

E. REJECTION OF BIDS

BID NO.	SCHOOL/PROJECT	REASON
None		

F. TERMINATION OF CONTRACTS FOR CONVENIENCE

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT
None		

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

G. ASSIGNMENT AND ASSUMPTION OF RIGHTS AND DELEGATION OF DUTIES – PROFESSIONAL / TASK ORDER SERVICES AGREEMENT

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
None			

H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS **$0**

CONTRACTOR	IDENTIFICATION NO.	SCHOOL / PROJECT	AMOUNT
None			

I. AWARD OF ARCHITECTURAL AND ENGINEERING AMENDMENTS **$0**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
None			

J. MEMORANDUM OF UNDERSTANDING **$0**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
None			

K. AWARD OF TECHNICAL SERVICES TASK ORDER CONTRACT **$0**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
None			

L. AWARD OF PROFESSIONAL/TECHNICAL SERVICES AMENDMENTS **$0**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	NOT-TO-EXCEED AMOUNT
None			

M. AWARD OF PROFESSIONAL SERVICES CONTRACTS **$120,000**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	NOT-TO-EXCEED AMOUNT
Paul Botello, Artist	2390001 / 4400010715 (IRFP R-2390001) Item E	Mural at Esteban Torres HS celebrating topics of Justice, Equity and Access during Board Member Mónica Garcia's tenure. **Contract Term**: 08/11/22 through 11/30/22 **Contract Value**: **$120,000** Requester: *India Griffin, Director Maintenance & Operations Facilities Services Division*	$120,000 *100% General Funds*

N. AWARD OF GOODS AND SERVICES CONTRACTS **$0**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	NOT-TO-EXCEED AMOUNT
None			

O. EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **$882,716**

CONTRACT NOS. 1720042/4400005892; 1820025/4400006191; 1820031/4400006280; 1920009/4400007241; 1920012/4400007431

Item F

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

P. NO COST EXTRA SERVICES/AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **$0**

None

Q. ASSIGNMENT AND ASSUMPTION OF RIGHTS AND DELEGATION OF DUTIES – ARCHITECTURAL AND ENGINEERING AGREEMENT

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT

None

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. AUTHORIZATION TO ENTER INTO A DESIGN-BUILD CONTRACT FOR A COMPREHENSIVE MODERNIZATION PROJECT **$36,506,172**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	AMOUNT
Byrom-Davey, Inc.	2210020 / 4400010853 Item G	Authorization to award a formally competed contract for Athletic Upgrades at Roosevelt High School in partnership with Little Diversified Architectural Consulting, Inc., selected via design-build (Education Code 17250) procurement method. Board Member: Mónica García **Contract Term**: Contract execution through DSA certification and closeout **Contract Value: $27,291,501** Requester: *Aaron Bridgewater, Director* *Asset Management* *Facilities Services Division*	$27,291,501 *100%* *Bond Funds*
Byrom-Davey, Inc.	2210022 / 4400010854 Item H	Authorization to award a formally competed contract for Synthetic Football Field and Track Upgrade at Garfield High School in partnership with Little Diversified Architectural Consulting, Inc., selected via design-build (Education Code 17250) procurement method. Board Member: Mónica García **Contract Term:** Contract execution through DSA certification and closeout **Contract Value: $9,214,671** Requester: *Aaron Bridgewater, Director* *Asset Management* *Facilities Services Division*	$9,214,671 *100%* *Bond Funds*

Attachment B

Board of Education Report
No. 052-22/23
Attachment _A_ Item A
For 11/15/2022 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 19, 2022

FROM: India Griffin, Director of Maintenance and Operations

SUBJECT: SITE: DISTRICT ADMINISTRATIVE OFFICE
PROJECT: FIRE ALARM UPGRADE
CONTRACTOR: SIEMENS INDSUTRY, INC.
CONTRACT NO.: 2210042
CONTRACT AMOUNT: $1,355,000.00

Student Impact:
This project provides a safe workplace for employees that support the District's commitment to school facilities needs and providing students with a safe and healthy learning environment.

Equity Impact:
☒ Not Applicable ☐ See attached

Introduction:
This project will remove the existing obsolete fire alarm and smoke detection devices and install a new system at the District's Beaudry Headquarters Building ("Building").

Why is this necessary?
The current fire alarm system is obsolete and can no longer be repaired as the manufacturer ceased production of replacement components for the fire alarm panel. If the system malfunctions and is not repaired, the Los Angeles Fire Department may place the Building on fire watch.

Why do we need to do this now?
If actions are not taken, fire watch may be necessary due to the obsolete fire alarm devices.

What would happen if this were not approved?
If upgrades cannot proceed, the Los Angeles Fire Department may put the Building on fire watch in the event the existing system malfunctions.

What are the terms of the proposed agreement?
This is an advertised construction contract awarded to Siemens Industry, Inc. in the amount of $1,355,000.00 with a duration of 90 days.

If you have any questions or require additional information, please contact me at irg1397@lausd.net or at (213) 241-0103.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Munoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 052-22/23
Attachment __A__ Item _B__
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 26, 2022

FROM: Gregory Garcia/Director of Project Execution
Facilities Services Division/Project Execution

SUBJECT: AMENDMENT TO INCREASE JOB ORDER CONTRACT FOR GENERAL CONTRACTING SERVICES DISTRICT-WIDE
CONTRACTOR: ALTERNATE POWER & CONSTRUCTION, INC. dba DANIAL'S ELECTRIC CO.
CONTRACT NO: 4400008454 / 2030012
CONTRACT AMOUNT: $5,000,000

Student Impact:
This Job Order Contract is a capacity contract that enables Facilities to establish a bench of contractors to meet the much-needed repairs and improvements for students and staff throughout the District.

Equity Impact:
☒ Not Applicable ☐ See attached

Introduction:
Job Order Contracts (JOC) is a contracting method that allows the District to execute smaller contracts (under $1,000,000) under a Specialized Master Contract that was competitively bid.

Why is this necessary?
JOC is one of the contracting tools that Facilities uses to quickly execute and complete smaller and less complex projects throughout the District.

Why do we need to do this now?
The contract of $4,500,000 is close to its capacity. This additional capacity of $500,000 will allow Facilities to continue to issue Job Orders to Alternate Power & Construction, Inc. dba Danial's Electric Co. to execute work.

What would happen if this were not approved?
Some repairs or modernizations would be delayed, and a more time-consuming or burdensome contracting process would have to be used for smaller projects.

What are the terms of the proposed agreement?
The proposed half-million-dollar Amendment is to increase the Contract Capacity to Alternate Power & Construction, Inc. dba Danial's Electric Co. from $4,500,000 to $5,000,000 contract value for General Contracting Services.

Is this a single source? ☐ Yes ☒ No. ***If yes, why***

Is this an after the fact? ☐ Yes ☒ No. ***If yes, why***

If you have any questions or require additional information, please contact me at gregory.garcia@lausd.net or at (213) 760-3736.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 052-22/23
Attachment __A__ Item _C__
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: September 26, 2022

FROM: Gregory Garcia/Director of Project Execution
Facilities Services Division/Project Execution

SUBJECT: AMENDMENT TO INCREASE JOB ORDER CONTRACT FOR TMP RAMP INSTALLATION CONTRACTING SERVICES DISTRICT-WIDE
CONTRACTOR: R BROTHERS, INC.
CONTRACT NO: 4400009048 / 2030013
CONTRACT AMOUNT: $850,000

Student Impact:
This Job Order Contract is a capacity contract that enables Facilities to establish a bench of contractors to meet the much-needed repairs and improvements for students and staff throughout the District.

Equity Impact:
☒ Not Applicable ☐ See attached

Introduction:
Job Order Contracts (JOC) is a contracting method that allows the District to execute smaller contracts (under $1,000,000) under a Specialized Master Contract that was competitively bid.

Why is this necessary?
JOC is one of the contracting tools that Facilities uses to quickly execute and complete smaller and less complex projects throughout the District.

Why do we need to do this now?
The contract of $350,000 is close to its capacity. This additional capacity of $500,000 will allow Facilities to continue to issue Job Orders to R. Brothers, Inc. to execute work.

What would happen if this were not approved?
Some repairs or modernizations would be delayed and a more time-consuming or burdensome contracting process would have to be used for smaller projects.

What are the terms of the proposed agreement?
The proposed half-million-dollar Amendment is to increase the Contract Capacity to R. Brothers, Inc. from $350,000 to $850,000 contract value for TMP Installation Services.

Is this a single source? ☐ Yes ☒ No. ***If yes, why***

Is this an after the fact? ☐ Yes ☒ No. ***If yes, why***

If you have any questions or require additional information, please contact me at gregory.garcia@lausd.net or at (213) 760-3736.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 052-22/23
Attachment A Item D
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Procurement Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Judith Reece
Chief Procurement Officer
Procurement Services Division

SUBJECT: APPROVAL OF CHANGE ORDERS, COMPLETION OF CONTRACTS, AWARD OF INFORMAL CONTRACTS

Student Impact: The below change orders and contracts directly support the schools/teachers ability to provide a safe and healthy learning environment to students at all grade levels district-wide. In addition these services ensure legal compliance with state and local regulations.

Equity Impact: ☒Not Applicable ☐ See attached

Introduction:
Board of Education has delegated to the Chief Procurement Officer the authority to execute and approve change orders, completion of contracts and informally bid contracts. The chart below lists the contract categories and total amounts for the month of September. The specific transactions can be found at the following link: https://www.laschools.org/new-site/contracts/boe-contract-actions/

CHANGE ORDER, NOTICE OF COMPLETION, INFORMAL CONTRACTS

CONTRACT CATEGORIES	QUANTITY SEPTEMBER 1 TO 30, 2022	CUMULATIVE AMOUNT
New Construction Change Orders	7	$3,081,566
New Construction Credit Change Orders	0	<$0>
Existing Facilities Change Orders	16	$401,439
Existing Facilities Credit Change Orders	0	<$0>
Completion of Contracts	16	$2,493,074
Informal Contracts not exceeding $99,100	2	$26,674

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

Board of Education Report
No. 052-22/23
Attachment A Item E
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 12, 2022

FROM: India Griffin, Director
Maintenance & Operations Branch

SUBJECT: **CONTRACT NO.: 2390001-4400010715**
PROVIDE A MURAL AT ESTEBAN TORRES HIGH SCHOOL
CONSULTANT: PAUL BOTELLO, ARTIST
AGREEMENT AMOUNT: $120,000
INITIAL TERM EXPIRATION DATE: NOVEMBER 30, 2022

Student Impact:

The overall theme of the piece incorporates issues and celebrations in topics of Justice, Equity, and Access for all who lived over the course of the 15 years Board Member Garcia was in office. The mural will remind the audience, particularly students, about their accomplishments.

Equity Impact:

☒ Not Applicable ☐ See attached

Introduction:

Maintenance and Operations (M&O) is requesting the Board of Education's approval to award contract 2390001-4400010715 to Paul Botello for the installation of a mural at Esteban Torres High School.

Funding: 100% General Funds

The Consultant shall paint a mural at the following school site:

Esteban E. Torres High School
4211 Dozier Street
Los Angeles, CA 90063

Mural Location:

East facing wall of the Gym, on 4211 Dozier Street
Dimensions: 49' high x 44' wide
Total square feet: 2,156

Why is this necessary?

The District recognizes the importance of art to our students and to their communities. As part of the School Upgrade Program, school sites across the District are undergoing transformation in support of their educational vision. By implementing an Art Program as part of these projects, the District also hopes to strengthen the bond that schools have with their communities and the pride each neighborhood has for their school.

Why do we need to do this now?

Board Member Garcia's tenure on LAUSD's Board of Education will end December 2022. As sponsor of the mural, she would like to see it completed prior to her departure.

What would happen if this were not approved?

Board Member Garcia will be unable to showcase her legacy during her 15 years of service to LAUSD.

What are the terms of the proposed agreement?

The expected mural completion date will be November 30, 2022.

Is this a Single Source Contract?

No.

Is this an after-the-fact Contract?

No.

If you have any questions or require additional information, please contact me at irg1397@lausd.net@lausd.net or at (213) 241-1000.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Amanda Wherritt
Sung Yon Lee
Judith Reece

Board of Education Report
No. 052-22/23
Attachment A Item F
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Procurement Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022

FROM: Judith Reece, Chief Procurement Officer
Procurement Services Division

SUBJECT: APPROVAL OF EXTRA SERVICES/AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING AGREEMENTS

Student Impact: The below extra services contracts directly support the schools/teachers ability to provide a safe and healthy learning environment to students at all grade levels district-wide. In addition these services ensure legal compliance with state and local regulations.

Equity Impact: ☒Not Applicable ☐ See attached

Introduction:
The following listed architectural/engineering extra services fees are in accordance with the delegated authority to the Chief Procurement Officer approved by the Board of Education on May 8, 2018 (BOE#444 -17/18). The scope of work for each extra services contract is over and above that covered under the original Agreement and/or previously approved Extra Services Agreements. The cost is fair and reasonable compensation for the work required. The chart below lists the extra services categories and total amounts for the month of August.

EXTRA SERVICES/AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS

CONTRACT NOS.	QUANTITY	AMOUNT
1720042/4400005892; 1820025/4400006191; 1820031/4400006280; 1920009/4400007241; 1920012/4400007431	5	$882,716

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece

November 15, 2022 (Board Report No. 052-22/23)

EXTRA SERVICES/AMENDMENT

Board of Education Report
No. 052-22/23
Attachment A Item F
For 11/15/22 Board Meeting

Amount	Contract #	SAP #	Architect	School	Project Description	ES/AC Number	RFQ #	Effective Date	Expiration Date	Max Contract Value or Capacity after the Amendment	SAP Value Encumbered (Released)	Board District	Local District
$ 7,231.18	1920009	4400007241	HPI Architecture	Canoga Park HS	Visual and Performing Arts Facilities Upgrade Project - Provide lighting at Assembly Hall accessible ramp.	ES-23017	RFQ R-13019 Architectural Services In Support of Asset Management Branch	08/01/22	DSA Certification		$ 776,983.95	3	NW
$ 5,178.95	1920012	4400007431	HMC Architects	John F. Kennedy HS	Comprehensive Modernization - Interim Housing Package 2 and Jane Addams Package 10	ES-22120	RFQ R-13019 Architectural Services In Support of Asset Management Branch	06/29/22	DSA Certification		$ 6,925,944.03	3	NW
$ 775,629.85	1820025	4400006191	Jim Favaro Johnson Favaro, LLP	Canyon Charter ES	DOH Replacement - Perform bidding and construction administration services throughout closeout for the DOH Project. Contract construction duration is increased to match the increased scope of work.	ES-22080	RFQ R-13019 Architectural Services In Support of Asset Management Branch	08/19/22	DSA Certification		$ 2,805,948.84	4	W
$ 86,131.35	1720042	4400005892	John Friedman Alice Kimm Architects	Wonderland ES	DOH Replacement - Provide additional six months of construction administration services due to the pandemic schedule delay.	ES-23004	RFQ R-13019 Architectural Services In Support of Asset Management Branch	07/18/22	DSA Certification		$ 1,115,584.33	4	W
$ 8,544.48	1820031	4400006280	HPI Architecture	Ivanhoe ES	Portable Replacement Project - Incorporate LAUSD standard specification section 27 5313, clock and program systems into the project by surveying existing campus.	ES-22113	RFQ R-13019 Architectural Services In Support of Asset Management Branch	06/23/22	DSA Certification		$ 2,244,513.89	5	C

$ 882,715.81

Attachment B

Board of Education Report
No. 052-22/23
Attachment B Item G
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 12, 2022

FROM: Aaron Bridgewater, Director of Facilities Planning and Development
Facilities Asset Management

SUBJECT: **ROOSEVELT HIGH SCHOOL**
COMPREHENSIVE MODERNIZATION PROJECT – ATHLETIC UPGRADES
CONTRACTORS: BYROM-DAVEY, INC. / LITTLE DIVERSIFIED ARCHITECTURAL CONSULTING, INC.
CONTRACT NO.: 2210020 / 4400010853
CONTRACT AMOUNT: $27,291,501.67
AUTHORIZATION TO AWARD A DESIGN-BUILD CONTRACT

Student Impact:
The Athletic Upgrades as part of the Roosevelt High School Comprehensive Modernization Project (Project) will enhance and expand the competitive athletic facilities at Roosevelt High School, providing the opportunity for approximately 2,287 students to engage in athletic and other events on the upgraded and expanded fields.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
Staff proposes that the Board of Education (Board) authorize the Chief Procurement Officer, and/or her designee, to enter into a design-build contract on behalf of the Los Angeles Unified School District (Los Angeles Unified or District) with the design-build entity, Byrom-Davey, Inc. (Byrom-Davey) who will partner with the architecture firm Little Diversified Architectural Consulting, Inc. (Little Diversified), in the lump sum amount of $27,291,501.67 for the design and construction of the Project pursuant to the requirements of California Education Code Section 17250.10 et seq. (Section 17250.10).

Procurement Process
In accordance with section 17250.10, Los Angeles Unified issued a Request for Qualifications (RFQ) on November 19, 2021. The District received three responses to the RFQ and evaluated them based on the proposers' project experience, key personnel, design-build experience, teaming and integration, technical approach, organizational approach, outreach plan, and safety. The selection panel consisting of District employees reviewed the proposals and shortlisted three design-build entities: Kemp Bros. Construction, Inc./LPA, Inc., Byrom-Davey/Little Diversified,

and Morillo Construction, Inc./IBI Group Inc.. The short-listed proposers were invited to participate in the Request for Proposals (RFP) issued on May 17, 2022. All individuals participating in the selection process were required to sign non-disclosure statements and certify that they have no conflicts of interest with potential proposers.

The proposers submitted their respective final non-priced proposals on August 26, 2022, and their sealed price proposals on September 20, 2022. A selection panel of employees and technical advisors evaluated the three proposals based on the following criteria identified in the RFP and in accordance with Section 17250.10: price, design approach, understanding of scope, schedule, phasing and logistics, team member technical expertise, outreach (Small Business Enterprise (SBE)/Micro-SBE, Veteran/Disabled Veteran Business Enterprise), life-cycle costs, safety records, and work-based learning partnership.

The District requested a Best and Final Offer (BAFO) from Byrom-Davey/Little Diversified on September 30, 2022 in order to clarify and solidify the terms of their proposal and to ensure that the proposal fully met the requirements of the RFP. Byrom-Davey/Little Diversified submitted their BAFO on October 13, 2022.

The BAFO from Byrom-Davey/Little Diversified in the lump sum amount of $27,291,501.67 was determined to be reasonable, the lowest price bid, and the best value based on the proposed design approach, understanding of scope, schedule, phasing, logistics, team member technical expertise, expected market conditions, and risks associated with completing the design and construction of the Project.

Project Scope, Schedule, and Budget
The Board approved the project definition for the Project on September 14, 2021 (Board Report No. 060-21/22).

The scope of the proposed project includes, but is not limited to, the construction and/or installation of:

- Upgraded football field, running track, and field event facilities, including a regulation-sized natural grass football field and rubberized competition track, lighting, goal posts, scoreboard, press box, bleachers (home and visitor), concessions, restrooms, equipment storage, and ticket booths

- Upgraded baseball and softball field including natural grass and infield surfaces, lighting, scoreboards, dugouts and bullpens (home and visitor), backstops, netting, batting cages, equipment storage, and bleachers

- Site infrastructure, fitness trail, fencing, furnishings, fixtures and equipment, gates, and other upgrades as required to support the new facilities. Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Staff anticipates issuing the Notice to Proceed (NTP) for pre-construction services in the fourth quarter of 2022. The Project will be constructed in two phases, with construction of phase one to

begin in the fourth quarter of 2023. The project is anticipated to be completed in the second quarter of 2025.

The Board previously authorized funding for the Project when it adopted the redefinition of the Project (Board Report No. 060-21/22). The current budget is $216,391,148 (Project No. 10366803). The winning bid from Byrom-Davey/Little Diversified was higher than the internal estimate, which necessitates an increase in the project budget. The budget is also being increased to reflect an updated forecast of associated anticipated project costs, including for testing, inspection and management fees, and current pricing for the purchase of furniture and equipment. A budget modification in the amount of $6,411,599 will be required to support the implementation of the Project, increasing the project budget to $222,802,747.

The Project is funded by Bond Program funds targeted in the School Upgrade Program for major modernizations, upgrades, and reconfigurations to school campuses, which includes funds transferred from the Bond Program funds in the School Upgrade Program targeted for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency, and more specifically from the amount targeted for upgrades to athletic facilities in Board District 2. There is no impact to the General Fund.

Why is this necessary?
The upgrades, once completed, will help ensure that the approximately 2,287 students annually attending school at the Roosevelt High School campus will have access to modern high-performance athletic facilities. This action is necessary to facilitate implementation of the Project and the Facilities Services Division Strategic Execution Plan. The existing football field, running track, field event facilities, and the baseball and softball field at Roosevelt High School are currently undersized and deteriorated. This limits the campus's ability to host competitive events and team practices onsite. The Project will also decrease demands for repair and maintenance, alleviate the burden on custodial staff, and benefit the local economy by creating tax revenue and new jobs.

Why do we need to do this now?
The initial planning and environmental evaluation phase of the Project has been completed. The Project is ready to progress to the next stage of project development. For the Roosevelt High School Athletic Upgrades this means the authorization of a design-build contract. Delaying the proposed action will likely result in schedule delays and may lead to increased costs due to escalation and other market conditions.

What would happen if this were not approved?
If authorization to enter into a contract with Byrom-Davey/Little Diversified is not granted, the Project schedule would be delayed and the benefits to the students, staff and community will be unrealized. Staff would need to re-evaluate the Project and determine whether to advertise and issue a new design-build RFP or utilize an entirely different project delivery method.

What are the terms of the proposed agreement?
Byrom-Davey/Little Diversified proposes to complete the Project in the second quarter of 2025, in the lump sum amount of $27,291,501.67.

If you have any questions or require additional information, please contact me at aaron.bridgewater@lausd.net or at (213) 241-4894.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece
Mark Hovatter
Krisztina Tokes
Alix O'Brien
Roland Mueller

Attachment B

Board of Education Report
No. 052-22/23
Attachment B Item H
For 11/15/22 Board Meeting

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 12, 2022

FROM: Aaron Bridgewater, Director of Facilities Planning and Development
Facilities Asset Management

SUBJECT: GARFIELD HIGH SCHOOL
SYNTHETIC FOOTBALL FIELD AND TRACK UPGRADE PROJECT
CONTRACTORS: BYROM-DAVEY, INC. / LITTLE DIVERSIFIED ARCHITECTURAL CONSULTING, INC.
CONTRACT NO.: 2210022 / 4400010854
CONTRACT AMOUNT: $9,214,670.66
AUTHORIZATION TO AWARD A DESIGN-BUILD CONTRACT

Student Impact:
The Garfield High School Synthetic Football Field and Track Upgrade Project (Project) will enhance the competitive athletic facilities at Garfield High School, providing approximately 2,376 students, the opportunity to safely engage in athletic and other events on the upgraded and modernized facilities.

Equity Impact:
☒ Not applicable ☐ See attached

Introduction:
Staff proposes that the Board of Education (Board) authorize the Chief Procurement Officer, and/or her designee, to enter into a design-build contract on behalf of the Los Angeles Unified School District (Los Angeles Unified or District) with the design-build entity, Byrom-Davey, Inc. (Byrom-Davey) who will partner with the architecture firm Little Diversified Architectural Consulting, Inc. (Little Diversified), in the lump sum amount of $9,214,670.66 for the design and construction of the Project pursuant to the requirements of California Education Code Section 17250.10 et seq. (Section 17250.10).

Procurement Process
In accordance with section 17250.10, Los Angeles Unified issued a Request for Qualifications (RFQ) on November 19, 2021. The District received three responses to the RFQ and evaluated them based on the proposers' project experience, key personnel, design-build experience, teaming and integration, technical approach, organizational approach, outreach plan, and safety. The selection panel consisting of District employees reviewed the proposals and shortlisted three design-build entities: Kemp Bros. Construction, Inc./LPA, Inc., Byrom-Davey/Little Diversified, and Morillo Construction, Inc./IBI Group Inc.. The short-listed proposers were invited to

participate in the Request for Proposal (RFP) issued on May 17, 2022. All individuals participating in the selection process were required to sign non-disclosure statements and certify that they have no conflicts of interest with potential proposers.

The proposers submitted their respective final non-priced proposals on August 26, 2022, and their sealed price proposals on September 20, 2022. A selection panel of employees and technical advisors evaluated the three proposals based on the following criteria identified in the RFP and in accordance with Section 17250.10: price, design approach, understanding of scope, schedule, phasing and logistics, team member technical expertise, outreach (Small Business Enterprise (SBE)/Micros-SBE, Veteran/Disabled Veteran Business Enterprise), life-cycle costs, safety records, and work-based learning partnership.

The District requested a Best and Final Offer (BAFO) from Byrom-Davey/Little Diversified on September 30, 2022 in order to clarify and solidify the terms of their proposal and to ensure that the proposal fully met the requirements of the RFP. Byrom-Davey/Little Diversified submitted their BAFO on October 13, 2022.

The BAFO from Byrom-Davey/Little Diversified in the lump sum amount of $9,214,670.66 was determined to be reasonable, the lowest price bid and the best value based on the proposed design approach, understanding of scope, schedule, phasing, logistics, team member technical expertise, expected market conditions, and risks associated with completing the design and construction of the Project.

Project Scope, Schedule, and Budget

The Board approved the project definition for the Project on December 7, 2021 (Board Report No. 146-21/22).

The Project includes the construction of a new synthetic football field and track at Garfield High School. The improvements include a synthetic rubberized running track, synthetic turf football/soccer field, goal posts, scoreboard, site infrastructure, fencing, furnishings, fixtures and equipment, gates, and other upgrades as required to support the new facilities. Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Staff anticipates issuing the Notice to Proceed (NTP) for pre-construction services in the fourth quarter of 2022. The Project will be constructed in a single phase, with construction to begin in the fourth quarter of 2023. The project is anticipated to be completed in the fourth quarter of 2024.

The Board previously authorized funding for the Project when it adopted the project definition (Board Report No. 146-21/22). The current budget is $8,534,477 (Project No. 10372218). The winning bid from Byrom-Davey/Little Diversified was higher that the internal estimate, which necessitates an increase in the project budget. The budget is also being increased to reflect an updated forecast of all anticipated project costs, including for testing, inspection and management fees, and current pricing for the purchase of furniture and equipment. A budget modification in the amount of $3,110,975 will be required to support the implementation of the Project, increasing the project budget to $11,645,452. The Project is funded by Bond Program funds targeted in the School Upgrade Program for school upgrades and reconfigurations to support wellness, health,

athletics, learning, and efficiency, and more specifically from the amount allocated for upgrades to athletic facilities in Board District 2. There is no impact to the General Fund.

Why is this necessary?
The upgrades, once completed, will help ensure that the approximately 2,376 students annually attending Garfield High School will have access to modern high-performance athletic facilities. The existing natural grass football field and decomposed granite running track and field event facilities at Garfield High School are deteriorated and continue to age and degrade. The condition of the facilities limits the school's ability to host competitive events and team practices. The Project will also decrease demands for repair and maintenance, alleviate the burden on custodial staff, and benefit the local economy by creating tax revenue and new jobs.

Why do we need to do this now?
The initial planning and environmental evaluation phase of the Project has been completed. The Project is ready to progress to the next stage of project development. For the Garfield High School Synthetic Football Field and Track Upgrade Project this means the authorization of a design-build contract. Delaying the proposed action will likely result in schedule delays and may lead to increased costs due to escalation and other market conditions.

What would happen if this were not approved?
If authorization to enter into a contract with Byrom-Davey/Little Diversified is not granted, the Project schedule would be delayed and the benefits to the students, staff and community will be unrealized. Staff would need to re-evaluate the Project and determine whether to advertise and issue a new design-build RFP or utilize an entirely different project delivery method.

What are the terms of the proposed agreement?
Byrom-Davey/Little Diversified proposes to complete the Project in the fourth quarter of 2024, in the lump sum amount of $9,214,670.66.

If you have any questions or require additional information, please contact me at aaron.bridgewater@lausd.net or at (213) 241-4894.

c: Megan K. Reilly
Pedro Salcido
Devora Navera Reed
Patricia Chambers
Daniel Muñoz
Michael McLean
Sung Yon Lee
Judith Reece
Mark Hovatter
Krisztina Tokes
Alix O'Brien
Roland Mueller

Return to
Order of Business

TAB 4

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-071-22/23, **Version:** 1

Define and Approve 19 Board Member Priority and Local District Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
November 15, 2022
Facilities Services Division

Action Proposed:
Define and approve 19 Board Member Priority (BMP) and Local District Priority (LDP) projects, as listed on Attachment A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these projects is $1,030,738.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:
Projects are developed at the discretion of the Board Districts and/or Local Districts based upon an identified need. These projects are developed with support from Facilities Services Division staff and input from school administrators.

Project scopes, schedules, and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

Expected Outcomes:
Execution of these projects will help improve the learning environment for students, teachers, and staff.

Board Options and Consequences:
Adoption of the proposed action will allow staff to execute the projects listed on Attachment A. Failure to approve this proposed action will delay the projects and ultimately the anticipated benefit to the school and its students.

Policy Implications:
The requested actions are consistent with the Board-Prioritized Facilities Programs for BMP and LDP projects and the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment.

Budget Impact:
The total combined budget for the 19 projects is $1,030,738. Four projects are funded by Bond Program funds earmarked specifically for LDP projects. Fifteen projects are funded by Bond Program funds earmarked specifically for BMP projects.

Each project budget was prepared based on the current information known and assumptions about the project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:
The proposed projects will upgrade, modernize, and/or improve school facilities to enhance the safety and educational quality of the learning environment to benefit approximately 9,532 students.

Equity Impact:
Board Districts and Local Districts consider a number of factors, including equity, when identifying the need for BMP and LDP projects.

Issues and Analysis:
This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Members and/or Local Districts and school administrators.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizen's Oversight Committee (BOC) at its meeting on September 29, 2022. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Attachments:
Attachment A - Board Member Priority and Local District Priority Projects
Attachment B - BOC Resolution

Informatives:
Not applicable.

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

PRESENTED BY:

INDIA R. GRIFFIN
Director of Maintenance and Operations
Facilities Services Division

ATTACHMENT A
BOARD MEMBER PRIORITY AND LOCAL DISTRICT PRIORITY PROJECTS

Item	BD	LD	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	W	Charnock ES	Install new chain link privacy fence	BMP	$ 51,042	Q4-2022	Q2-2023
2	1	W	Harte Preparatory MS	Install electric gate opener and intercom at parking lot	LDP	$ 115,461	Q1-2023	Q2-2023
3	1	W	Marvin ES	Provide exterior lunch tables and benches	BMP	$ 75,806	Q4-2022	Q1-2023
4	1	W	Palms ES	Install new electronic, free-standing marquee	BMP	$ 58,825	Q1-2023	Q2-2023
5	2	C	Belmont HS	Install public address (PA) system at athletics field and audio/visual system in auditorium	BMP	$ 154,405	Q1-2023	Q3-2023
6	2	C	Franklin HS	Install new secure entry system	LDP	$ 40,901	Q1-2023	Q2-2023
7	3	NE	Armstrong MS*	Install new electronic, free-standing marquee	LDP[1]	$ 56,399	Q1-2023	Q2-2023
8	3	NE	Cardenas ES	Provide exterior lunch tables	BMP	$ 26,337	Q1-2023	Q2-2023
9	3	NE	Sherman Oaks Charter ES*	Provide furniture for parent center	BMP	$ 29,261	Q1-2023	Q2-2023
10	3	NE	Sylvan Park EEC	Provide classroom furniture	BMP	$ 20,153	Q1-2023	Q2-2023
11	3	NE	Sylvan Park ES	Install new shade structure	LDP[2]	$ 73,757	Q1-2024	Q3-2024
12	3	NW	Balboa Gifted/High Ability Magnet ES	Provide exterior lunch tables	BMP	$ 35,999	Q1-2023	Q2-2023
13	3	NW	Superior ES*	Install parking lot swing gates	BMP	$ 41,748	Q1-2023	Q2-2023
14	5	C	Clinton MS	Install new secure entry system	BMP	$ 44,541	Q1-2023	Q2-2023
15	5	C	Kahlo Continuation HS	Install new electronic, wall-mounted marquee	BMP	$ 50,824	Q1-2023	Q2-2023
16	5	W	Alonzo CDS	Install new electronic, wall-mounted marquee	BMP	$ 30,224	Q1-2023	Q2-2023
17	5	W	Hollywood ES	Install new electronic, wall-mounted marquee	BMP	$ 67,964	Q1-2023	Q2-2023
18	6	NE	Saticoy ES	Install video surveillance (CCTV) system	BMP[3]	$ 27,263	Q1-2023	Q2-2023
19	7	S	Cabrillo ES	Provide exterior lunch tables	BMP	$ 29,828	Q4-2022	Q1-2023
					TOTAL	**$ 1,030,738**		

*LAUSD Affiliated Charter School

[1](Armstrong MS) Although this is a Local District Northeast (LDNE) LDP project, Board District 3 (BD3) will contribute $15,000 towards this budget. The amount will be transferred from BD3's spending target to the LDNE spending target. Additionally, the school's PTA will contribute $30,000 towards the budget, which is not part of the budget presented here. This approval is for the bond-funded portion only.

[2](Sylvan Park ES) Although this is a Local District Northeast (LDNE) LDP project, the school will contribute $196,000 towards the budget, which is not part of the budget presented here. This approval is for the bond-funded portion only.

[3](Saticoy ES) Although this is a Board District 6 (BD6) BMP project, the school will contribute $38,000 towards the budget, which is not part of the budget presented here. This approval is for the bond-funded portion only.

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Margaret Fuentes, Chair
LAUSD Student Parent
D. Michael Hamner, Vice-Chair
American Institute of Architects
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Peggy Robertson (Alternate)
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Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Strategies
Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2022-40

BOARD REPORT 071-22/23

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 19 BOARD MEMBER PRIORITY AND LOCAL DISTRICT PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education define and approve 19 Board Member Priority and Local District Priority projects (as listed on Attachment A of Board Report No. 071-22/23), amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s), to make any purchases associated with these projects. The total combined budget for these projects is $1,030,738; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Local Districts based upon an identified need with support from Facilities staff and input from school administrators; and

WHEREAS, District Staff have determined that the proposed projects are consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, Funding for the 19 projects will come from Board Member Priority Funds and Local District Priority Funds; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

RESOLUTION 2022-40
RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 19 BOARD MEMBER PRIORITY AND LOCAL DISTRICT PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board of Education define and approve 19 Board Member Priority and Local District Priority projects, with a combined budget of $1,030,738, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 071-22/23, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on September 29, 2022, by the following vote:

AYES: 10	ABSTENTIONS: 0
NAYS: 0	ABSENCES: 5

/Margaret Fuentes/
Margaret Fuentes
Chair

/Michael Hamner/
D. Michael Hamner
Vice-Chair

Return to
Order of Business

TAB 5

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-072-22/23, **Version:** 1

Define and Approve Seven Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
November 15, 2022
Facilities Services Division

Action Proposed:
Define and approve seven projects to provide critical replacements and upgrades of school building/site systems and components, as listed on Attachments A and B, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the seven projects is $12,921,574.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:
Priorities for the expenditure of capital funding are evaluated to ensure the District's most pressing priorities are being addressed. More than 70 percent of Los Angeles Unified School District (Los Angeles Unified or District) school buildings were built more than 50 years ago, and more than $50 billion of unfunded school facilities needs have been identified Districtwide, and these needs grow every year. As the District's capital needs far exceed available funding, the most pressing unfunded critical needs will continue to be addressed based on an evaluation of known facilities conditions and needs at schools. Projects developed under this category of need, *Critical Replacements and Upgrades of School Building/Site Systems and Components*, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first.

The project proposals contained in this Board Report align with these priorities. Attachment A includes five projects to replace failing building systems that create safety concerns and are disruptive to school operations. Attachment B includes two projects to provide new secure entry systems.

Expected Outcomes:
Staff anticipates that the Board of Education will adopt the proposed amendment to the Facilities SEP to define and approve seven projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed projects to improve student health, safety, and educational quality.

Board Options and Consequences:
A "yes" vote will authorize staff to proceed with the expenditure of Bond Program funds to undertake the project proposals in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R,

Y, Q, and RR. If the proposed action is not approved, Bond Program funds will not be expended, and critical replacement and upgrade needs will remain unaddressed.

Policy Implications:
The proposal is consistent with the Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. Moreover, the proposed secure entrance projects support the *Protecting Our Students and School Sites* Board Resolution (Res-032-17/18).

Budget Impact:
The total combined budget for the seven projects is $12,921,574. The projects will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

Each project budget was prepared based on the current information known and assumptions about the project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:
Approval of the proposed projects enables the District to continue our ongoing efforts to undertake facilities improvements that help ensure approximately 3,051 students attending the seven schools are provided with safe school environments that promote teaching and learning.

Equity Impact:
See attached

Issues and Analysis:
It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed projects prior to initiating design. As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If through the planning and design process it is determined that the proposed project scope(s) will not sufficiently address the critical needs identified, the project scope, schedule and budget will be revised accordingly.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizen's Oversight Committee (BOC) at its meeting on September 29, 2022. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Attachments:
Attachment A - Projects to Replace Failing Building Systems that Create Safety Concerns and are Disruptive to School Operations
Attachment B - Projects to Provide New Secure Entry Systems
Attachment C - BOC Resolution

Informatives:
None

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

PRESENTED BY:

INDIA R. GRIFFIN
Director of Maintenance and Operations
Facilities Services Division

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INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 05, 2022

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: **BR-072-22/23 DEFINE AND APPROVE SEVEN PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The proposed projects address the severe deterioration and/or inadequacy of these schools' building/site systems and components that result from historic underinvestment in District school facilities.
Resource Prioritization	**4**	Every student is entitled to a learning space that is safe, secure and functional, and where school building systems are sound, efficient and working. These projects address critical needs of core facilities where systems have failed and/or other pressing unmet school facilities needs. As the District's school facilities needs far exceed available funding, systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, must be addressed first. A Districtwide Facilities Condition Assessment was conducted in which every building, space and room in the District was catalogued and

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		assessed. Building components/systems in the worst condition are prioritized first to ensure school facilities do not impair or impede students' ability to learn.
Results	**3**	All students deserve the opportunity to learn in safe and well-maintained school facilities. Multiple aspects of the school environment support student learning and the proposed projects address the physical facilities aspect within this overall framework.
TOTAL	**10**	

Contact Person:	Telephone:	Email:
Katy Szeto	213-241-5113	katy.szeto@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Attachment A

Projects to Replace Failing Building Systems that Create Safety Concerns and are Disruptive to School Operations

1. 153rd Street Elementary School – Project to Provide New Roofing
- *Local District South, Board District 7 – Ortiz Franklin*
- *Project Background and Scope* – This project is to provide approximately 28,450 square feet of new roofing at 13 buildings, including the installation of new gutters and downspouts, and painting of affected areas.
- *Project Budget* -- $696,555
- *Project Schedule* – Construction is anticipated to begin in Q4 2023 and conclude in Q2 2024.

2. Cowan Avenue Elementary School – Project to Provide New Roofing
- *Local District West, Board District 4 – Melvoin*
- *Project Background and Scope* – This project is to provide approximately 28,450 square feet of new roofing at 12 buildings, including the installation of new gutters and downspouts, and painting of affected areas.
- *Project Budget* -- $695,707
- *Project Schedule* – Construction is anticipated to begin in Q1 2024 and conclude in Q3 2024.

3. Open Magnet Charter Elementary School* – Project to Provide New Roofing
- *Local District West, Board District 4 – Melvoin*
- *Project Background and Scope* – This project is to provide approximately 46,460 square feet of new roofing at 15 buildings, including the installation of new gutters and downspouts, and painting of affected areas.
- *Project Budget* -- $1,148,730
- *Project Schedule* – Construction is anticipated to begin in Q1 2024 and conclude in Q3 2024.

4. Maywood Academy High School – Project to Provide Exterior Wall System Upgrades
- *Local District East, Board District 5 – Goldberg*
- *Project Background and Scope* – This project is to upgrade and replace the deteriorated wall system on the exterior of all the buildings, including the installation of new parapet cap copping metal, insulation, gutters, downspouts, weeps, weather barrier, and panels attachments. To address potential safety issues, work began on the project using Maintenance and Operations Routine Restricted Maintenance Account (RRMA) funds. Approximately $160,000 of RRMA funds used for design services will be reimbursed with Bond Program funds.
- *Project Budget* -- $9,770,735
- *Project Schedule* – Construction is anticipated to begin in Q1 2023 and conclude in Q1 2024.

5. Newcastle Elementary School – Project to Provide New Playground Mattings and Structure
- *Local District Northwest, Board District 4 – Melvoin*
- *Project Background and Scope* – This project is to replace the deteriorated playground mattings in the Main Yard and Special Education Yard. The scope of work also includes replacement of the play structure in the Special Education Yard.
- *Project Budget* -- $537,753
- *Project Schedule* – Construction is anticipated to begin in Q4 2023 and conclude in Q2 2024.

*LAUSD Affiliated Charter School

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Attachment B
Projects to Provide New Secure Entry Systems

#	BD	LD	Cost Center	School	Estimated Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	West	1757501	Virginia ES	$33,950	Q4 2022	Q4 2023
2	1	Central	1524701	Menlo ES	$38,144	Q4 2022	Q4 2023
				Total	**$72,094**		

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Margaret Fuentes, Chair
LAUSD Student Parent
D. Michael Hamner, Vice-Chair
American Institute of Architects
Jennifer McDowell, Secretary
L.A. City Mayor's Office
Susan Linschoten, Executive Committee
L.A. Co. Auditor-Controller's Office
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Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Strategies
Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2022-41

BOARD REPORT NO. 072-22/23

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SEVEN PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education define and approve seven projects that address critical replacement and upgrade needs at schools with a budget of $12,921,574 (the "Projects") as described in Board Report 072-22/23 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary to implement the Projects; and

WHEREAS, Projects developed under the School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations; and

WHEREAS, The Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

WHEREAS, District Staff has determined that the Projects are necessary to improve student health, safety, and educational quality; and

RESOLUTION 2022-41
RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SEVEN PROJECTS TO PROVIDE CRITICAL REPLACEMENTS AND UPGRADES OF SCHOOL BUILDING/SITE SYSTEMS AND COMPONENTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, The Board of Education's approval of the Projects will authorize District Staff to proceed with the expenditure of Bond Program funds to undertake the Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, and RR; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education define and approve seven projects that address critical replacement and upgrade needs at schools, with a combined budget of $12,921,574, and amend the Facilities SEP to incorporate therein, as described in Board Report 072-22/23, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on September 29, 2022, by the following vote:

AYES: 10	ABSTENTIONS: 0
NAYS: 0	ABSENCES: 5

/Margaret Fuentes/
Margaret Fuentes
Chair

/Michael Hamner/
D. Michael Hamner
Vice-Chair

Return to
Order of Business

TAB 6

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-073-22/23, **Version:** 1

Define and Approve Four School Cafeteria Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
November 15, 2022
Facilities Services Division and Food Services Division

Action Proposed:
Define and approve four school cafeteria upgrade projects to modernize food serving lines at Franklin High School, Griffith STEAM Magnet Middle School, Carnegie Middle School and Carson High School, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the four projects is $4,892,610 (Attachment A).

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the proposed projects, including budget modifications and the purchase of equipment and materials.

Background:
On August 24, 2021, the Board of Education (Board) adopted an update to the School Upgrade Program (SUP) to integrate Measure RR funding and priorities into its operational framework and approved the Measure RR Implementation Plan (Implementation Plan) to help guide the identification of sites and development of project proposals (Board Report No. 027-21/22). The Implementation Plan included the development of school cafeteria upgrade projects to install Heating, Ventilation, and Air Conditioning (HVAC) systems in cafeteria kitchens, upgrade Cafeteria Management Systems, and modernize cafeteria serving lines.
Staff's proposal aligns with these priorities. The school cafeteria upgrade projects will modernize serving lines to current standards with additional self-service lines to streamline the distribution of student meals. The work to be undertaken at each school includes, but is not limited to:

- Remove obsolete serving lines.
- Purchase and install new up-to-date energy efficient equipment of a permanent nature, including refrigerated merchandiser, heated merchandiser, hot food cabinet, merchandiser rack, mobile cashier stand, secondary mobile counter, reach-in refrigerator, retractable belt post.
- Provide electrical upgrades to support the new equipment, and any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements.

Expected Outcomes:
Staff anticipates the Board of Education will define and approve four school cafeteria upgrade projects and amend the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed projects to improve working conditions for employees and streamline the distribution of student meals.

Board Options and Consequences:
Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to

implement the proposed projects. If staff's proposal is not approved, Bond funds will not be expended, and school cafeteria needs will remain unaddressed.

Policy Implications:
The proposal is consistent with the Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures.

Budget Impact:
The total combined budget for the four projects is $4,892,610. The projects will be funded with Bond Program funds earmarked specifically for school cafeteria upgrades.

Each project budget was prepared based on the current information known and assumptions about the project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:
The proposed school cafeteria upgrade projects will modernize serving lines to current standards with additional self-service lines to help provide nutritional meals and improve student health, safety, and educational quality for approximately 4,794 students.

Equity Impact:
See attached

Issues and Analysis:
The proposed projects were identified by the Food Services Division in consultation with Local District, school site administrators and Facilities staff. Recipient school sites are secondary schools that did not receive cafeteria upgrades through previous Café LA serving line upgrade efforts and/or other Board-approved projects (e.g., newly built schools, campus modernizations). Projects are prioritized based on enrollment.

As necessary, the Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If through the planning and design process it is determined that the proposed project scope(s) will not sufficiently address the identified needs, the project scope, schedule and budget will be revised accordingly.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizen's Oversight Committee (BOC) at its meeting on September 29, 2022. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Attachments:
Attachment A - Projects to Provide Modernization of Cafeteria Serving Lines
Attachment B - BOC Resolution

Informatives:
None

File #: Rep-073-22/23, **Version:** 1

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

APPROVED BY:

MANISH P SINGH
Director of Food Services
Food Services Division

PRESENTED BY:

INDIA R. GRIFFIN
Director of Maintenance and Operations
Facilities Services Division

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INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 06, 2022

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: **BR-073-22/23 DEFINE AND APPROVE FOUR SCHOOL CAFETERIA UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The proposed projects address the outdated and/or inadequacy of these schools' cafeteria serving lines that result from historic underinvestment in District school facilities.
Resource Prioritization	**4**	The proposed projects were identified by the Food Services Division in consultation with Local District, school site administrators and Facilities staff. Recipient school sites are secondary schools that did not receive cafeteria upgrades through previous Café LA serving line upgrade efforts and/or other Board-approved projects (e.g., newly built schools, campus modernizations). Projects are prioritized based on enrollment.
Results	**3**	The proposed school cafeteria upgrade projects will modernize serving lines to current standards with additional self-service lines to streamline the

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		distribution of nutritional meals and improve student health, safety, and educational quality for approximately 4,794 students.
TOTAL	**10**	

Contact Person:	Telephone:	Email:
Katy Szeto	213-241-5113	katy.szeto@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Attachment A

Projects to Provide Modernization of Cafeteria Serving Lines

#	BD	Local District	School	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	2	Central	Franklin HS	$1,315,012	Q2 2024	Q4 2024
2	2	East	Griffith STEAM Magnet MS	$1,253,195	Q2 2024	Q4 2024
3	7	South	Carnegie MS	$1,140,364	Q2 2024	Q4 2024
4	7	South	Carson HS	$1,184,039	Q2 2024	Q4 2024
			Total	**$4,892,610**		

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Margaret Fuentes, Chair
LAUSD Student Parent
D. Michael Hamner, Vice-Chair
American Institute of Architects
Jennifer McDowell, Secretary
L.A. City Mayor's Office
Susan Linschoten, Executive Committee
L.A. Co. Auditor-Controller's Office
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce
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CA Tax Reform Assn.
Chris Hannan
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Peggy Robertson (Alternate)
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Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Strategies
Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2022-42

BOARD REPORT 073-22/23

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR SCHOOL CAFETERIA UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve four school cafeteria upgrade projects to modernize food serving lines at Franklin High School, Griffith STEAM Magnet Middle School, Carnegie Middle School and Carson High School, with a total combined budget of $4,892,610 (the "Projects") as described in Board Report 073-22/23 attached hereto, amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive, and/or their designee(s), to execute all instruments necessary to implement the Projects; and

WHEREAS, The Measure RR Implementation Plan included the development of school cafeteria upgrade projects to install Heating, Ventilation, and Air Conditioning (HVAC) systems in cafeteria kitchens, upgrade Cafeteria Management Systems, and modernize cafeteria serving lines; and

WHEREAS, The school cafeteria upgrade projects will modernize serving lines to current standards with additional self-service lines to streamline the distribution of student meals. The work to be undertaken at each school includes, but is not limited to:

- Remove obsolete serving lines.
- Purchase and install new up-to-date energy efficient equipment of a permanent nature, including refrigerated merchandiser, heated merchandiser, hot food cabinet, merchandiser rack, mobile cashier stand, secondary mobile counter, reach-in refrigerator, retractable belt post.
- Provide electrical upgrades to support the new equipment, and any other required improvements or mitigations to ensure compliance with local, state, and/or federal facilities requirements; and

RESOLUTION 2022-42
RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR SCHOOL CAFETERIA UPGRADE PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, The proposed projects will modernize serving lines to current standards with additional self-service lines to help provide nutritional meals and improve student health, safety, and educational quality for approximately 4,794 students; and

WHEREAS, The proposed projects were identified by the Food Services Division in consultation with Local District, school site administrators and Facilities staff. Recipient school sites are secondary schools that did not receive cafeteria upgrades through previous Café LA serving line upgrade efforts and/or other Board-approved projects (e.g., newly built schools, campus modernizations). Projects are prioritized based on enrollment; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education define and approve four School Cafeteria Upgrade Projects to modernize food serving lines with a combined budget of $4,892,610, and amend the Facilities SEP to incorporate therein, as described in Board Report 073-22/23, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on September 29, 2022, by the following vote:

AYES: 9	ABSTENTIONS: 0
NAYS: 0	ABSENCES: 6

/Margaret Fuentes/
Margaret Fuentes
Chair

/Michael Hamner/
D. Michael Hamner
Vice-Chair

Return to
Order of Business

TAB 7

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-074-22/23, **Version:** 1

Approve the Redefinition of Five Major Modernization Projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein
November 15, 2022
Facilities Services Division

Action Proposed:
Approve the redefinition of five major modernization projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The Board of Education (Board) previously approved due diligence, planning, and feasibility activities for the five projects and the redefinition action, if approved, will incorporate the full scopes, budgets, and schedules as described in Exhibit A. The combined budgets for the five proposed major modernization projects are $652,297,785.

Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the projects including budget modifications.

Background:
On August 24, 2021, the Board adopted an update to the School Upgrade Program (SUP) to integrate Measure RR funding and priorities into its operational framework and approved the Measure RR Implementation Plan (Implementation Plan) to help guide the identification of sites and development of project proposals (Board Report No. 027-21/22). The Implementation Plan included, among other things, the development of seven major modernization projects, one in each Board District.

On October 12, 2021, the Board approved project definitions for the due diligence, planning, and feasibility activities necessary to propose scope recommendations, budgets, and schedules for major modernization projects at 49th Street Elementary School, Canoga Park High School, and Irving Middle School (Board Report No. 085-21/22). On November 9, 2021 and December 7, 2021 respectively, the Board approved project definitions for the due diligence, planning, and feasibility activities necessary to propose scope recommendations, budgets, and schedules for major modernization projects at Garfield High School and Sylmar Charter High School (Board Report Nos 122-21/22 and 145-21/22). In the first quarter of 2022, staff commenced studying the five school sites' physical conditions by gathering and analyzing significant data and information including, but not limited to, seismic and historic evaluations, site surveys and infrastructure analysis (including topographic, geological, and utility surveys), and educational programming.

The proposed major modernization projects will address the most critical physical conditions and essential safety issues at each respective school site as defined in Exhibit A. The proposed projects include some or all of the following, but are not limited to:

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- Addressing earthquake safety (seismic retrofit, seismic modernization and/or building replacement)
- Providing 21st century general and specialty classrooms
- Upgrading accessibility
- Removing/replacing relocatable buildings
- Addressing failed or failing building systems and grounds
- Landscape upgrades
- Physical security upgrades
- Improvements to interior classroom spaces
- Various site upgrades

Additionally, the proposed major modernization projects will incorporate Bond Program funds earmarked in the Implementation Plan for other categories of need when possible and as prioritized to achieve those categorical goals. The proposed redefined major modernization projects include the following:

- The Implementation Plan includes Bond Program funds earmarked specifically for the Americans with Disabilities Act (ADA) Transition Plan Implementation. On October 10, 2017, the Board approved the Self-Evaluation and Transition Plan (Transition Plan) under the ADA to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements (Board Report No. 124-17/18). The Transition Plan identified program accessibility upgrades as a priority at Canoga Park High School, Garfield High School, and Sylmar Charter High School. 49th St. Elementary School will receive core facilities accessibility upgrades as part of the proposed project scope. Additionally, a project providing program accessibility upgrades was previously completed at Irving Middle School. The proposed program accessibility upgrades will be incorporated into the Canoga Park High School, Garfield High School, Sylmar Charter High School, and 49th St. Elementary School Major Modernization Projects, as defined in Exhibit A, and $38,000,000 will be transferred from the allocation of funds targeted for ADA Transition Plan Implementation and combined with the funding targeted for major modernization, upgrades, and reconfigurations to school campuses.

- The Implementation Plan also includes Bond Program funds targeted for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency, and more specifically for improvements to competitive high school athletic facilities in each Board District. Board District 3, in consultation with stakeholders and facilities staff, identified Canoga Park High School as a priority for athletic facility upgrades. The proposed athletic facilities upgrades will be incorporated into the Canoga Park High School Major Modernization Project, as defined in Exhibit A, and $14,500,000 will be transferred from the allocation of funds targeted for competitive high school athletic facility upgrades in Board District 3 to increase the funding targeted for major modernizations, upgrades, and reconfigurations to school campuses.

The project budgets were prepared based on the current information known, and assumptions about the project scope, site conditions, and market conditions. The project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of the proposed projects.

The sites are located in Board Districts: 2 (García), 3 (Schmerelson), 5 (Goldberg), 6 (Gonez) and 7 (Ortiz Franklin). The due diligence, planning, and feasibility activities are ongoing for projects at 32nd Street USC Magnet Schools (Board District 1- McKenna) and Fairfax High School (Board District 4 - Melvoin). Project

redefinition proposals for the design and construction of major modernization projects in Board Districts 1 and 4 will be submitted for Board approval once staff has completed the due diligence and feasibility activities and is prepared to propose project scopes, schedules, and budgets.

Expected Outcomes:
Approval of the proposed five major modernization project redefinitions, and amendment to the Facilities SEP to incorporate therein. The approval will enable staff to proceed with the implementation of the proposed projects.

The major modernization projects, once completed, will help ensure that students attending these five schools are provided with a safe and healthy environment that promotes learning. The projects will also decrease the demand for repair and maintenance and alleviate the burden placed on school-site custodial staff. While the projects are underway, they will benefit the local economy by creating tax revenue and new jobs.

Board Options and Consequences:
Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds and begin the environmental reviews and clearances, design, procurement, and other activities necessary to implement the proposed projects.

If staff's proposal is not approved, the activities discussed above will not commence and schools will continue to operate with buildings, grounds and site infrastructure that have critical physical conditions that may pose a health and safety risk; limit or constrain program accessibility; or negatively impact a school's ability to deliver the instructional program or operate efficiently. Furthermore, students, staff, and the community will not benefit from the significant facilities improvements being proposed.

Policy Implications:
The proposal does not impact Los Angeles Unified policy. It furthers implementation of the update to the SUP to integrate Measure RR funding and priorities into its operational framework (Board Report No. 027-21/22) adopted by the Board on August 24, 2021. Furthermore, the proposal is consistent with the District's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in the District's local bond measures K, R, Y, Q, and RR.

Budget Impact:
The combined project budget for the five major modernization projects is $652,297,785. The projects will be funded by Bond Program funds targeted in the School Upgrade Program for major modernizations, upgrades, and reconfigurations to school campuses.

The proposed major modernization projects at Canoga Park High School, Garfield High School, and Sylmar Charter High School include a total of $38,000,000 to improve program accessibility. Bond Program funds targeted for ADA Transition Plan Implementation will be transferred to funds earmarked in the School Upgrade Program for major modernizations, upgrades, and reconfigurations to school campuses.

The proposed major modernization project at Canoga Park High School includes $14,500,000 to upgrade athletic facilities, as defined in Exhibit A. Bond Program funds targeted in the School Upgrade Program for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency, and specifically for improvements to competitive high school athletics in Board District 3, will be transferred to the funds earmarked for major modernizations, upgrades, and reconfigurations to school campuses.

Student Impact:
The major modernization projects, once completed, will help ensure that students attending these five schools are provided with a safe and healthy environment that promotes learning.

Equity Impact:
See attached

Issues and Analysis:
The intent of the major modernization projects is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing the Districts reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While the projects may be extensive in nature, less critical items may not be addressed. This approach allows the District to reach more schools with the limited funding available.

The recommended scope, schedule and budget for the design and construction of each proposed major modernization project was developed based on lessons learned from developing previous modernization projects, the Core Principles to Scoping Major Modernization Projects (Core Principals), and Division of the State Architect (DSA) directives. Utilizing the Core Principles helps ensure a consistent, transparent, and equitable approach in the planning, design, and construction of major modernization projects. Staff applied the Core Principles and considered each school site's most critical and significant issues, the opportunity to make the greatest improvement to the school site with the least amount of impact to school operations and considers the future development and improvement of the site.

The updated Core Principles are as follows:

1. Buildings meeting Assembly Bill 300 criteria for seismic evaluation may be addressed, to the extent feasible, with a focus on those determined to have a high seismic vulnerability, through retrofit, removal, or seismic modernization, which will be determined based on an assessment of the seismic vulnerability of the building(s), the historic context of the building/site, actual or potential impact to the learning environment, site layout, and the approach that best ensures compliance with DSA requirements.

2. The buildings, grounds and site infrastructure that have significant/severe physical conditions that already do or are highly likely in the near future to pose a health and safety risk, or negatively impact a school's ability to deliver the instructional program and/or operate may be addressed by repair or replacement.

3. The Districts reliance on relocatable buildings, especially for K-12 instruction, should be reduced.

4. Necessary and prioritized upgrades will be made throughout priority school sites in order to comply with the program accessibility requirements of the ADA Title II Regulations, and the District's Self-Evaluation and Transition Plan under Title II of the ADA.

5. The exterior conditions of the school site will be enhanced including landscape and hardscape improvements around new buildings and/or areas impacted by construction and the painting of building exteriors throughout the school site.

6. Outdoor learning environments will be developed where the site layout and project planning provide the opportunity.

Bond Program funds earmarked for the ADA Transition Plan Implementation and funds targeted for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency specifically for upgrading high school competitive athletic facilities in Board District 3 will be transferred to the funds targeted for major modernizations, upgrades, and reconfigurations to school campuses. Transferring the funds allows for staff to combine the facilities improvement efforts enabling enhanced efficiency in management, better coordination of design and construction efforts, and minimizing the impact on the school's learning environment.

Bond Oversight Committee Recommendations:
This item was considered by the School Construction Bond Citizen's Oversight Committee (BOC) at its meeting on September 29, 2022. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

Attachments:
Exhibit A - Scope, Budget, and Schedule for Five Major Modernization Projects
Exhibit B - BOC Resolution

Informatives:
None

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

PRESENTED BY:

AARON BRIDGEWATER
Director of Facilities Planning & Development
Facilities Services Division

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
FACILITIES SERVICES DIVISION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 17, 2022

FROM: Mark Hovatter, Chief Facilities Executive

SUBJECT: **BR-074-22/23 APPROVE THE REDEFINITION OF FIVE MAJOR MODERNIZATION PROJECTS AT 49TH STREET ELEMENTARY SCHOOL, CANOGA PARK HIGH SCHOOL, GARFIELD HIGH SCHOOL, IRVING MIDDLE SCHOOL, AND SYLMAR CHARTER HIGH SCHOOL, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The proposed major modernization projects will address the most critical physical conditions and essential safety issues at each respective school site.
Resource Prioritization	**4**	The intent of the major modernization projects is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing the Districts reliance on relocatable buildings, and addressing the most critical/severe physical conditions.

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
Results	**3**	The proposed projects include some or all of the following, but are not limited to: addressing earthquake safety (seismic retrofit, seismic modernization and/or building replacement), providing 21st century general and specialty classrooms, upgrading accessibility, removing/replacing relocatable buildings, addressing failed or failing building systems and grounds, landscape upgrades, physical security upgrades, improvements to interior classroom spaces, and various site upgrades to help ensure that approximately 7,500 students attending these five school are provided with a safe and healthy environment that promotes learning.
TOTAL	**10**	

Contact Person:	Telephone:	Email:
Katy Szeto	213-241-5113	katy.szeto@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Scope, Budget, and Schedule for Five Major Modernization Projects

1. 49th Street Elementary School Major Modernization Project
Partnership for Los Angeles Schools, Historic Central Avenue Community of Schools, Local District Central, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope: The 49th Street Elementary School site spans 5.73 acres and serves students in pre-kindergarten through 5th grade. There are seven buildings on the school site including three buildings listed or eligible for listing on the Assembly Bill 300 2002 Seismic Safety Inventory of California Public Schools Report (AB300 List). A portion of the campus has been identified eligible as an historic district consisting of four contributing buildings and three contributing arcades with a period of significance from 1935-1936. The buildings were constructed between 1923 and 1969. As of the 2021-2022 Electronic Capacity Assessment Review (E-CAR), the school served 548 students and the projected enrollment for planning purposes is 500 students.

The project includes, but is not limited to:

- Construction of approximately four kindergarten classrooms and support spaces, food services, multi-purpose room, lunch shelter, library, and covered walkways.
- Demolition of the Auditorium Building, Cafeteria Building, lunch shelter, West Classroom Building, and covered walkways as required.
- Conversion of the existing library and one classroom into administrative spaces in the Administration, Library and Classroom Building.
- Exterior painting of all remaining buildings to provide a uniform appearance.
- Associated landscape, hardscape, playground and parking improvements, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Interim facilities, as required.
- Requirements from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), Department of Toxic Substances Control (DTSC), or other improvements to ensure compliance with local, state, and federal requirements.

Project Budget: $86,300,000
Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2029.

Exhibit A
Scope, Budget, and Schedule for Five Major Modernization Projects

2. Canoga Park High School Major Modernization Project

Canoga Park /Chatsworth Community of Schools, Local District Northwest, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Canoga Park High School site spans 21.38 acres and is comprised of a 9-12 traditional school program, the Engineering, Environmental and Veterinary Science Magnet and the Communication, Arts and Media Magnet. There are 35 buildings on the school site including 16 relocatable buildings and three buildings listed on the AB 300 List. The Assembly Building has been identified eligible as a historic building. The permanent buildings were constructed between 1924 and 1977. As of the 2021-2022 E-CAR, the school served 1,503 students and the projected enrollment for planning purposes is 1,800.

The project includes, but is not limited to:

- Construction of approximately 12 classrooms with support spaces, food services, lunch shelter, student store, concessions and maintenance and operations spaces.
- Upgrades to the existing football field area and running track to include replacing the existing dirt running track with a synthetic system, new natural grass field and upgrades to the track features within the field, repairs to the home-side bleachers and a new scoreboard.
- Demolition of two permanent buildings, seven existing relocatable buildings, and two restroom buildings.
- Exterior painting of all remaining buildings to provide a uniform appearance.
- Associated landscape, hardscape, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Interim facilities, as required.
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility.
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

Project Budget: $138,319,800
Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2029.

Exhibit A
Scope, Budget, and Schedule for Five Major Modernization Projects

3. Garfield High School Major Modernization Project

East Los Angeles Community of Schools, Local District East, Board District 2 (Mónica García)

Project Background and Scope: The Garfield High School site spans 19.3 acres and is comprised of a 9 - 12 traditional school program and a Computer Science Magnet program. There are 19 buildings on the school site including three relocatable buildings and six buildings listed on the AB 300 List. The campus has been identified eligible as a historic district due to its students' participation in the 1968 civil rights movement known as the "Blowouts." All buildings present during the Blowouts are included in the historic district, however particular significance is placed on the football field and its bleachers. The permanent buildings were constructed between 1925 and 2012. As of the 2021-2022 E-CAR, the school served 2,376 students and the projected enrollment for planning purposes is 2400.

The project includes, but is not limited to:

- Construction of approximately 31 general and specialty classrooms and support spaces, library, and administration space.
- Demolition of Parking Garage & Classroom Building 100 and Library & Classroom Building 200.
- Demolition of relocatable building AA-336.
- Exterior painting of all remaining buildings to provide a uniform appearance.
- Associated landscape, hardscape, parking improvements, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Interim facilities, as required.
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility.
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

Total Project Budget: $150,886,100
Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Exhibit A
Scope, Budget, and Schedule for Five Major Modernization Projects

4. Irving Middle School Major Modernization Project
Glassell Park / Los Feliz Community of Schools, Local District Central, Board District 5 (Jackie Goldberg)

Project Background and Scope: The Irving Middle School site spans 11.18 acres and is comprised of a 6-8 Science Technology Engineering Arts and Mathematics magnet school program. There are 17 buildings on the school site including six relocatable buildings and three buildings listed on the AB 300 List. The campus has been identified eligible as an historic district due to its depiction of a post-Long Beach Earthquake middle school campus that embodies Los Angeles Unified school planning and design concepts of the period and is an example of PWA Moderne architecture applied to a middle school campus. The Administration Building, One-Story Classroom Building, Homemaking Building and five relocatable buildings are identified as being located within a postulated fault zone. All buildings on campus were constructed between 1937 and 2004. As of the 2021-2022 E-CAR, the school served 641 students and the projected enrollment for planning purposes is 750.

The project includes, but is not limited to:

- Construction of approximately 19 general and specialty classrooms and support spaces, library, administration space, and maintenance and operations spaces.
- Seismic retrofit to the existing Auditorium.
- Installation of relocatable buildings to accommodate the City of Angels Program.
- Associated landscape, hardscape, parking improvements, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Demolition of Administration Building, One-Story Classroom Building, Homemaking Building and six relocatable buildings.
- Interim facilities as required.
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

Project Budget: $139,950,000
Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2029.

Exhibit A
Scope, Budget, and Schedule for Five Major Modernization Projects

5. Sylmar Charter High School Major Modernization Project
San Fernando/Sylmar Community of Schools, Local District Northeast, Board District 6 (Kelly Gonez)

Project Background and Scope: The Sylmar Charter High School site spans approximately 30 acres and is comprised of a 9 – 12 traditional school program and the Sylmar Biotech Health & Engineering magnet school program. There are 41 buildings on the school site including 18 relocatable buildings and two buildings listed on the AB 300 List. The campus has been identified eligible as an historic district as an excellent example of a post-World War II Los Angeles Unified high school campus, reflecting Los Angeles Unified school planning and design concepts of the postwar period. The permanent buildings were constructed in 1961. As of the 2021-2022 E-CAR, the school served 1,983 students and the projected enrollment for planning purposes is 2,025.

The project includes, but is not limited to:

- Construction of approximately six general and specialty classrooms and support spaces, career center, multi-purpose room, food service, indoor dining, lunch shelter, and student store.
- Demolition of the Multi-Purpose and Food Service Building, lunch pavilion, and approximately six relocatable buildings.
- Exterior painting of all remaining buildings to provide a uniform appearance.
- Associated landscape, hardscape, and infrastructure upgrades including, but not limited to, sanitary sewer, water, storm water, and electrical utilities.
- Interim facilities as required.
- Site-wide upgrades to remove identified and prioritized barriers to program accessibility.
- Requirements from the ADA, DSA, CEQA, DTSC, or other improvements to ensure compliance with local, state, and federal requirements.

Project Budget: $136,841,885
Project Schedule: Construction is anticipated to begin in Q4-2025 and be completed in Q2-2029.

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Margaret Fuentes, Chair
LAUSD Student Parent
D. Michael Hamner, Vice-Chair
American Institute of Architects
Jennifer McDowell, Secretary
L.A. City Mayor's Office
Susan Linschoten, Executive Committee
L.A. Co. Auditor-Controller's Office
Scott Pansky, Executive Committee
L.A. Area Chamber of Commerce
Neelura Bell
CA Charter School Association
Jeffrey Fischbach
CA Tax Reform Assn.
Chris Hannan
L.A. Co. Federation of Labor AFL-CIO
Hyepin Im
L.A. City Controller's Office
Brian Mello
Assoc. General Contractors of CA
Dr. Clarence Monteclaro
Tenth District PTSA
William O. Ross IV
31st District PTSA
Samantha Rowles
LAUSD Student Parent
Araceli Sandoval-Gonzalez
Early Education Coalition
Dolores Sobalvarro
AARP
Celia Ayala (Alternate)
Early Education Coalition
Chad Boggio (Alternate)
L.A. Co. Federation of Labor AFL-CIO
Peggy Robertson (Alternate)
Assoc. General Contractors of CA
Connie Yee (Alternate)
L.A. Co. Auditor-Controller's Office

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Strategies
Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2022-43

BOARD REPORT 074-22/23

RECOMMENDING BOARD APPROVAL OF THE REDEFINITION OF FIVE MAJOR MODERNIZATION PROJECTS AT 49TH STREET ELEMENTARY SCHOOL, CANOGA PARK HIGH SCHOOL, GARFIELD HIGH SCHOOL, IRVING MIDDLE SCHOOL, AND SYLMAR CHARTER HIGH SCHOOL, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes that the Board of Education (Board) approve the redefinition of five major modernization projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School to incorporate the full scopes, budgets, and schedules as described in Exhibit A to Board Report 074-22/23, amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, and authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the projects including budget modifications; and

WHEREAS, The proposed projects include some or all of the following, but are not limited to, addressing earthquake safety (seismic retrofit, seismic modernization and/or building replacement), providing 21st century general and specialty classrooms, upgrading accessibility, removing/replacing relocatable buildings, addressing failed or failing building systems and grounds, landscape upgrades, physical security upgrades, improvements to interior classroom spaces, and various site upgrades; and

WHEREAS, Program accessibility upgrades will be incorporated into the Canoga Park High School, Garfield High School, Sylmar Charter High School, and 49th St. Elementary School Major Modernization Projects, as defined in Exhibit A, and $38,000,000 will be transferred from the allocation of funds targeted for Americans with Disabilities Act (ADA) Transition Plan Implementation and combined with the funding targeted for major modernization, upgrades, and reconfigurations to school campuses. Proposed athletic facilities upgrades will be incorporated into the Canoga Park High School Major Modernization Project,

RESOLUTION 2022-43
RECOMMENDING BOARD APPROVAL OF THE REDEFINITION OF FIVE MAJOR MODERNIZATION PROJECTS AT 49TH STREET ELEMENTARY SCHOOL, CANOGA PARK HIGH SCHOOL, GARFIELD HIGH SCHOOL, IRVING MIDDLE SCHOOL, AND SYLMAR CHARTER HIGH SCHOOL, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

as defined in Exhibit A to Board Report 074-22/23, and $14,500,000 will be transferred from the allocation of funds targeted for competitive high school athletic facility upgrades in Board District 3 to increase the funding targeted for major modernizations, upgrades, and reconfigurations to school campuses; and

WHEREAS, The combined project budget for the five major modernization projects is $652,297,785 and will be funded by Bond Program funds targeted in the School Upgrade Program for major modernizations, upgrades, and reconfigurations to school campuses; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board of Education approve the redefinition of five major modernization projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School with a combined budget of $652,297,785, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 074-22/23, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.

2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.

3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District

ADOPTED on September 29, 2022, by the following vote:

AYES: 9 ABSTENTIONS: 0

NAYS: 0 ABSENCES: 6

/Margaret Fuentes/
Margaret Fuentes
Chair

Michael Hamner/
D. Michael Hamner
Vice-Chair

Return to
Order of Business

TAB 8

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-088-22/23, **Version:** 1

Authorization to Negotiate and Execute an Agreement with El Camino Real Charter High School for the Facilities Renovation, Technology Upgrade and Marquee Replacement Project
November 15, 2022
Facilities Services Division

Action Proposed:
Authorize the Chief Facilities Executive, and/or his designee(s), to negotiate and execute an agreement with El Camino Real Charter High School (El Camino) for the renovation of existing facilities, consisting of the foyer and main office hallways, upgrade of the library into a multi-use media center, installation of internet access points and updating of related network cabling, replacement of a marquee sign at the main entrance of the El Camino campus (Project), and to execute other reasonable instruments for this work.

Background:
El Camino is an independent conversion charter school as of 2011 and occupies the former El Camino Real Senior High School via a Sole Occupant Agreement (SOA) with Los Angeles Unified School District (Los Angeles Unified or District). El Camino's charter renewal petition expires on June 30, 2026 and allows for a maximum enrollment of 3,800 students in 9th through 12th grades.

Per the terms of the SOA, El Camino submitted to the District for its review and approval a facilities alteration request for the Project. El Camino will construct the Project in accordance with all applicable laws and District standards and requirements.

El Camino estimates the total Project budget to be $825,000. El Camino anticipates that construction will begin in the first quarter of 2024 and be completed in the fourth quarter of 2024.

El Camino shall solely finance, construct and maintain the Project. El Camino will pay all costs related to, or as a result of the Project, including but not limited to District costs for review and Division of the State Architect (DSA) inspector costs.

El Camino is located within the boundaries of Taft Community of Schools, Local District Northwest, and Board District 3 (Scott Schmerelson). As of the 2022-2023 school year, El Camino served 3,436 students in 9th through 12th grade.

Expected Outcomes:
Authorize staff to negotiate and execute an agreement, and/or any other reasonable instruments to allow El Camino to proceed with the Project. All improvements made as a result of the proposed Project, including the maintenance of the improvements, will be the responsibility of El Camino. Ownership of the improvements will be transferred to Los Angeles Unified upon completion of construction.

Board Options and Consequences:
If the proposed action is not approved, staff will be unable to execute the agreements necessary to enable El Camino to proceed with its Project. Furthermore, students, staff and the community will not benefit from the improvements proposed to be undertaken.

Policy Implications:
This Board action will not change current Los Angeles Unified policy and complies with the terms of the SOA.

Budget Impact:
The activities associated with negotiating and executing an agreement with El Camino require staff time from Facilities and the Office of the General Counsel. Additional funding is not needed to implement the proposed action. El Camino will fully fund the design and construction of the proposed Project, which includes, but is not limited to, costs associated with Los Angeles Unified's design review, oversight, and inspection.

Under the terms of the development agreement, El Camino will be responsible for maintaining the areas upgraded by the Project. The Project does not have a budget impact on Los Angeles Unified's General Fund or Bond Program. Charter Schools Division has confirmed that El Camino has sufficient funding to cover the costs for the Project. Any potential cost increases associated with the proposed Project are the sole responsibility of El Camino.

Student Impact:
The improvements associated with the Project will enhance the educational quality of the learning environment to benefit approximately 3,436 students.

Equity Impact:
Not applicable

Issues and Analysis:
The template development agreement with El Camino contains the following tentative material terms and conditions for the financing, design, construction, and operation of the proposed Project:

- El Camino is responsible for submitting its Project plans to Los Angeles Unified and, subsequently, DSA for review and approval.

- The proposed Project must comply with all applicable laws, regulations, Los Angeles Unified facilities design, technical specifications for construction, and design review and approval process, including but not limited to the Field Act, Department of Toxic Substances Control (DTSC), California Environmental Quality Act (CEQA), and the Americans with Disabilities Act (ADA).

- The architect, construction manager, general contractor, or multiple prime contractors, engineers, consultants, and professionals retained for the proposed Project shall be licensed, as applicable, and in good standing and authorized to do business in the State of California.

- The proposed Project shall satisfy Los Angeles Unified requirements with regard to construction on a school site, including, but not limited to, the payment of prevailing wages (unless the partner organization can provide an exemption from the Department of Industrial Relations with regard to the

payment of prevailing wages) and a performance bond in an amount no less than one hundred percent (100%) of the construction cost of the proposed Project, and the use of Los Angeles Unified Inspectors certified by DSA.

- El Camino will provide Los Angeles Unified with evidence that it has adequate funding to complete construction of the improvements and alterations, both at the commencement and throughout the construction process.

- Ownership of the improvements will be transferred to Los Angeles Unified upon completion of construction.

- El Camino will fund, at its sole cost and expense, maintenance for the Project.

Attachments:
None

Informatives:
Not applicable

Submitted:
10/13/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

PRESENTED BY:

AARON BRIDGEWATER
Director of Facilities Planning & Development
Facilities Services Division

TAB 9

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-089-22/23, **Version:** 1

Authorization to Accept Two Million Dollars from the City of Los Angeles for the Benefit of the Athletic Field at Abraham Lincoln Senior High School
November 15, 2022
Facilities Services Division

Action Proposed:
Authorize:

1. The acceptance of $2,000,000 from the City of Los Angeles, specifically through its Community Investment for Families Department ("City Funds"), for the exclusive use to provide capital improvements to the athletic field at Abraham Lincoln Senior High School ("Lincoln High School" or "Lincoln").

2. Incorporation of the City Funds into the Lincoln High School Comprehensive Modernization Project ("Project") and use of all of the City Funds for capital improvements to the athletic field at Lincoln including the following improvements or portion thereof:

    a. Upgrading the natural grass field with new natural grass
    b. Resurfacing the running track with decomposed granite
    c. New scoreboard with school branding
    d. New football goal posts
    e. New public announcement (PA) speakers/system
    f. New water fountains with bottle fillers

3. The Chief Facilities Executive and/or his designee(s) to execute reasonable instruments for the City Funds and capital improvements to the athletic field at Lincoln including, but not limited to, the memorandum of understanding, design, construction, management, and inspection of the improvements.

Background:
The Board of Education ("Board") approved the project definition for the Project on December 13, 2016 (Board Report No. 205-16/17). Subsequently, on January 12, 2021, the Board certified the Mitigated Negative Declaration (Board Report No. 203-20/21) and approved the Project (Board Report No. 204 -20/21).

The proposed Project consists of the construction of new school buildings, the modernization and improvements to existing school facilities, and the demolition of certain aging and deteriorated facilities. The Project scope also includes interim facilities, as necessary, to accommodate the displacement of any facility and its associated function during construction.

On June 24, 2022, the City of Los Angeles approved a motion to move $2,000,000 from the General Fund Programs Fund No. 65P to the Community Investment for Families Department (CIFD) and authorized the CIFD to prepare, process and execute the necessary memorandum of understanding or any other document(s)

with Los Angeles Unified School District ("Los Angeles Unified or District") to bring additional improvements to the athletic field at Lincoln.

The City of Los Angeles requires the City Funds to be used for capital improvements to the athletic field at Lincoln. The use of the City Funds is restricted to the design, construction, management, inspection, and related services and fees required for the capital improvements.

The Project at Lincoln provides the opportunity to add the desired improvements to be paid for with the City Funds to the existing design-build contract(s). The City Funds is a one-time funding from the City of Los Angeles and will be disbursed in two installments, one after the design services are accepted, and the remainder for construction.

The funds are inclusive of all hard and soft costs of the capital improvements identified above. If the City Funds are insufficient to pay for the construction of all of the capital improvements identified above, Los Angeles Unified will notify the City of Los Angeles which capital improvements can be constructed. Los Angeles Unified will design, manage, and construct all capital improvements in accordance with District standards and applicable law.

Lincoln is located within the boundaries of Lincoln Heights/El Sereno Community of Schools, Local District East, and Board District 2 (Mónica García).

Expected Outcomes:
Approve the acceptance of the City Funds and use of the City Funds for the capital improvements to the athletic field at Lincoln.

Board Options and Consequences:
The Board may elect not to authorize the acceptance of the City Funds, and the execution of reasonable contracts. If the proposed action is not approved, the City Funds will not be accepted and will not be used to construct additional capital improvements to the athletic field at Lincoln for the benefit of students and the community.

Policy Implications:
The proposal does not impact Los Angeles Unified policy. It furthers implementation of the Modernization, Upgrade and Development of High School Athletic Facilities Board Resolution (Res-030-20/21).

Budget Impact:
There are no impacts to General Funds or Bond Funds. However, the Project budget will be increased by $2,000,000 to accommodate the additional funding and scope.

Student Impact:
Lincoln students will benefit from utilizing the City Funds to provide the opportunity for approximately 1,100 students to engage in athletic and other events on the upgraded fields.

Equity Impact:
Not applicable

Issues and Analysis:
The City Funds are being offered by the City of Los Angeles on the condition that the funds are used solely for capital improvements to the athletic field at Lincoln. If authority to accept the funds is granted, the City of Los Angeles and the District will negotiate and enter into a memorandum of understanding for the disbursement and expenditure of the City Funds.

If the City Funds are insufficient to construct all of the capital improvements identified above, the District is not obligated to construct all of the capital improvements and instead will construct as many of the capital improvements that can be paid for fully by the City Funds.

Attachments:
None

Informatives:
Not applicable

Submitted:
10/17/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

PRESENTED BY:

AARON BRIDGEWATER
Director of Facilities Planning & Development
Facilities Services Division

Return to
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TAB 10

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-093-22/23, **Version:** 1

Report of Cash Disbursements
Donations of Money (District)
Donation of Money (Associated Student Body)
Sponsorship Agreement
Report of Corporate Credit Card Charges
November 15, 2022
Accounting and Disbursements Division

Action Proposed:

1. Ratify cash disbursements totaling $799,993,904.69 which were made against funds of the District from September 1, 2022 through September 30, 2022. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

   a. "A" Warrants (Payroll) total of $29,889,777.38
      Warrant Numbers:
      2882646 - 2907842

   b. Direct deposit payroll (Automated Clearing House - ACH) total of $285,729,201.46

   c. "B" Warrants (Accounts Payable) total of $74,760,750.59
      Warrant Numbers:

20608165 - 20608346	20632228 - 20632381
20613314 - 20613531	20634251 - 20634395
20615888 - 20616152	20636465 - 20636625
20618195 - 20618228	20638468 - 20638555
20620020 - 20620098	20640002 - 20640225
20621715 - 20621846	20642289 - 20642460
20623806 - 20624015	20644557 - 20644705
20626007 - 20626118	20646630 - 20646630
20628012 - 20628149	20648860 - 20649065
20630002 - 20630155	

   d. Accounts Payable ACH payments total of $409,614,175.26

2. Approve the donation of money (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; the funds totaling $307,162.00 be deposited; and the Controller be authorized to draw checks for the purposes indicated on the donation:

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Date:	8/31/2022
Donor:	Friends of Reed Inc.
Donation:	$50,000.00
For use at:	Walter Reed Middle School
Purpose:	To provide fund for academy enrichment.

Date:	9/26/2022
Donor:	Riverside Drive Charter School-PTA
Donation:	$39,715.00
For use at:	Riverside Dr. Charter School
Purpose:	To provide funding for different programs in Theater Arts, YMCA PE, Enriched LA.

Date:	9/29/2022
Donor:	Vintage Magnet PTA
Donation:	$36,000.00
For use at:	Vintage Magnet
Purpose:	To provide funding for supplies and materials for students & staff at Vintage.

Date:	10/4/2022
Donor:	Hollywood Foreign Press Association
Donation:	$25,000.00
For use at:	32nd Street USC Magnet
Purpose:	To provide funding for computer/equipment and teacher's salary.

Date:	10/7/2022
Donor:	Friends of Westminster
Donation:	$50,000.00
For use at:	Westminster MTES Magnet
Purpose:	To provide funding for attendance incentives & appreciation, general supplies & instructional materials.

Date:	10/17/2022
Donor:	Dahlia Heights Elementary PTA
Donation:	$106,447.00
For use at:	Dahlia Heights Elementary School
Purpose:	To provide funding for PSW School Mental Health and one psychiatric social worker.

3. Approve the donation of money (Associated Student Body): It is recommended that the donations be accepted; that appreciation is expressed to the donor for their contribution by way of this report; the funds in the amount of $333,333.33 be deposited to the school's Student Body account; and the Principal be authorized to draw a check for the purpose indicated on the donation:

Date:	10/12/2022
Donor:	Joan Glenna King Revocable Trust

Donation:	$333,333.33
For use at:	Bell Senior High School
Purpose:	To fund a scholarship program.

4. Approve the sponsorship agreement: It is recommended that the sponsorship agreement be accepted; that appreciation is expressed to the donor for their contribution by way of this report; valued at $165,000.00 to the Office of the Superintendent:

Date:	09/29/2022
Donor:	Intuit Financial Freedom
Donation:	$100,000.00
For use at:	Office of the Superintendent
Purpose:	To provide sponsorship during the Superintendent's opening of schools' address.

Date:	8/11/2022
Donor:	Arey Jones Ed Solutions
Donation:	$25,000.00
For use at:	Office of the Superintendent
Purpose:	To provide sponsorship during the Superintendent's opening of schools' address.

Date:	8/12/2022
Donor:	California Credit Union
Donation:	$40,000.00
For use at:	Office of the Superintendent
Purpose:	To provide sponsorship during the Superintendent's opening of schools' address.

5. Approve Corporate Card Charges: In order to allow flexibility for timely payments of expenses related to official District business, charges have been made from the Superintendent's and Executive Office of the Board's American Express Corporate Card in accordance with established District policies and procedures. It is recommended that the Board approve charges made against funds of the District totaling $4,849.37 for the quarter ending September 30, 2022.

Background:
This is a recurring monthly Board report for the Board to approve various financial transactions that occur as part of school business.

Expected Outcomes:
The Board shall be approving routine District financial transactions.

Board Options and Consequences:
A YES vote:
1. Ratifies the previously disbursed payments.
2. Approves the donations of money.
3. Approves the donation of money made to the Associated Student Body.
4. Approves the sponsorship agreement between the District and sponsor; and
5. Approves the charges made to the corporate credit cards.

A NO vote would cause the cancellation of previously issued payments, non-acceptance of cash donations made to the District, non-acceptance of cash donation made to the Associated Student Body, non-acceptance of the sponsorship agreement between the District and sponsor, and disapproval of the charges made to the corporate credit cards.

Policy Implications:
This Board report does not change any school policy.

Budget Impact:
This Board report approves financial transactions but does not change the budget authority.

Student Impact:
This Board report highlights donations made to the District, including routine financial transactions, which support student achievement.

Equity Impact:
Not applicable. A routine transaction.

Issues and Analysis:
The Board shall be approving routine District financial transactions.

Attachments:
None

Informatives:
Not applicable

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

MEGAN K. REILLY
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

DAVID D. HART
Chief Financial Officer
Office of the Chief Financial Officer

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

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TAB 11

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-079-22/23, **Version:** 1

Approval of Routine Personnel Actions
November 15, 2022
Employee Support and Labor Relations

Action Proposed:
Approve 4,985 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified:	2,778
Certificated:	1,530
Unclassified:	677

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 2894208 to 3432117

ROUTINE PERSONNEL ACTIONS

	Total (this report) (9/12/2022 to 10/9/2022)	Total (Year-to-date)
1. Classified	2,778	16,664
2. Certificated	1,530	23,788
3. Unclassified	677	3,265
TOTAL	4,985	43,717

Action	Classified	Certificated	Unclassified	Total
Hires	636	312	221	1,169
Leaves/Paid	171	85	0	256
Leaves/Unpaid	14	21	0	35
Reassignments/Demotions	11	1	0	12
Reassignments/Promotions	236	207	0	443
Reassignments/Transfers	441	378	27	846
Retirements	44	18	0	62
Separations/Non-Resignations	227	149	334	710

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Action	Classified	Certificated	Unclassified	Total
Separations/Resignations	123	87	19	229
Other Actions*	875	272	76	1,223

*Other actions include absences, conversion codes from Legacy, change of pay, and change of work schedule and benefits.

Background:
This report is presented at this Board Meeting for approval of routine personnel actions.

Expected Outcomes:
Not applicable

Board Options and Consequences:
Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

Policy Implications:
Not applicable

Budget Impact:
Cost neutral

Student Impact:
Not applicable

Equity Impact:
Not applicable

Issues and Analysis:
All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

Attachments:
Attachment A - Administrative Regulation 4214
Attachment B - Number of Routine Personnel Actions
Attachment C - Routine Personnel Actions
Attachment D - Senior Management Contracts

Informatives:
Not applicable

Submitted:
10/14/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

KRISTEN MURPHY
Chief of Employee Support and Labor Relations

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:

MEGAN K. REILLY
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

CERTIFIED BY:

KARLA M. GOULD
Personnel Director
Personnel Commission

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Los Angeles Unified School District
Office of the Deputy Superintendent
Human Resources Division

ATTACHMENT A

DATE: 10/12/22
ADMINISTRATIVE REGULATION**:** 4214 SAP Transaction #2894208-3432117

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

TRANS#	**NAME**	**FROM CLASS/LOCATION**	**TO CLASS**	**LOCATION**
COMMENTS:				

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (2,778) on the Board of Education Routine Personnel Actions Report for the November 15, 2022 meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the November 15, 2022 board report for the period of September 12, 2022 to October 9, 2022.

Hire Data:
As presented in the attached table, the total number of classified hire and reassignment actions for the period of September 12, 2022 to October 9, 2022, is 1,579 of which 1,067 (68%) are rehires or reassignments, and 512 (32%) are new hires. With the exception of 181 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The new hires consist of: Administrative Staff Aide (2), Building and Grounds Worker (20), Carpenter, Energy and Sustainability Program Manager, Financial Manager (2), Food Service Worker (19), Glazier, Heating and Air Conditioning Fitter, Heavy Bus Driver, IT Electronics Communications Technician (2), IT Support Technician (19), Job Cost Data Entry Operator, Library Aide (3), Licensed Vocational Nurse (2), Light Bus Driver (5), Medical Assistant, Office Technician (19), Roofer, School Climate Advocate & (Restricted), School Facilities Attendant (Female) (Restricted), Senior Accounting Analyst, Senior Office Technician (5), Sign Language Interpreter, Speech Language Pathology Assistant (4), Staff Assistant to Board Members IV, Stock Worker, Student and Family Resources Navigator (6).

The following regular/permanent positions have been filled by promotional employees:
Accounting Analyst (3), Accounting Manager, Accounting Technician II (3), Administrative Analyst, Administrative Staff Aide (2), Area Carpentry Supervisor, Area Facilities Services Director, Assistant Administrative Analyst , Assistant Area Bus Supervisor (10), Assistant Buyer, Assistant Director, Personnel, Assistant Plant Manager I (5), Associate General Counsel I, Buyer, Campus Aide (Male/Restricted), Carpenter, Class "A" Commercial Truck Driver, Customer Services Center Representative, Earthwork and Paving Inspector, Facilities Cost Analyst, Fiscal Services Manager (CPOS), Food Service Manager I (3), Food Service Manager V, Food Service Worker II (Driving), Health Care Assistant (5), Human Resources Specialist I (2), Human Resources Specialist II (3), Instructional Aide (Literacy) & (Restricted), Inventory Control Clerk, IT Support Technician (3), Maintenance Planner (3), Multimedia Designer, Office Technician (12), Out-of-School Senior Director, Plant Manager I (7), Plant Manager II (6), Plant Manager III, Principal Administrative Analyst (3), School Administrative Assistant (3), Senior Accounting Analyst, Senior Administrative Analyst (4), Senior Director, Information Technology, Senior Electrician, Senior Financial Manager (2), Senior Fiscal Specialist, Senior Food Service Worker (6), Senior Heating and Air Conditioning Fitter, Senior Insurance Technician, Senior Office Technician (7), Senior Paralegal, Senior Parent Community Facilitator, Senior Technical Project Manager - Facilities, Special Education Assistant (14), Staff Assistant to Board Members II, Student and Family Resources Navigator (5), Supervising Special Education Assistant, Supervising Stock Clerk (Music), Vocation and Transition Assistant (2).

Hire Data of All Classified Employees								
From September 12, 2022 to October 9, 2022								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
NEW HIRE								
Administrative Staff Aide		2						2
Athletics Assistant					21			21
Building and Grounds Worker		20						20
Bus Driver Trainee					6			6
Campus Aide (Female/Restricted)			3					3
Campus Aide (Male/Restricted)			2					2
Campus Aide (Restricted)			49					49
Carpenter		1						1
Class "A" Commercial Truck Driver							2	2
Community Representative A and (Restricted)			7					7
Community Representative C and (Restricted)			30			1		31
Early Education Center Aide I & (Restricted)					30			30
Education Aide III & (Restricted)			3					3
Education Aide III (AVID)			2					2
Energy and Sustainability Program Manager		1						1
Financial Manager		2						2
Food Service Worker		19			56			75
Gardener					2			2
Glazier		1						1
Health Office Clerk					1			1
Heating and Air Conditioning Fitter		1						1
Heavy Bus Driver		1						1
Human Resources Specialist II					1			1
Information Technology Support Assistant	1				1			2
Instructional Aide (Literacy) & (Restricted)			5					5
Instructional Aide (Math) & (Restricted)			2					2
Instructional Aide (Transitional Kindergarten) & (Restricted)			20					20
Instructional Aide I & (Restricted)			20					20
IT Electronics Communications Technician		2						2
IT Support Technician		19						19
Job Cost Data Entry Operator		1						1
Library Aide		3						3
Licensed Vocational Nurse		2						2
Light Bus Driver		5						5
Medical Assistant		1						1

Hire Data of All Classified Employees								
From September 12, 2022 to October 9, 2022								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Office Technician		19			2			21
Parent Resource Assistant (Spanish Language) and Restricted					1			1
Parent Resource Liaison					1			1
Roofer		1						1
School Administrative Assistant					1			1
School Climate Advocate & (Restricted)		1	2					3
School Facilities Attendant (Female) (Restricted)		1						1
School Supervision Aide and (Restricted)			83			5		88
Senior Accounting Analyst		1						1
Senior Office Technician		5						5
Sign Language Interpreter		1						1
Special Education Assistant					16			16
Special Education Trainee					11			11
Speech Language Pathology Assistant		4						4
Staff Assistant to Board Members IV		1						1
Stock Clerk (Computer Repair)					1			1
Stock Worker		1						1
Student and Family Resources Navigator		6						6
Student Integration Helper & (Restricted)	1		1					2
Office Technician		19			2			21
New Hire Total	**2**	**122**	**229**		**151**	**6**	**2**	**512**
REASSIGNMENT								
Accounting Analyst		3						3
Accounting Manager		1						1
Accounting Technician II		3						3
Administrative Analyst	2	4						6
Administrative Staff Aide		3						3
Area Carpentry Supervisor		1						1
Area Facilities Services Director		1						1
Area Food Services Supervisor	1							1
Area Operations Supervisor		2						2
Assignment Technician		2						2
Assistant Administrative Analyst		1						1
Assistant Area Bus Supervisor		11					2	13
Assistant Budget Director	1							1
Assistant Buyer		1						1
Assistant Contract Administration Analyst		1						1
Assistant Director, Personnel		1						1
Assistant Plant Manager I	7	6					1	14
Assistant Plant Manager II	1							1

Hire Data of All Classified Employees From September 12, 2022 to October 9, 2022 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Assistant Projects Manager	1							1
Associate Computer Applications Specialist	1							1
Associate General Counsel I		1						1
Athletics Assistant					3			3
Benefits Manager	1							1
Building and Grounds Worker		28			2			30
Buyer		2						2
Campus Aide (Female/Restricted)			4					4
Campus Aide (Male/Restricted)		2	3					5
Campus Aide (Restricted)		16	25		2		7	50
Carpenter		2						2
Class "A" Commercial Truck Driver		1						1
Community Representative A and (Restricted)			1					1
Community Representative C and (Restricted)		2	9					11
Continuation School Office Manager					1			1
Counselor Aide		1	1					2
Customer Services Center Representative		1						1
Early Education Center Aide I & (Restricted)		11	13		6			30
Early Education Center Office Manager	2	1						3
Earthwork and Paving Inspector		1						1
Education Aide III & (Restricted)			3					3
Educational Resource Aide (Restricted)			1				2	3
Electrician		1						1
Facilities Cost Analyst		1						1
Financial Aide	1							1
Financial Analyst	1			1				2
Fiscal Services Manager (CPOS)		1						1
Food Production Assistant		2						2
Food Service Manager I	7	5						12
Food Service Manager II	2							2
Food Service Manager IV	2	1						3
Food Service Manager V	3	2					1	6
Food Service Manager VI	1							1
Food Service Manager VII	1							1
Food Service Worker		55			6			61
Food Service Worker II (Driving)		1						1
Gardener	3							3
Health Care Assistant		13					5	18
Health Office Clerk	1							1
Human Resources Specialist I		3						3

Hire Data of All Classified Employees From September 12, 2022 to October 9, 2022 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Human Resources Specialist II		3						3
Infant Care Aide and (Restricted)			1					1
Information Technology Support Assistant	1							1
Instructional Aide (Literacy) & (Restricted)		2	16				6	24
Instructional Aide (Math) & (Restricted)		1	7				3	11
Instructional Aide (Transitional Kindergarten) & (Restricted)		1	95					96
Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing		1						1
Instructional Aide I & (Restricted)			7				2	9
Instructional Aide-Computer Lab							1	1
Inventory Control Clerk		1						1
IT Customer Support Supervisor							1	1
IT Support Technician		3						3
IT Support Technician II							2	2
IT Support Technician Supervisor	2							2
Library Aide		4						4
Lieutenant		1						1
Light Bus Driver		5						5
Maintenance Planner		3						3
Maintenance Worker	1	5						6
Multimedia Designer		1						1
Network Operations Center Analyst	1							1
Office Technician		23			2		5	30
Out-of-School Senior Director		1						1
Painter		1						1
Parent Resource Assistant and (Restricted)	1							1
Payroll Specialist II	3							3
Plant Manager I		8					2	10
Plant Manager II		9					2	11
Plant Manager III		1					1	2
Principal Administrative Analyst		4						4
Principal Auditor, Inspector General's Office		1						1
Procurement Policy Officer	1							1
Program and Policy Development Advisor, Employee Performance Management		1						1
Radio Communication Technician	1							1
SAP Functional Analyst (FI/CO, Budget)	1							1
School Administrative Assistant	1	4			1		2	8
School Climate Advocate & (Restricted)			7				2	9
School Facilities Attendant (Restricted)		3						3

Hire Data of All Classified Employees								
From September 12, 2022 to October 9, 2022								
By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
School Supervision Aide and (Restricted)		2	16			3	4	25
Senior Accounting Analyst		1						1
Senior Administrative Analyst		4						4
Senior Carpenter	1	1						2
Senior Developer	1							1
Senior Director, Information Technology		1						1
Senior Early Childhood Education Division Fiscal Technician	1							1
Senior Electrician		2						2
Senior Financial Manager		3						3
Senior Fiscal Specialist		1						1
Senior Food Service Worker	5	35						40
Senior Heating and Air Conditioning Fitter		1						1
Senior Human Resources Representative	1							1
Senior Insurance Technician		1						1
Senior IT Operations Manager	1							1
Senior IT Support Technician	1							1
Senior Metal Worker	1							1
Senior Office Technician		12					3	15
Senior Paralegal		1						1
Senior Parent Community Facilitator		1						1
Senior Technical Project Manager - Facilities		1						1
Special Education Assistant		96			82		6	184
Special Education Trainee					33		3	36
Staff Assistant to Board Members II		1						1
Student and Family Resources Navigator		7						7
Student Integration Helper & (Restricted)	1							1
Supervising Special Education Assistant		1					1	2
Supervising Stock Clerk (Music)		1						1
Telephone Assignment Clerk					1			1
Transportation Router	1							1
Vocation and Transition Assistant		2						2
Window/Wall Washer	2							2
Reassignment Totals	**71**	**457**	**209**	**1**	**139**	**3**	**64**	**944**
REHIRE								
Athletics Assistant					7			7
Building and Grounds Worker		5						5
Building and Grounds Worker (Restricted/Disabled)			1					1
Bus Driver Trainee					1			1
Campus Aide (Male/Restricted)			1					1
Hire Data of All Classified Employees								

From September 12, 2022 to October 9, 2022 By New Hire, Reassignment, and Rehire								
Classification	**Prov**	**Reg/ Perm**	**Restr**	**Return Retiree**	**Subs**	**Temp 1GXX**	**Temp**	**Grand Total**
Campus Aide (Restricted)			12					12
Community Representative A and (Restricted)			2					2
Community Representative C and (Restricted)			5					5
Deputy Chief of Staff to Board Member (Staff Assistant to Board Member VII)		1						1
Early Education Center Aide I & (Restricted)					10			10
Early Education Center Attendant					1			1
Educational Resource Aide (Restricted)			1					1
Food Service Worker		4			6			10
Instructional Aide (Transitional Kindergarten) & (Restricted)			4					4
Instructional Aide I & (Restricted)			9					9
IT Support Technician		1						1
Library Aide		2	1					3
Office Technician		4			4			8
Police Officer		2						2
Pupil Services and Attendance Aide					1			1
School Administrative Assistant					1			1
School Facilities Attendant (Restricted)		1						1
School Supervision Aide and (Restricted)			15			1		16
Senior Office Technician		3						3
Special Education Assistant					7			7
Special Education Trainee					4			4
Speech Language Pathology Assistant		1						1
Staff Assistant to Board Members IV		1						1
Student and Family Resources Navigator		2						2
Student Integration Helper & (Restricted)			1					1
WAN Specialist II		1						1
Rehire Total		**28**	**52**		**42**	**1**		**123**
GRAND TOTAL	**73**	**607**	**490**	**1**	**332**	**10**	**66**	**1,579**

Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Employee Support and Labor Relations

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 312 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 312 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Teacher, Day-to-Day Substitute	9
Adviser, Resource, Adult, ROC/ROP	1
Counselor, Pupil Services & Attendance	8
Counselor, School	7
Early Education Center Teacher	2
Early Education Center Teacher, Substitute	4
Elementary Teacher	48
Elementary Teacher, Day-to-Day Substitute	46
Instructor, Marine Corps JROTC	1
Occupational Therapist, School, Special Education	2
Psychiatric Social Worker	12
Psychologist, School	2
School Nurse	12
School Nurse, Day-to-Day Substitute	1
School Recreational Therapist, Special Education	1
Secondary Teacher	50
Secondary Teacher, Day-to-Day Substitute	19
Special Education Teacher	8
Special Education Teacher, Moderate to Severe	1
Special Education Teacher, Resource Specialist Program	3
Speech & Language Pathologist	11
Teacher Assistant-Degree Track	58
Teacher, ROC/ROP	6

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Employee Support and Labor Relations

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of contracts of employment for senior management employees appointed by the Board of Education in closed session on October 11, 2022. See attached list.

LOS ANGELES UNIFIED SCHOOL DISTRICT
SENIOR MANAGEMENT CONTRACTS
OCTOBER 11, 2022

NAME	TITLE	SERVICE	START DATE	END DATE	SALARY	*STEP	AUTO/ALLOWANCE/ OTHER
Dennis Bradburn	Deputy Director of Facilities Maintenance and Operations	Classified	10/12/2022	6/30/2023	$183,228.00	4 of 5	$250 per month
Karla V. Estrada	Deputy Superintendent of Instruction	Certificated	11/1/2022	12/31/2024	$280,000.00	1 of 3	Automobile

*Employees who are in classifications with steps and are not at top step are eligible for an increase during contract.

TAB 12

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-080-22/23, **Version:** 1

Provisional Internship Permits
November 15, 2022
Human Resources Division

Action Proposed:
Approve request for 58 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

Background:
The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A). Additionally, the CTC requires that the approval of these Permits be an action item on the agenda and not part of the consent agenda.

Expected Outcomes:
The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

Board Options and Consequences:
Approval of Provisional Internship Permits will afford the District the opportunity to hire new special education teachers and general education teachers in high needs subject areas who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program and may only remain in a special education classroom for a maximum of twenty days, after which time they are deemed by the State as inappropriately assigned.

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Policy Implications:
This action does not change District policy.

Budget Impact:
There is no impact on the District's budget.

Student Impact:
The goal of Human Resources Division is to ensure that there is an appropriately authorized teacher in every classroom. In areas of high need such as special education, where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

Equity Impact:
Not applicable

Issues and Analysis:
Not applicable

Attachments:
Attachment A - Teachers with Provisional Intern Permits

Informatives:
Not applicable

Submitted:
10/14/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

ILEANA M. DÁVALOS
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

MEGAN K. REILLY
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	LD	BD	Subject	Effective
1	Victor Ramos	52nd St EL	W	1	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
2	Ronnette Sharisse Brown	95th ST. EEC	W	1	Multiple Subject	8/21/2022
3	Maria Gonzalez-Chavez	Boys Academic Leadership Academy	W	1	Social Science	10/3/2022
4	Peter Kim	Burroughs MS	W	1	Mathematics	9/14/2022
5	Nancy Martinez Jimenez	Carson-Gore Academy	W	1	Mild/Moderate Support Needs and Extensive Support Needs	8/31/2022
6	Juan Tobar	Crenshaw STEMM Magnet	W	1	Mild/Moderate Support Needs and Extensive Support Needs	8/23/2022
7	Ryan Hale	Crescent Hts L/A/S/J	W	1	Multiple Subject	8/21/2022
8	Tanya Vanessa Pitts	Foshay LC	C	1	Mild/Moderate Support Needs and Extensive Support Needs	9/1/2022
9	Mariah Spiller	Hamilton SH Complex	W	1	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
10	Liza Ortiz	King Jr EL	C	1	Mild/Moderate Support Needs and Extensive Support Needs	9/20/2022
11	Mike Lopez	Lawson Acad A/M/S	W	1	Multiple Subject	8/21/2022
12	Julyssa Acosta	Los Angeles SH	W	1	Mild/Moderate Support Needs and Extensive Support Needs	9/9/2022
13	Rewa Young	Manhattan Place EL	W	1	Mild/Moderate Support Needs and Extensive Support Needs	8/25/2022
14	Isabel Grace Romero	Western Ave Tech/Eng/Comm/Hum Magnet	W	1	Multiple Subject	8/21/2022
15	Joanna Janet Rios	Commonwealth EL	C	2	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
16	Siana Miranda-Atwell	Commonwealth EL	C	2	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
17	Yesenia Abigail Rojo	Harvard EL	W	2	Mild/Moderate Support Needs and Extensive Support Needs	9/29/2022
18	Leslie Leigh Spencer	Lincoln SH	E	2	English (no theater)	8/26/2022
19	Emily Moreno Catalan	Lincoln SH	E	2	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
20	Albina Cervantes	Lorena EL	E	2	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
21	Arlin Lopez Rodriguez	MacArthur Park VPA	C	2	Multiple Subject	8/21/2022

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	LD	BD	Subject	Effective
22	Christopher Vasquez	RFK Sch Vis Arts/Hum	C	2	Mild/Moderate Support Needs and Extensive Support Needs	9/13/2022
23	Maria De Lourdes Robles Flores	West Adams Prep SH	C	2	Mild/Moderate Support Needs and Extensive Support Needs	9/1/2022
24	Jennifer Nichole Fauth	Bassett EL	NW	3	Multiple Subject	9/22/2022
25	Kevin Alexis Castillo	Canoga Park SH	NW	3	Mild/Moderate Support Needs and Extensive Support Needs	10/3/2022
26	Denisse Abriz	Madison MS	NE	3	Multiple Subject	8/21/2022
27	Corrin Mishel Gil	Northridge MS Medical/Health Careers Mag	NW	3	Multiple Subject	9/9/2022
28	Alma Rosa Primero	Bernstein SH	W	4	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
29	Cynthia Jeanette Navarro	Ford Blvd EL	E	5	Multiple Subject	9/6/2022
30	Aesha Nicole Fowler	Garvanza ES Tech/Leadership Magnet	C	5	Multiple Subject	9/1/2022
31	Fabiola Gaona	Holmes EL	E	5	Multiple Subject	8/21/2022
32	Karen Lizbeth Castaneda	Hughes EL	E	5	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
33	Palmira Guerrero	Loreto EL	E	5	Multiple Subject	9/7/2022
34	Claudia Lorena Raich-Blanco	Mayberry EL	C	5	Mild/Moderate Support Needs and Extensive Support Needs	9/29/2022
35	Cynthia Richards	Ride EL Smart Acad	C	5	Multiple Subject	9/21/2022
36	Stephanie Arreola	South Gate SH	E	5	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
37	Kimberly Marie Plascencia Martinez	Southeast MS	E	5	Mild/Moderate Support Needs and Extensive Support Needs	9/21/2022
38	Vulfrano Venancio Gutierrez-Chavez	Southeast MS	E	5	Mathematics	10/4/2022
39	Mario Keven Lopez Martinez	Walnut Park MS SJ/SL	E	5	Multiple Subject	8/29/2022
40	Claudia Sosa	Anatola EL	NW	6	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
41	Angelisa Contreras	Canterbury EL	NE	6	Multiple Subject	9/9/2022

Teachers with Provisional
Intern Permits

Attachment A

No.	Name	School	LD	BD	Subject	Effective
42	Angela Esperanza Lopez Perez	Lowman Sp Ed & Career Transition Center	NE	6	Mild/Moderate Support Needs and Extensive Support Needs	8/22/2022
43	Jose Alejandro Zepeda Contreras	Lowman Sp Ed & Career Transition Center	NE	6	Mild/Moderate Support Needs and Extensive Support Needs	9/29/2022
44	Reina Sanchez Cruz	Strathern EL	NE	6	Multiple Subject	8/21/2022
45	Leandro Flores	Sun Valley ES Mag	NE	6	Physical Education	9/1/2022
46	Amiera Medrano	Vista MS	NE	6	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
47	Markeyla Ford	Ambler EL	S	7	Multiple Subject	8/26/2022
48	Andres Iniguez	Dymally SH	S	7	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
49	Rocio Campos	Dymally SH	S	7	Art	8/21/2022
50	Monroy Mendoza	Fries EL	S	7	Multiple Subject	8/30/2022
51	Brenda Castellanos Cruz	Gardena SH	S	7	Mild/Moderate Support Needs and Extensive Support Needs	8/30/2022
52	Rochelle Hines	Knox EL	S	7	Multiple Subject	9/6/2022
53	Annel De La Rosa	Markham MS	S	7	Mild/Moderate Support Needs and Extensive Support Needs	8/21/2022
54	Jennifer Ashley Valdez	Peary MS	S	7	Multiple Subject	9/26/2022
55	Virginia Johanna Brown	President EL	S	7	Multiple Subject	9/21/2022
56	Michael Di Bennardo	San Pedro SH	S	7	Mild/Moderate Support Needs and Extensive Support Needs	9/1/2022
57	Marco Antonio Corrales	Univeristy Pathways Public Svc Academy	S	7	English (no theater)	9/6/2022
58	Lisa Marie Petersen	Wilmington MS Steam Magnet	S	7	Mild/Moderate Support Needs and Extensive Support Needs	9/26/2022

Return to
Order of Business

TAB 13

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-087-22/23, **Version:** 1

Reappointment of Devin Osiri to the Personnel Commission
November 15, 2022
Personnel Commission

Action Proposed:
Reappoint Devin Osiri, SEIU nominee, to the Personnel Commission of the Los Angeles Unified School District for a three-year term, pursuant to California Education Code Section 45245.

Background:
The Personnel Commissioners are appointed to three-year overlapping terms; with each term expiring on December 1st in successive years. In accordance with Section 45249 of the California Education Code, one appointment is made by the Board of Education. This position is currently held by Joseph Paller. The second position is to be filled by nomination of SEIU, the Classified Bargaining Union with the largest number of classified employees. Devin Osiri has served on the Personnel Commission as SEIU's appointee since November 15, 2018, when he was first appointed to finish a term of a vacant seat. His current term will expire in December. SEIU has nominated Mr. Osiri for reappointment.

To be eligible for appointment or reappointment to the commission, a candidate must be:

(1) a registered voter and resident within the territorial jurisdiction of the school district.

(2) a known adherent to the principles of the merit system.

Mr. Osiri has met both of these requirements. A copy of his biography is attached for your reference.

The two appointees elect the third and final Personnel Commissioner. This position is currently held by Michael Hudson, a former LAUSD employee who served in the Office of Staff Relations. His term will expire in December 2023.

Expected Outcomes:
Board approval of the reappointment to a new three-year term on the Personnel Commission for SEIU's nominee Devin Osiri.

Board Options and Consequences:
Upon approval of the majority of the Board, Mr. Osiri will be reappointed to a three-year term.

Policy Implications:
Not applicable

Budget Impact:
Not applicable

Student Impact:
Not applicable

Equity Impact:
Not applicable

Issues and Analysis:
See background

Attachments:
Attachment A - Devin Osiri's Bio

Informatives:
Not applicable

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

KARLA M. GOULD
Personnel Director
Personnel Commission

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.



Devin Osiri Bio:

The son of immigrant parents, Devin Osiri is a first generation Thai-American that understands the meaning of hard work and sacrifice. A born and raised native to the San Fernando Valley, he saw his parents struggle to join the working middle class. Those lessons taught him the value of worker protections and the importance of advocating for others.

With the support of his parents, Devin graduated from the University of California at San Diego with a degree in political science. He has worked on countless progressive campaigns throughout the years, locally and statewide. In 2008, he managed the campaign headquarters of the San Fernando Valley Democratic Party (DPSFV), which saw President Barack Obama's historic election. Devin returned to DPSFV in 2010, and helped manage their efforts in supporting Governor Jerry Brown's return.

Devin joined the political staff of Service Employee International Union (SEIU) Local 721. There, he helped represent the vast majority of LA City and County workers and cut his teeth on more local, small town campaigns. After SEIU 721, he served as the Political Director for the Los Angeles County Federation of Labor, AFL-CIO, building political power and serving over 300 affiliated Unions in Los Angeles.

Devin Osiri currently serves under Chair Mark Gonzalez as the Executive Director for the Los Angeles County Democratic Party, which represents over 2 million registered Democrats in the County. Devin strives to keep Los Angeles and the State of California on the front line of progressive values.

Return to
Order of Business

TAB 14

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-067-22/23, **Version:** 1

Amendment to Board Rule and Change to 2022 Annual Meeting Date
November 15, 2022
Office of the Board Secretariat

Action Proposed:
Approve the calendar change of the Board of Education Annual Meeting from December 13, 2022 to January 17, 2023, and corresponding amendment of Board Rule 1. The calendar change requires amendment of Board Rule 1 which requires the Board of Education to (1) hold its annual organizational meeting between the date upon which a governing newly elected board member normally takes office and January 14; and (2) organize and elect a Board President, Chair of the Committee of the Whole, and appoint Board Members to serve on committees and representatives to various organizations. The proposed amendment to Board Rule 1 is as follows: that "Beginning in December 2020, the Board of Education shall hold its annual organizational meeting between the date upon which a governing newly elected board member normally takes office and January 14, unless the Board finds good cause to hold the annual meeting no later than 7 business days from January 14."

Background:
The Board of Education's Annual Meeting is scheduled for December 13, 2022. Based on Board Members' availability, there is good cause to move the Annual Meeting to January 17, 2023. Board Rule 1 requires the Board of Education to hold its annual organizational meeting between the date upon which a governing newly elected board member normally takes office and January 14. The first order of business at the Annual Board meeting shall be the induction of recently elected Board Members. The Los Angeles City Charter requires that newly elected Board Members' terms begin on the second Monday in December following the certification of the election results. (In 2022 the second Monday falls on December 12, 2022). Accordingly, the Board of Education will proceed with the induction of newly elected Board Members on December 13, 2022, aligned with the beginning of their terms. The election of the Board President and Vice President, appointments on committees and organizations, if this action is approved, will be held on January 17, 2023.

Expected Outcomes:
Approval of the calendar change and amendment of Board Rule 1 will result in the Annual Meeting to be held on January 17, 2023. However, newly elected Board Members will be inducted on December 13, 2022, aligned with the beginning of their terms.

Board Options and Consequences:
Approval of the calendar change and amendment of Board Rule 1 will result in the Annual Meeting to be held on January 17, 2023, on which elections for Board President and Vice President, and appointments on committees and various organizations will take place.

Denial of the calendar change and waiver of the applicable Board Rules will result in the currently scheduled Annual Meeting to be held on December 13, 2022.

Policy Implications:
Action requested requires the amendment of Board Rule 1 and moving the Annual Meeting to January 17, 2023.

Budget Impact:
None

Student Impact:
Not applicable.

Equity Impact:
Not applicable.

Attachments:
Attachment A - Proposed Amendment to Board Rule 1

Informatives:
None

Submitted:
11/02/2022

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APPROVED & PRESENTED BY:

MICHAEL McLEAN
Executive Officer of the Board

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

1. ANNUAL MEETINGS

The Board shall hold an Annual Meeting at 10:00 am July first of each year, or the first Tuesday thereafter. The Superintendent of Schools shall call the meeting to order. The first order of business shall be the induction of recently elected Board Members followed by the election of one of its number as President whose term of office shall continue for one year, or until their successor is elected. (Education Code Section 35143)

Beginning in December 2020, the Board of Education shall hold its annual organizational meeting between the date upon which a governing newly elected board member normally takes office and January 14, unless the Board finds good cause to hold the annual meeting no later than 7 business days from January 14. At the annual meeting the Board of Education shall organize by electing a president from its members who shall serve in office until the next annual organization meeting or until their successor is elected.

The Superintendent of Schools, when the Board President is being elected at the Annual Meeting of the Board, shall solicit nominations for the position to be filled. Each nomination will require a second to go forward. When there are no more names to be placed in nomination, the Superintendent will ask for a motion to close nominations which will require a second and approval by a majority of the board. The Board will then vote by roll call for each nominee individually, and in the order they were nominated, until a nominee is elected by a majority vote of the Board.

Each year, the newly elected President of the Board of Education shall appoint a Vice President of the Board to sever as President Pro Tempore.

A Board Member shall not be eligible to serve as President if he or she has served in the capacity for the two (2) consecutive terms immediately prior to a Board President election. (Board Action 1-15-2013)

After the Board President is elected, the President will hold an election for Chair of the Committee of the Whole, following a similar procedure to the one used to nominate and elect the Board President. (see Board Rule 6)

(Amended 6-25-19 Amended 8-26-14, previously Amended 9-11-07)
(Added 09-03-19 Reg Bd Bd Rpt 360 Amendment Attachment E)

Return to
Order of Business

TAB 15

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-107-22/23, **Version:** 1

Integrated Pest Management Referral
November 15, 2022
Office of the Board Secretariat

Action Proposed:
Refer the Integrated Pest Management ("IPM") Team to an ad hoc committee to: (1) receive and consider one-time nominations of current IPM Team members for a temporary term of 60 days; (2) bring the Team and the District back into compliance with the IPM Policy; and (3) review and propose corrective actions addressing the findings contained in the June 29, 2022 Office of Inspector General (hereinafter, "OIG") report regarding IPM.

Background:
The District's Board adopted and implemented the LAUSD Integrated Pest Management Policy on March 23, 1999 (hereinafter, "*Policy*"; *see* Attachment A). The IPM Team serves to provide guidance, verification, and recommendations to support the District's goal of Integrated Pest Management, providing for the safest and lowest risk approach to control pest problems while protecting people, property and the environment. The District operates its pest control activities within the framework of the *Policy*, which itself conforms to the standards of the Healthy Schools Act (hereinafter, "HSA"). Further, the *Policy* articulates terms and guidelines by which the Team must act and specifies how the Team is to be constituted.

On June 29, 2022, an OIG audit (*see*, Attachment B) found that the IPM Program was largely compliant with its own *Policy* and that of the HSA. However, the audit revealed procedural issues, notably: (1) A lack of an effective training program for stakeholders; (2) a need for a document review process to ensure HSA compliance; and (3) a need to realign the IPM Team appointments and recruitment with the stated IPM Policy.

Contrary to the requirements of the IPM Policy, neither the Board nor any committee has approved IPM Team members for approximately 10 years. As a result, all current members of the IPM Team have not been approved by the Board.

Expected Outcomes:
Referral of the IPM Team to an ad hoc committee to receive and consider one-time nominations of IPM Team members for a temporary term of 60 days. The IPM Team will continue to meet under the one-time approval for the duration of 60 days, serving their intended purpose and in conformity with the strictures of the Brown Act such that there is no further interruption to the necessary work of the IPM Team, which includes proposing corrective actions to address the findings of the June 29, 2022 OIG report.

Board Options and Consequences:
A "yes" vote will create an ad hoc committee which is empowered to receive and consider one-time nominations of the IPM Team members for a temporary term in order to continue the service of the IPM Team of providing guidance, verification, and recommendations to support the District's goal of Integrated Pest Management.

A "no" vote will cause a continued disruption to the IPM Team and fail to provide a path to remedy, among other things, the concerns raised in the OIG report.

Policy Implications:
This action is meant to commence the process of properly reconstituting the IPM Team, and restore compliance with the IPM Policy and law, while providing a path forward for addressing the concerns raised by the OIG report.

Budget Impact:
None

Student Impact:
District and IPM Team compliance to the IPM Policy will continue to ensure safe conditions for students, staff and school communities.

Equity Impact:
Not applicable.

Attachments:
Attachment A - "Los Angeles Unified School District Integrated Pest Management Policy"
Attachment B - "Performance Audit of Integrated Pest Management Program"

Informatives:
None

Submitted:
11/03/2022

APPROVED & PRESENTED BY:

MICHAEL McLEAN
Executive Officer of the Board

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED PEST MANAGEMENT POLICY

POLICY STATEMENT

It is the policy of the Los Angeles Unified School District (District) to practice Integrated Pest Management (IPM). All aspects of this program will be in accordance with federal and state laws and regulations, and county ordinances. All District policies must conform to this IPM policy.

Pesticides pose risks to human health and the environment, with special risks to children. It is recognized that pesticides cause adverse health effects in humans such as cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning. Pests will be controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of school buildings and grounds. Pesticides will not be used to control pests for aesthetic reasons alone. The safety and health of students, staff and the environment will be paramount.

Further, it is the goal of the District to provide for the safest and lowest risk approach to control pest problems while protecting people, the environment and property. The District's IPM Policy incorporates focusing on long-term prevention and will give non-chemical methods first consideration when selecting appropriate pest control techniques. The District will strive to ultimately eliminate the use of all chemical controls.

The "Precautionary Principle" is the long-term objective of the District. The principle recognizes that:

a) no pesticide product is free from risk or threat to human health, and

b) industrial producers should be required to prove that their pesticide products demonstrate an absence of the risks enumerated in paragraph two (2) rather than requiring that the government or the public prove that human health is being harmed.

This policy realizes that full implementation of the Precautionary Principle is not possible at this time and may not be for decades. But the District commits itself to full implementation as soon as verifiable scientific data enabling this becomes available.

DECISION MAKING PROCESS

A Pest Management Team will serve to provide guidance and verification regarding procedures, program implementation, and will recommend resolutions for District policies that conflict with this policy. Decisions will be made by a simple majority of all Pest Management Team members voting at meetings. A quorum of ten (10) members must be present to convene a meeting. The Pest Management Team will be appointed within forty-five (45) calendar days of adoption of this policy. The first meeting of the Pest Management Team must be attended by all members and convened within thirty (30) calendar days of the Team's appointment. The Pest Management Team will decide the frequency of subsequent meetings.

The administration of this program will be conducted by a District-appointed IPM Coordinator. The IPM Coordinator will be an existing District staff position.

The Pest Management Team will be comprised of fifteen (15) independent members: one District non-management representative from Maintenance and Operations, one District representative from Environmental Health and Safety Branch, one District representative from Food Services, the District IPM Coordinator, one IPM expert, two parents of District-enrolled students, two community members, one public health representative, two environmental representatives, one District teacher, one District principal, and one medical practitioner.

The Board of Education's School Safety and Campus Environment Committee must approve all assignments to this Pest Management Team by a simple majority of all members. Selection of the initial Pest Management Team nominees will be the responsibility of groups whose members have participated in and attended at least two (2) of the Policy Development Committee meetings. Thereafter, nominations will be submitted to the Pest Management Team by the fifteen (15) named constituencies. Nominations to a particular slot must be made by a member of that slot's constituency. Pest Management Team membership will be solicited through the *Spotlight*, recognized parent and teachers organizations, unions, and notification and outreach to other independent community groups. Nominations will be screened by the Pest Management Team, then submitted to the School Safety and Campus Environmental Committee for approval at a public meeting.

Pest Management Team members will be randomly divided into two (2) classes of seven (7) and eight (8), comprised as closely as possible of equal numbers of District staff and non-District staff Pest Management Team member constituencies. The seats of the first class shall be vacated after the expiration of the second year; of the second class, at the expiration of the third year, so that approximately one-half may be chosen every year; and if vacancies happen by resignation of otherwise, the School Safety and Campus Environmental Committee may make appointments to fill the vacated seats consistent with the fifteen (15) constituency groups. With the exception of the first term of the second class, Pest Management Team terms will be two (2) years.

PRODUCT AND USE APPROVAL

Product used at the District must be first approved by the Pest Management Team following a careful review of contents, precautions, and low risk methods. In the interim between adoption of this policy and establishment of the Pest Management Team, pest management product use and approval decisions will be made by the District IPM Coordinator in consultation with the independent IPM expert.

All purchasing of pesticides to be used on District sites or property will require the approval of the IPM Coordinator. Only persons specifically authorized by the IPM Coordinator are permitted to bring or apply pesticides on District sites or property; other site employees and non-employees are not permitted to bring or apply pesticides on District property.

Products will be divided into two classifications:

1) Products approved by the Pest Management Team by a simple majority of all members for use at the discretion of the pest control technician within the guidelines of this IPM program. This will be called the "Approved List." The Approved List will adhere to the "Pest Management Methods and Product Selection Guidelines" (see Appendix A).

2) Products not on the Approved List whose use requires the written approval of the IPM Coordinator and an independent IPM expert (approved by the Pest Management Team) when reduced risk methods are unsuccessful. Use of products not on the Approved List will be reported to and reviewed by the Pest Management Team on a case-by-case basis.

TRAINING

Training of personnel is critical to the success of an IPM program (see Appendix B). All District personnel and contractors, including facilities personnel, principals, teachers, parents, students, and the public, have roles and responsibilities in carrying out this IPM program. Training documentation will be reported to the Pest Management Team.

METHOD OF IPM CONTROL

The following is the preferred order in which pest management will be implemented:

1. Establish area pest management objectives, e.g., kitchens, playgrounds, classrooms, etc.
2. Establish pest threshold levels.
3. Initiate behavioral modification, including improved sanitation.
4. Utilize pest prevention methods, such as structural modification, and/or employ progressive non-chemical methods and techniques, including pest monitoring and trapping.
5. Employ reduced risk progressive pesticide selection as a last resort.

NOTIFICATION, RECORDKEEPING, AND REPORTING

The District will notify parents, employees and students of all pesticide applications using the following guidelines:

1. The District will provide annual notification to parents or guardians in the "Registration Packet" distributed at the beginning of each school year or upon enrollment. Notification will include:
    a) the IPM policy statement;
    b) the Approved List;
    c) the availability of IPM activity records in the main office of each school;
    d) a request that parents or guardians notify the school principal if their child's health and/or behavior would be influenced by exposure to pesticide products; and
    e) a mechanism by which parents or guardians can request notification of all pesticide applications.

2. The Approved List will be conspicuously posted annually in the main office of each site and remain posted throughout the year.

3. Applications of products not on the Approved List will be preceded by a 72-hour notification to parents or guardians, and school staff, except for emergencies as determined by the IPM coordinator and an independent IPM expert (approved by the Pest Management Team). Notification will include:
    a) the product name and active ingredient;
    b) the target pest;
    c) the date of pesticide use;
    d) the signal word indicating the toxicity category of the pesticide;
    e) a contact for more information; and
    f) the availability of further information at the school's main office.

4. Signs shall be conspicuously posted around any area where pesticides not on the Approved List are to be applied in a non-emergency situation at least 72-hours before and for five (5) half-lives after any pesticide application. In the event of an emergency as determined in number three (3) above, posting will go up at the time of the application. Signs shall include the information listed in number three (3) above.

IPM PROCEDURES MANUAL

An IPM procedures manual will be written to implement this policy. This manual will be presented to the Pest Management Team for review and approval within nine (9) months after adoption of this policy.

APPENDIX A

Pest Management Methods and Product Selection Guidelines

I. Pest management methods and product selection will be based on the following principles:

a) In embracing the Precautionary Principle, the District will use only those pest management methods or products demonstrated to be the safest and lowest risk to children, and strive to use products that demonstrate an absence of the following health effects: cancer, neurological disruption, birth defects, genetic alteration, reproductive harm, immune system dysfunction, endocrine disruption and acute poisoning.

b) In those instances where pesticide products fall outside of these specific guidelines, the District's decisions on pest management methods or product selection will conform to the spirit and intent of this policy and these guidelines.

c) The District will use only those pest management products that can be applied in a manner at a time where no person will inhale or come into direct contact with them, or be exposed to volatile agents.

d) The Approved List and categories in Section II will be reviewed and approved annually by the Pest Management Team.

e) A proposed time line for phaseout of products that will not qualify for the Approved List will be presented to the Pest Management Team for review and approval at their first meeting.

II. Only pest management products that fall within the following categories will be placed on the Approved List:

- insecticide or rodenticide baits and traps;
- caulking agents and crack sealants;
- borates, silicates, and diatomaceous earth;
- soap-based products;
- products on the Federal Insecticide Fungicide and Rodenticide Act (FIFRA) 25(b) list [40 CFR 152.25(g)(1)] or the California Certified Organic Farmers organic list
- cryogenics, electronic products, heat, and lights;
- biological controls, such as parasites and predators;
- microbial pesticides;
- insect growth regulators;
- physical barriers.

IPM TRAINING SCHEDULE AND COSTS

APPENDIX B

WHO	TRAINING	TRAINING METHOD	CURRENT STAFFING	ANNUAL TRAINING HRS INITIAL	ANNUAL TRAINING HRS ONGOING	ANNUAL COSTS INITIAL	ANNUAL COSTS ONGOING
M&O Personnel							
Pest Control Technicians	40 hrs.	Practical	22	880	350	$28,923	$14,460
Gardeners	40 hrs.	Practical	45	1,800	608	$40,751	$20,376
M&O Crafts (Plumbers, etc.)	2 hrs.	Lecture/Practical	1,421	2,842	1,000	$71,862	$35,931
Custodians (SUP-TTT Only)	4 hrs. - Initial 2 hrs. - Refresher	Lecture/Practical	2,162	4,324	1,240	$119,672	$59,836
Plant Managers	6 hrs. - Initial 4 hrs. - Cont'd Ed.	Lecture/Practical	555	5,550	3,450	$89,154	$44,577
Cafeteria Staff (SUP-TTT Only)	4 hrs. - Initial 2 hrs. - Refresher	Lecture/Practical	615	3,690	1,845	$128,800	$64,400
Instructional							
Principals/Administrators	30 minutes	Lecture/Handout	860	430	172	$800	$320
Teachers	15 minutes	Lecture/Handout	65,000	16,250	6,500	$20,000	$8,000
Students	0	Written Informative (1 page)	750,000			$5,000	$2,500
Community Outreach							
Parents (PTA)	30 minutes		27 Clusters			$8,660	$7,794
TOTAL COST:						**$513,622**	**$258,194**

Notes:
1. Each class is billed at 8 hours (including expenses)
2. Ongoing training includes 1 additional initial class with 1 hour preparation for each instructional hour
3. Community outreach contract cost are billed at 4 hours/meeting (including expenses)
4. Instructional and community outreach programs include both costs of instruction and time spent in training for LAUSD classified participants

APPENDIX C

MAINTENANCE & OPERATIONS BRANCH
1998-99 INTEGRATED PEST MANAGEMENT BUDGET

1	Pest Management Specialist	$ 52,487
14	Pest Control Technicians	608,260
6	Power Spray Operators	252,353
	Salaries	$ 913,100
	Benefits	259,902
	Supplies	87,315
21		$ 1,260,317

Gardening Budget Devoted to Weed Abatement
(Weed abatement time is estimated at 1/6 of Gardening time)

Salaries	$ 104,186
Benefits	33,467
Supplies/Equipment	31,250
Dumping	16,708
	$ 185,611

TOTAL **$ 1,445,928**

APPENDIX C (CONTINUED)

MAINTENANCE & OPERATIONS BRANCH
PROPOSED ADDITIONS TO SUPPORT IPM POLICY IMPLEMENTATION

SANITATION

Cleanliness of kitchens is one of the keys to an effective IPM policy. The IPM expert has identified cleanliness as a function where additional effort needs to be implemented. It is proposed that this be done through supplementing two functions currently in place, the Year-Round Cleaning Crews (centrally administered) and the Area Cleaning Crews (administered in each Maintenance and Operations Area.

A. Year-Round schools currently have their kitchens thoroughly cleaned every other year. The following new positions and overtime funding would be added to provide deep cleaning of year-round kitchens twice a year.

		Salary and Benefits
1	Plant Manager IV	$55,165
2	Senior Wall Washers	91,113
2	Window/Wall Washers	83,247
2	Building & Grounds Workers	59,678
	Supplies	5,000
TOTAL FOR TWO CREWS		**$294,203**

Overtime for existing Year-Round crews for deep cleaning of kitchens two Saturdays per month

2 Senior Wall Washers $25 per hour, 384 hours annually = $9,600
8 Wall Washers $22.50 per hour, 1,152 hours annually = $25,920
Supplies $4,000

TOTAL ANNUALLY **$39,520**

B. Traditional Calendar Schools currently have their kitchens thoroughly cleaned during the summer months. To increase the cleanliness of the kitchens, two crews will be provided per M&O Area to clean behind and under stoves and refrigerators as well as walls and stove hoods. Work will occur two Saturdays each month.

7	Senior Wall Washers	$25 per hour for 1,344 hours annually = $33,600
28	Wall/Window Washers	$22.50 per hour for 4,032 hours annually = $90,720
	Supplies	$14,000
TOTAL		**$138,320**

APPENDIX C (CONTINUED)

MAINTENANCE & OPERATIONS BRANCH
PROPOSED ADDITIONS TO SUPPORT IPM POLICY IMPLEMENTATION

C. Eight Exclusion Crews will be utilized to close openings and make kitchens and cafeterias inaccessible to pests. There will be one exclusion crew per M&O Area as a one-time cost for one year. One crew will be assigned to the IPM group to work at the call of the IPM expert.

		Salary and Benefits	
8	Carpenters	$358,720	Salaries
8	Maintenance Workers	225,400	Salaries
		186,651	Benefits
		60,000	Supplies
TOTAL FOR 8 CREWS		**$830,771**	

WEED ABATEMENT

Since spraying of grounds will be discontinued under the IPM policy, an hour per week at each school will be needed for nonchemical weed abatement. Although the hours will be added to gardening crews current hours, the effect is to add 15 full time equivalent gardeners for 600 sites.

15	Gardeners	$342,450	Salaries
		134,850	Benefits
		140,000	7 Trucks
		30,000	Supplies and Equipment
TOTAL		**$647,300**	

LIST OF NAMES AND ORGANIZATIONS

FIRST NAME	LAST NAME	ORGANIZATION
JIM	BARNARD	UCLA, PROFESSOR OF PHYSIOLOGY
TOM	BOXWELL	LAUSD, EHSB
WENDY	COHEN	PARENT
JULIE	CRUM	LAUSD, M&O
BILL	CURRIE	IPM INSTITUTE
DIANE	DOI	LAUSD, FOOD SERVICES
MARTHA	DOSTER	LAUSD, CHILD DEVELOPMENT DIVISION
HELEN	FALLON	PTA, 10TH DISTRICT
MARTIN	GALINDO	LAUSD, SOUTH OPERATIONS ADMINISTRATOR
CHRISTINA	GRAVES	PESTICIDE WATCH
LYNDON	HAWKINS	CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION
RICK	HENRY	LAUSD, M&O
WILLIAM	HICKS	LAUSD, M&O
MARLENE	ISARA	LAUSD, M&O
ANNE	JACKSON	ENVIRONMENTAL HEALTH ASSOCIATION
YI HWA	KIM	LAUSD, EHSB
DAVID	LERMA	LAUSD, LOCAL 99
DON	MOTLEY	LAUSD, FOOD SERVICES
KIRK	MURPHY	UCLA MEDICAL, PHYSICIANS FOR SOCIAL RESPONSIBILITY
YVONNE	NELSON	ACTION NOW
GARY	PONS	LAUSD, EHSB
ASHLEY	POSNER	PARENT
DEBBIE	RAPHAEL	CITY OF SANTA MONICA
SANDRA	SCHUBERT	LA SAFE SCHOOLS COALITION
ROBINA	SUWOL	LA SAFE SCHOOLS COALITION
HOLLY	TILSON	PTA, 10TH DISTRICT
GAIL	VAN GORDON	LA COUNTY HEALTH DEPARTMENT
MARIA	WALE	LAUSD, VALLEY OPERATIONS ADMINISTRATOR
ANNIE	WATERMAN	ACTION NOW
JAY	WINTERS	UTLA

APPENDIX D

DEFINITIONS

TERM	DEFINITION
ACTIVE INGREDIENT	An ingredient in a pesticide that destroys, repels, mitigates, desiccates, defoliates, or retards the growth of a target pest or plant as defined in FIFRA (7 USC 136(a)).
HALF-LIVES	The amount of time during which the biological activity of a pesticide product decreases by one-half of its original concentration. Five half-lives reduce the biological activity of a pesticide product to 3.125% of its original concentration. Reduced concentration is a component of reduced risk.
INDEPENDENT	One who does not have a direct financial stake in the traditional pest control industry.
INTEGRATED PEST MANAGEMENT	Integrated Pest Management (IPM) is the coordinated use of pest and environmental information with available pest management methods to prevent unacceptable levels of pest damage with least possible risk to human health and the environment, while remaining economically feasible. The goal of the IPM approach is to manage pests and the environment so as to protect human health and environmental quality. IPM systems utilize a high quantity and quality of technical information on the pest and its interaction with the environment (site). Because IPM programs apply a holistic approach to pest management decision-making, they take advantage of ALL low risk management options, emphasizing natural biological methods, and the appropriate use of selective pesticides as a last resort. IPM strategies incorporate environmental considerations by emphasizing pest management measures that minimize intrusion on natural bio-diversity ecosystems. Thus, IPM is: • A system utilizing multiple methods • A decision-making process • A risk reduction system • Information intensive • Biologically based • Cost effective • Site specific
IPM COORDINATOR	An existing District position responsible for oversight and implementation of the District's IPM policy.
PEST ACTION THRESHOLD	A pest action threshold is a tolerance level determined by the sensitivities of the occupants and should reflect the pest management objective for the site. The presence of a pest does not, in itself, necessarily require pesticidal action. When pest populations exceed action thresholds, action will be taken. Precise recommendations or actions to achieve specific results are an essential part of the IPM program. Specific recommendations including an explanation of the benefits should be based on the evaluation of all available data obtained through monitoring.
PESTICIDE	(1) Any substance or mixture of substances intended for preventing, destroying, repelling, or mitigating any pest, and (2) any substance or mixture of substances intended for use as a plant regulator, defoliant, or desiccant [FIFRA, 7 USC 136(u)]
PEST MANAGEMENT OBJECTIVE	A pest management objective is a road map for pest control that defines goals to be accomplished. The pest management objective is specific to the site's needs and considers the occupants, conditions, pest problems, and resources available.

APPENDIX D

DEFINITIONS CONTINUED

PROGRESSIVE NONCHEMICAL METHODS AND TECHNIQUES	Sanitation, exclusion, reduced temperature or increased temperature changes in plant health for turf and ornamentals, and physical lethal control measures such as snap traps, and the introduction of natural parasites, predators, or disease organisms are non-chemical methods and techniques. These approaches modify the habitat to reduce pest populations and minimize the role of chemical controls in pest management.
REDUCED RISK PROGRESSIVE PESTICIDE SELECTION	Selection of reduced risk products takes into consideration toxicity, volatility, longevity of the product, mode of application, placement of the material, effectiveness, and other physical characteristics of the product. Reduced risk products are essentially non-volatile, effective, relatively low toxicity products. Progressive selection requires the use of lowest-risk products first.
SIGNAL WORD	All EPA-registered pesticides have a signal word on the label that indicates its toxicity. EPA-designated signal words include: Danger, Warning, and Caution. These signal words refer to the acute hazard of the product, not to the potential for long-term effects. Signal words are defined by the EPA as: Danger — Highly Toxic Warning — Very to Moderately Toxic Caution — Minimally Toxic
STRUCTURAL AND BEHAVIORAL MODIFICATION	Non-pesticidal methods for managing pest populations, which includes modification of structures to exclude or eliminate life support for pests. Behavioral modifications are changes in the way students, staff, and District personnel take action such as removing trash and garbage at close of business, thorough cleaning actions, and not eating in classrooms.
TOXICITY CATEGORY	The EPA uses the LD_{50}* to rank pesticides into four toxicity categories. The most acutely toxic pesticides are in Category I and the least toxic in Category IV. **To measure acute toxicity, pesticides are fed to laboratory animals to see how much it takes to kill half of the test population. The result is the LD_{50} – the lethal dose for 50% of the test population.* The following demonstrates how the signal word relates to the toxicity category:

EPA Toxicity	Label Word	Signal Word	Fatal Dose in Humans	Oral LD_{50} (mg/kg)
Category I	Highly Toxic	Danger	A few drops	<50
Category II	Very Toxic	Warning	Up to one ounce	50 to 500
Category III	Moderately Toxic	Caution	Up to one pint	500 to 5,000
Category IV	Least Toxic	Caution	Up to one quart	>5,000

Office of the Inspector General
Los Angeles Unified School District

Performance Audit of
Integrated Pest Management Program

OA 22-1350

June 29, 2022

Los Angeles Unified School District
Office of the Inspector General

Kelly Gonez, President
Dr. George J. McKenna III
Monica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Tanya Ortiz Franklin
Members of the Board

Alberto M. Carvalho
Superintendent

Salvatore Randazzo
Interim Inspector General

June 29, 2022

Mr. Robert Laughton, Director
Maintenance & Operations Division
Los Angeles Unified School District
333 S. Beaudry Ave., 22nd floor
Los Angeles, CA 90017

RE: Integrated Pest Management Program

Dear Mr. Laughton:

This is our Performance Audit report of Integrated Pest Management Program.

The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act to provide all students and staff a healthier, safe learning and work environment; (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy. The audit covered the period from July 1, 2020, through June 30, 2021.

We appreciate your continued support of our services.

Sincerely,

Austin E. Onwualu

Austin E. Onwualu, CPA, CIG
Deputy Inspector General, Audits

Salvatore Randazzo
Interim Inspector General

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EXECUTIVE SUMMARY

We conducted an audit of the Los Angeles Unified School District (LAUSD or District) Integrated Pest Management (IPM) program. The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act[1] to provide all students and staff a healthier, safe learning and work environment, and (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy[2]. The audit covered the period from July 1, 2020, through June 30, 2021.

Our audit determined that the District's Integrated Pest Management program generally complied with the requirements of the Healthy Schools Act (HSA)[1]. We noted that an integrated pest management plan was on file, the District had an interim IPM Coordinator (until one could be permanently hired), Pest Technicians were visiting their assigned schools monthly, and routine services and internal controls were in place for the purchase, receipt, issuance, and control of pesticides and non-toxic pest supplies.

We visited seven (7) schools selected from each of the seven school Board Member districts together with the Newman Nutritional Center. We confirmed that District Pest Technicians were licensed by the State of California, parents received annual notification of potential pesticide application, and prior year annual pesticide usage reports at LAUSD sites were provided to the state. Also, the IPM oversight team was in place to approve the use of pesticides at District schools. We reviewed the IPM Team member process to determine whether the team was operating in accordance with documented procedures and the selection/approval of IPM oversight team members.

Our audit identified a few areas where improvements were needed. We provided the Pest Management Unit with three recommendations to comply with the HSA requirements and District policy. The details of our findings and recommendations are provided in the **Results of Audit** section of this report.

We conducted a Survey (through Survey Monkey) of a select group of elementary, middle, and senior high school Pest Technicians, Principals, Plant Managers and Cafeteria Managers representing all Board member districts. The goal of the Survey was to evaluate the effectiveness of the District's IPM program in controlling pests without the use of pesticides. The Survey included questions related to their familiarity with the state IPM mandate, the District's IPM policies and procedures, the Healthy Schools Act, their roles and responsibilities under the program and their evaluation of the effectiveness of the program at their respective school sites. In addition, we also sent a separate Survey questionnaire to the IPM Team members.

The Survey was sent out to 1,058 IPM participants (Pest Technicians, Principals, Plant Managers and Cafeteria Managers) from 361 selected elementary, middle and senior high schools. The Survey results are provided in **Exhibits A - F** of this report.

[1] Healthy Schools Act; https://www.cdpr.ca.gov/docs/pestmgt/pubs/hsa_factsheet.pdf

[2] LAUSD IPM Policy, Rev. 05/23/02; https://www.laschools.org/employee/mo/ipm/docs/ipmpolicyretype.pdf#:~:text=

INTRODUCTION

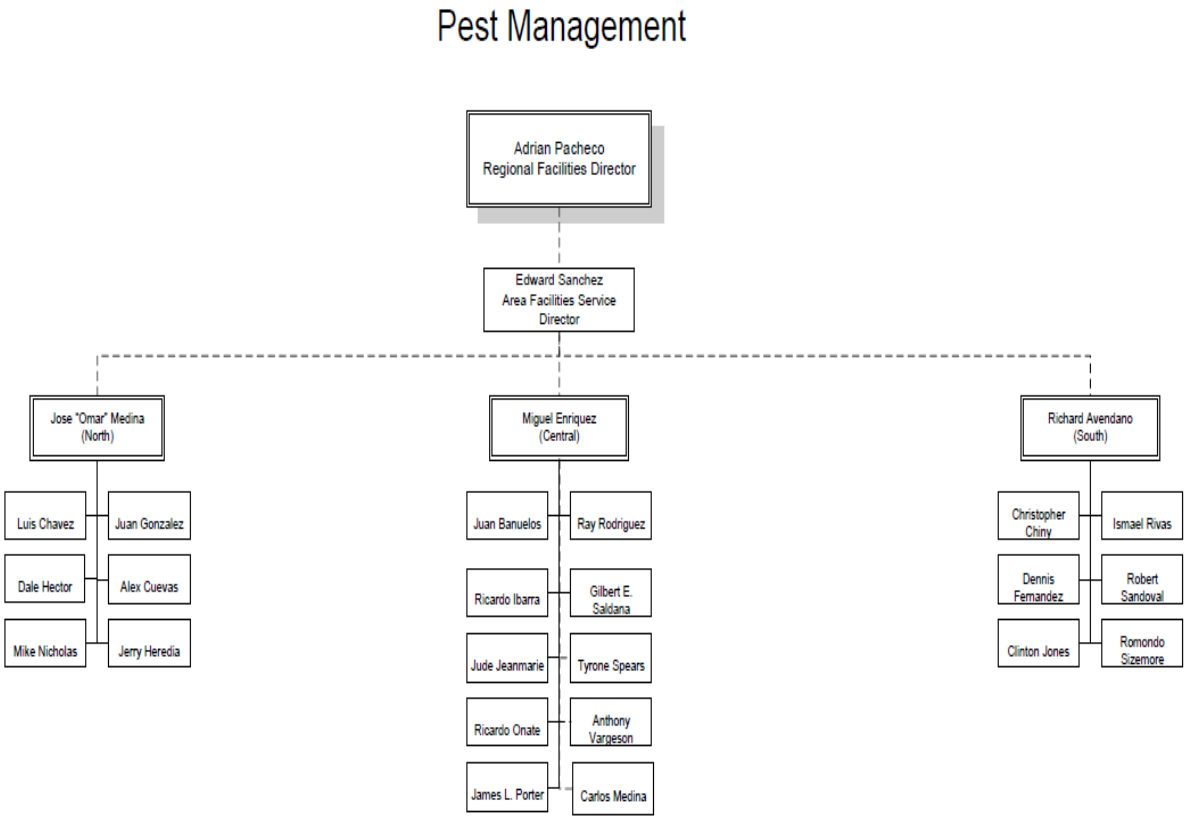
In March 1999, the Board of Education adopted a revised Integrated Pest Management (IPM) program. It is the policy of the Integrated Pest Management, (defined as the coordinated use of pest and environmental information with available pest management methods), to prevent unacceptable levels of pest damage by the most economical means and with the least possible exposure to people and the environment. The state enacted the California Healthy Schools Act (HSA) in 2000 to protect school children. The law requires public schools and childcare facilities to keep a record of pesticide use, notify parents about pesticide use and post warning signs when pesticides are applied. The law also favors safer, greener pest management techniques, known as integrated pest management over conventional pesticide-reliant treatments.

The California Healthy Schools Act has 7 requirements that all public schools and childcare facilities must adhere to: (i) select an IPM Coordinator, (ii) create an IPM Plan, (iii) provide annual HSA training to all participants, (iv) post warning signs in pesticide application areas, 24-72 hours in advance as applicable, (v) give participants an opportunity to register for notification prior to pesticide application, (vi) maintain records of pesticide applications, and (vii) submit annual pesticide use records to the State Department of Pest Regulation (DPR). The Pest Management Unit under the direction of the IPM Coordinator is responsible for ensuring that HSA requirements are met.

Pest Technicians

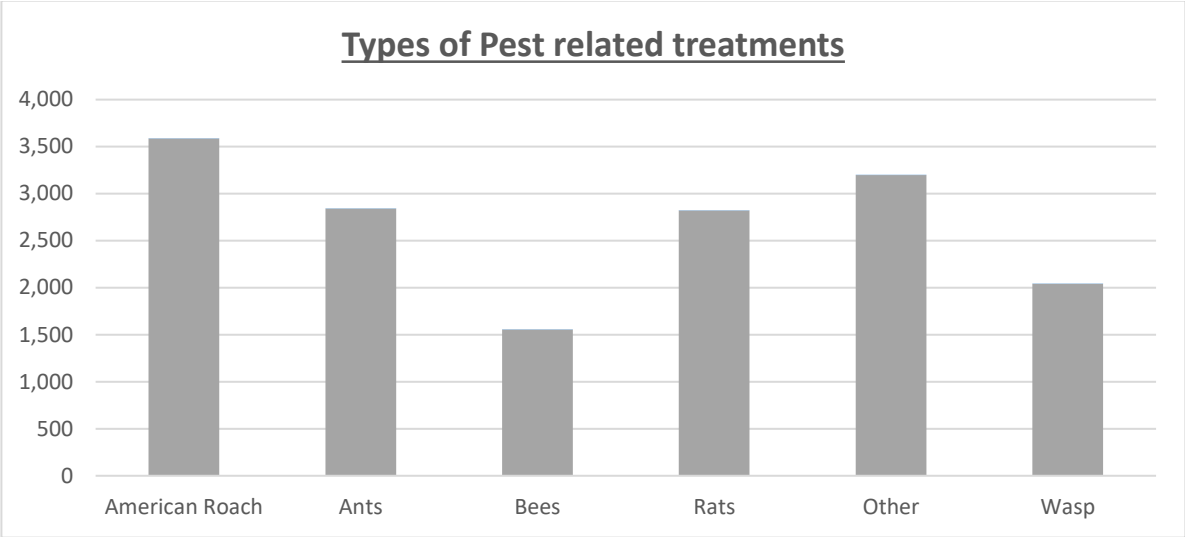
The Pest Management Unit provides pest management services to all school sites and facilities within the Los Angeles Unified School District. Pest Technicians are required to identify the various pest species within the District and to determine the necessary methods that can be used to both control the problem and conform to the guidelines of the District's IPM program.

The District's Pest Management Unit organization structure is as follows:



To further evaluate Pest Technicians' service effectiveness to the school District, we obtained and reviewed the Pest Management records from M&O for the period September 2017 through September 2021. The M&O Pest Management Unit received more than 18,000 service calls per year. Those service calls fall under the categories of: **Emergency** calls for situations that may cause immediate danger to students or staff members, **Urgent** calls for situations that may disrupt the learning environment in a classroom and **Routine** calls for situations that call for pest treatments that do not pose immediate threat to the safety of students and staff or that may cause major program disruption.

The records listed all the Pest Site Inspection Details recorded by the Pest Technicians after completing each inspection call. We noted that most of the pests treated were the American roach, ants, rats, wasp and bees. Others included mosquitos, pigeons, raccoons, fleas, mice etc. Based on the Pest Inspection Report and our school visits, we concluded that the Pest Management Unit provided satisfactory oversight of the IPM Program. The figure below shows the number of pest treatments performed from September 2017 through September 2021.



Pest Treatments 9/2017 through 9/2021

RESULTS OF AUDIT

Objective: To determine whether the District's Integrated Pest Management (IPM) Plan was effective and functioning in compliance with the Healthy Schools Act to provide all students and staff a healthier, safe learning and work environment.

We determined that the Pest Management Unit generally complied with the Healthy Schools Act requirements for Pest Control. However, our audit identified areas where improvements were needed including training for stakeholders on IPM procedures; and giving school participants the opportunity to register for advance notification of pesticide applications not included in the annual notice. Our audit noted the following:

(i) Compliance with HSA Requirements

IPM did not fully comply with the HSA requirements. Per the requirements of the Healthy Schools Act, the M&O Branch - Pest Management Unit was responsible for providing IPM program education to IPM participants. Additionally, schools were required to set-up a notification registry for all parents, guardians, and staff who required advance notice of special pesticide treatments at their school sites.

Our interviews and surveys conducted among IPM school participants, revealed the following:

- 55 School Principals (76%) stated that they did not receive lectures and brochures on IPM from M&O Pest Management Unit on a consistent basis.

- 110 Plant Managers (51%) stated that they had not received the initial 6-hour training and/or the 4-hour annual Refresher IPM Training Course.

- 122 Cafeteria Managers (53%) stated that they had not received any initial and/or an annual refresher IPM training course.

- 64 School Principals (89%) stated that the community through the PTA had not received any IPM lecture or training.

- 4 IPM Team Members (21%) stated that they had not received any training in IPM procedures with respect to their assigned roles.

- 5 Pest Technicians (26%) stated that they had not received the initial training or the annual refresher IPM training.

- All Pest Technicians surveyed were licensed by the State of California Structural Pest Control Board (SPCB) and/or the State Department of Pesticide Regulations (DPR). A review of the State websites indicated that all licenses were current and free of customer complaints

Additionally, we asked the school Principals if the schools maintained a list of individuals who wanted to be notified when pesticides were used at the school, 36 Principals (50%) who responded to the Survey answered no.

The above conditions occurred because there were no formal procedures in place for educating and training IPM participants. In addition, there was no oversight process in place by the Pest Management Team to monitor for non-compliance with IPM requirements.

As a result, all participants were not aware of their roles and responsibilities for the IPM program and may not have complied with HSA requirements. The conditions noted increased the probability that the students and staff may have been at risk of exposure to hazardous substances due to lack of advance notice of pesticide usage.

Recommendation 1: We recommend the following: (i) The IPM Coordinator should develop a formal training program for each stakeholder based on their roles and responsibilities, and (ii) periodically remind IPM participants of the IPM information/training opportunities that are available on the M&O website

Maintenance and Operations Division Response*:* The Maintenance and Operations Division agreed with this recommendation and stated that appropriate and consistent trainings and reminders will be implemented and utilized by January 1, 2023.

Recommendation 2: We recommend that the IPM Coordinator, establish a process to review school documents to help ensure that they were complying with HSA requirements.

Maintenance & Operations Division Response: The Maintenance and Operations Division agreed with this recommendation and stated that appropriate and consistent processes will be implemented and utilized across all schools by January 1, 2023

***Objective: To determine whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy*3.**

(ii) **Documentation to Support IPM Policy Changes**

The District's revised ***IPM Policy, dated 05/23/2002*** and ***IPM Procedures Manual***[3]***, dated October 2000*** state the following: (i) the Board of Education's School Safety and Campus Environment Committee must approve all assignments to the District's Pest Management Team; (ii) IPM Team members must immediately fill team vacancies; (iii) the term limit for IPM team members is 2 years; and (iv) the IPM policy procedures manual would be updated and approved within 9 months after the 05/23/2002 date of the revised policy.

The IPM Procedures Manual also states that: "*the Pest Management Team (IPM Team) will provide guidance regarding procedures, program implementation, and will recommend resolutions when the IPM policy conflicts with other District policies…a quorum of ten members is required to convene a meeting…the Board of Education's Facilities Committee must approve all assignments to the Team…the Team term is two years.*"

To assess the level of participation of the individual IPM Team members, we obtained various records from their regular meetings such as sign-in sheets, minutes of meetings, and other available documents. In addition, we requested the Pest Management Unit to provide copies of the confirmation of the IPM Team members by the Board of Education. One of the primary duties of the team was to approve products for routine use by the District. Product approvals require a quorum vote of 10 members.

As a result of our assessment, we noted the following conditions:

- No documentation was on file to support the assignment and approval of the current elected IPM Team members.
- The team does not have a permanent IPM Coordinator due to the retirement of the prior Coordinator. An interim Coordinator has been assigned.
- ***Changes were made to the established IPM policies and procedures without proper documentation and approval of the Pest Management unit. One of the changes made was the extension of term limits from 2 years to unlimited.***
- ***Many of the current team members have been in their present position longer than the two-year term limit.***
- One Team member assignment (Parent) was vacant and had been vacant for over a year.
- The IPM policy manual has not been updated in accordance with the revised policy change memo dated 05/23/2002.
- The Policy and Procedures manual is not clear as to whether an IPM team member can serve in one category and then serve under another category after their term expires.

Details of IPM Team Member Survey results are shown in **Exhibit E** of this report.

[3] ipm-procedures-manual.pdf (laschools.org)

Recommendations 3: We recommend that the IPM Procedures manual be updated and include the following:

- Current changes in federal and state IPM regulations, if applicable.
- Clarification as to whether assigned team members can serve in another team assignment after their initial term has expired.
- Term limits for team members not exceeding 3 – 5 years. Limits should be established and strictly enforced.
- Specific guidelines on how open positions will be recruited for to help ensure that vacancies are filled in a timely manner.
- Specific procedures for the selection and approval of IPM Team members. Final approval of Team members should be the responsibility of a separate committee assigned by the District or by M&O, Pest Management Unit Senior Managers.

Maintenance & Operations Division Response: Maintenance and Operations Division agreed with these recommendations and will implement these recommendations by January 1, 2023.

Pesticide and Non-toxic Pest Supplies

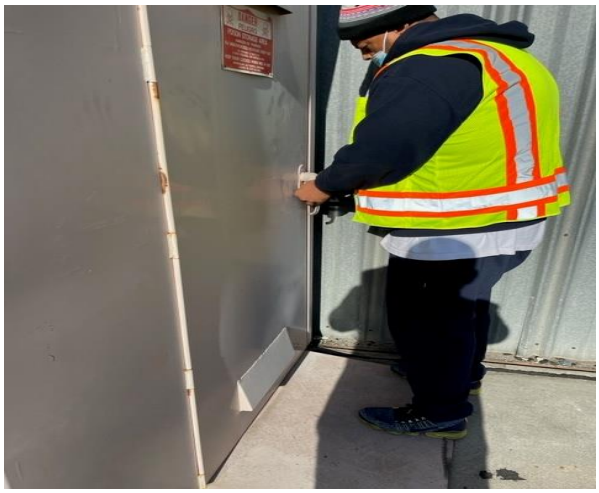
We obtained available records related to the recording and tracking of pesticide and pest management supplies inventory for the period July 1, 2020, through June 30, 2021. We also interviewed the M&O Stores Warehouse (C3) Head Stock Clerk to determine if controls were in place over the inventory process of all pest-related supplies.

We noted that:

- Adequate procedures were in place at the District for the purchasing, receiving, storage and control of pest control inventory.
- M&O had developed a flow chart that outlined the inventory process by department for the purchase and approval of inventory, the receipt of goods in the warehouse, the recording of the merchandise to the financial system and the taking of semi and annual inventory.
- Supplies on hand were monitored and recorded. The replenishment of pesticide and pest supplies was based on usage and available inventory.
- Standard procedures were in place for documenting, recording and monitoring of pest control products and supplies purchases and requisitions.

Pictures of Stores Warehouse Pesticides and Nontoxic Pest Control Supplies & Pesticides
Controlled Storage

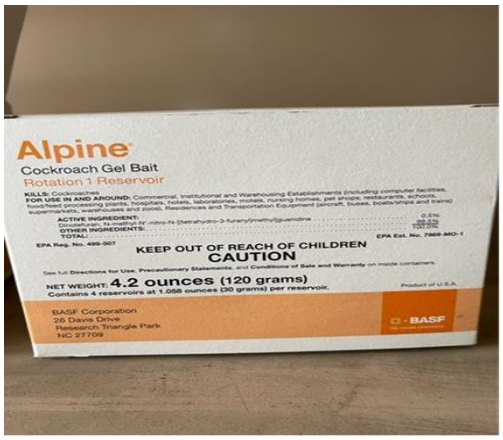












School Visits and Newman Nutritional Center

To determine the effectiveness of the Pest Technicians school site visits, record keeping, notification and compliance with the school IPM preventive maintenance guidelines, we visited seven (7) schools from each of the seven School Board Districts and the Newman Nutritional Center.

- We obtained and reviewed the IPM logbooks to ensure the Pest Technicians logged in each time they serviced the school, and the details matched the Pest Site Inspection Details

- We used the District adopted IPM School Tool Kit Checklist to interview both the Plant Managers and the Cafeteria Managers to ensure that they were aware of the District IPM program and the Pest Technicians duties in addressing pest problems at their respective schools.

- We verified that the Plant Managers and the Cafeteria Managers received the Pest Site Inspection Details describing the work performed, findings and corrective actions taken, if applicable.

- We inspected the custodial and hopper rooms to ensure proper storage of cleaning supplies and equipment, making sure that cleaning and disinfecting products were stored in secure areas inaccessible to children.

- We visited the Newman Nutritional Center and noted that the Pest Technicians placed pest traps and treated the facility more frequently. Pest traps were placed in various corners, food storage and food preparation areas.

Based on our visits to the schools and the Newman Nutritional Center, we concluded that Pest Technicians serviced the schools on a monthly basis and responded timely when needed. The school facilities were treated with non-toxic chemicals when such treatments were applicable. We noted placement of pest traps in various kitchen areas and hopper rooms. We also noted that the Newman Nutritional Center was treated more frequently, and pest traps were strategically placed in various areas of the facility. Shown below are some pictures taken during our visits:



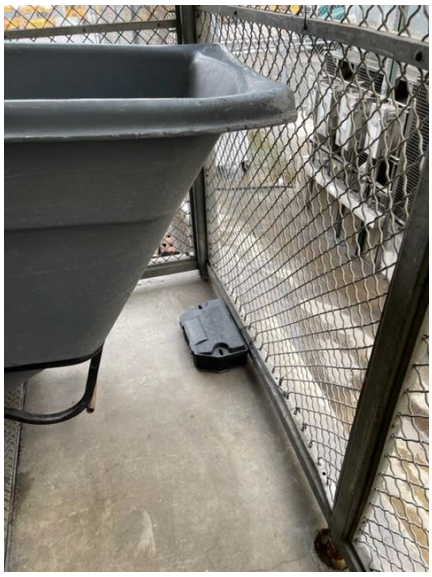
Newman Nutrition Center



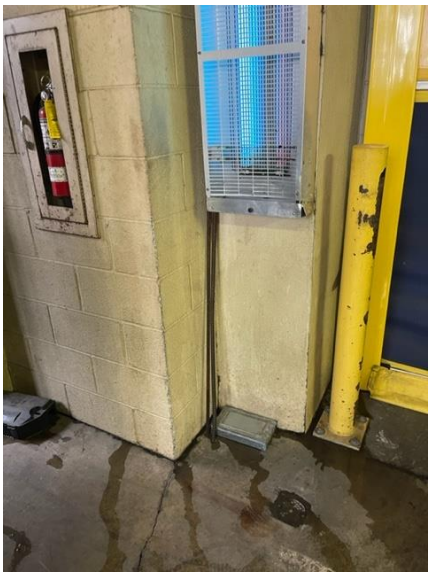
Pest Trap @ NNC



Storage Room



Pest Trap



Pest Trap



(A



Kitchen Storage Shelves

Kitchen Sink w/pipes, disposal conduits and drain fittings

At Huntington Park High School



Pest Trap located behind hot water tank in the Cafeteria Kitchen @ 135th Elementary School



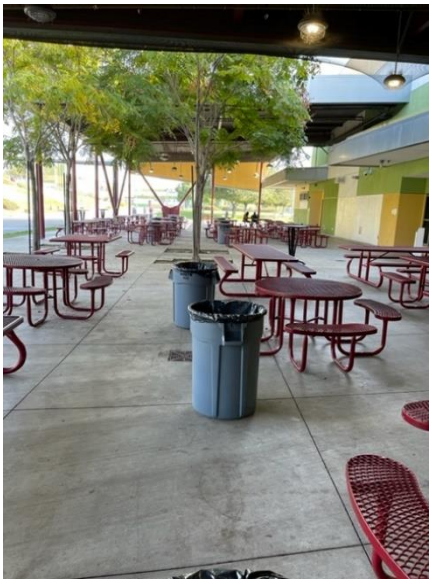
Cafeteria Area at Annandale Elementary



Trash bins at Annandale Elementary



Kitchen storage area at Edward Roybal Learning Center



Outdoor eating area at Edward Roybal Learning Center

AUDIT TEAM

This audit was conducted by the Office of the Inspector General's Audit Team:

Jas Ahmed, Audit Manager
Silas Awujo, Principal Auditor
Valerie Logan, Senior Auditor

APPENDIX A

SCOPE AND OBJECTIVE

The objectives of the audit were to determine: (1) whether the District's Integrated Pest Management (IPM) Program was effective and functioning in compliance with the Healthy Schools Act[4] to provide all students and staff a healthier, safe learning and work environment, and (2) whether the District's IPM Team was operating in accordance with state and federal guidelines and District policy[5]. The audit covered the period from July 1, 2020, through June 30, 2021.

We conducted this performance audit in accordance with *Generally Accepted Government Auditing Standards (GAGAS)*. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives. The audit covered the period from July 1, 2020 through June 30, 2021.

METHODOLOGY

To accomplish our audit objectives, we performed certain procedures, which included but not limited to the following:

- Reviewed federal and state laws and regulations for integrated pest management practices as well as the District's IPM policies and procedures.
- Conducted field visits to selected schools and the Newman Nutrition Center.
- Discussed the overall IPM process for schools and other facilities with the District's IPM Interim Coordinator.
- Interviewed personnel from Maintenance and operations Division, senior pest managers, pest technicians, M&O storage warehouse, head stock clerk, and school IPM participants.
- Developed and distributed internal control questionnaire to selected IPM school participants (Pest Technicians, Principals, Plant Managers and Cafeteria Managers).
- Reviewed pesticide purchases, receipts, issuance, usage, storage and inventory process controls including the annual physical inventory counts.
- Reviewed documents for compliance with DPR annual reporting requirements.
- Confirmed that Pest Technicians had current licenses issued by the State of California Structural Pest Control Board (SPCB) and/or the Department of Pesticides Regulations (DPR) and that they received appropriate pest management training.
- Sent out Survey questionnaire to School Principals, Pest Technicians, Plant Managers, Cafeteria Managers and the IPM Committee members.

[4] Healthy Schools Act; https://www.cdpr.ca.gov/docs/pestmgt/pubs/hsa_factsheet.pdf
[5] LAUSD IPM Policy, Rev. 05/23/02; https://www.laschools.org/employee/mo/ipm/docs/ipmpolicyretype.pdf#:~:text=

EVALUATION OF INTERNAL CONTROLS

In accordance with *Government Auditing Standards*, we obtained an understanding of internal control that is significant within the context of the audit objectives. We assessed whether internal controls were properly designed and implemented. For those controls that were deemed significant, we obtained sufficient, appropriate evidence to support our assessment about the effectiveness of those controls.

We are required to report deficiencies in internal controls that are significant within the context of the audit objectives. A deficiency in internal controls exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct (i) impairments of effectiveness or efficiency of operations, (ii) misstatements in financial or performance information; or (iii) noncompliance with provisions of laws, regulations, contracts, or grant agreements on a timely basis. Based on our audit, we did not find any deficiencies in internal controls, however, certain control activities and processes could be strengthened and improved, details of which are provided in the **Results of Audit** section of this report.

EXHIBIT A

SURVEY RESULTS – PEST TECHNICIANS

Total respondents: 19

IPM School Participants Survey Pest Technicians Survey Results						
Key Areas	**Yes**	**%**	**No**	**%**	**Not Sure**	**%**
Current State License issued by SPCB or DPR	19	100	0	0	0	0
Pest Technicians received an initial 40-hour training on pest management.	6	32	5	26	8	42
M&O provided the Plant Managers a four-hour annual refresher course in IPM.	6	32	10	53	3	15
Performed monthly pest inspection at school Cafeterias	19	100	0	0	0	0
Aware of sign posting/location (48 & 72 hrs.) requirements prior to pesticide treatment.	15	79	2	10.5	2	10.5
Monitored IPM books at schools to ensure they were up to date.	15	79	4	21	0	0
Able to obtain pest supplies/pesticides without Supervisor approval.	1	5	17	90	1	5
Had written copy of procedures issued by Pest Unit to acquire, use, and record pesticide supplies.	12	63	3	16	4	21
Had copy of the District's approved product list for pesticides.	18	95	1	5	0	0

Verbatim Comments from Pest Technicians

Pest Technicians were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received were as follows:

- "Have more flexibility with materials approved. Maybe create a way to contact them directly and have them respond in a timely manner. I have been working for the District

for 6 years and have never been contacted by IPM team. It appears the IPM team is set in their ways, and it is easier to dismiss new products than to try and investigate and see if new products might meet approval."

- "The IPM committee will withdraw effective chemical without provocation. As soon as it is found to be effective, they take it away."

- "There doesn't seem to be a working knowledge of pest control within the governing group."

- "Lot of new products that are safe and effective should be considered and approved."

- "Allow us to use our already approved materials to control pest populations, such as gopher baits and environmentally safe, but EFFECTIVE rodenticides with significant efficacy! That would help! Also, our Spider protocol needs to go! Spider webs, need to be treated not just cleaned!"

- "At this time, we do not have enough manpower to implement a better pest management program.

- "Eliminate the IPM Committee. IPM is not the elimination of pesticides but the IPM committee is that way. Products we are allowed to use may not be effective."

- "Dissolve the existing committee that has been serving for the past 20 years and create a new IPM committee with new members."

- "They restrict us to supplies and chemicals that are the least effective. Why are we leaning on these people who are not licensed by the state, have NO pest control experience, and yet they handcuff us to what they decide or what they think is best."

- "If we had better support from the IPM committee, IPM coordinator and Senior Pest manager in regard to having a broader approved pesticide list, which would be very helpful."

EXHIBIT B

SURVEY RESULTS – SCHOOL PRINCIPALS

Total respondents: 72

IPM School Participants Survey School Principals Survey Results						
Key Areas	**Yes**	**%**	**No**	**%**	**Not Sure**	**%**
Aware of federal and state laws mandating that the schools adopt an IPM program	*63*	*87*	*9*	*13*	*0*	*0*
Aware of the District IPM Program	*55*	*76*	*17*	*24*	*0*	*0*
Aware of the roles and responsibilities as an IPM participant	40	56	32	44	0	0
List of Parent Notifications are maintained on file (*)	36	50	36	50	0	0
Maintained a list of parents who requested notification of pesticide usage at schools	38	53	34	47	0	0
Students are given awareness training on IPM (*)	20	28	52	72	0	0
Principals received from M&O lectures and brochures on IPM	17	24	55	76	0	0
The community through the PTA are provided with awareness training on IPM (*)	8	11	64	89	0	0
Current "Approved Product List" on file and available at school sites	68	94	4	6	0	0

Verbatim Comments from School Principals

School Principals were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received were as follows:

Positive comments

- "Overall, pest control has been very supportive."
- "Our pest technician is amazing and always keeps the Plant Manager and I informed regarding school issues."
- "We have an issue, make a call, same person comes, and issue goes away."

Needed to Improve

- "We have had an ant issue for years. Pest Technician and Plant Manager both informed me that nothing can be done, but the use of baits that still does not take care of the issue. Students go home with bites."
- "Rats still roam our campus."
- "We have had a mosquito problem for some time—parents have complained. Three additional respondents have complained about the mosquito problem."

EXHIBIT C

SURVEY RESULTS – SCHOOL PLANT MANAGERS

Total respondents: 217

Key Areas	Yes	%	No	%	Not Sure	%
Aware of federal and state laws for IPM Program	167	77	35	16	0	0
Aware of the District IPM Program	189	87	13	6	0	0
Aware of the roles and responsibilities as a IPM participant	181	83	21	10	0	0
An alternate is designated to manage pest related issues who is trained.	104	48	96	44	0	0
Plant Managers received an initial six-hour training on pest management.	90	41	110	51	0	0
M&O provided the Plant Managers a four-hour annual refresher course in IPM.	91	42	109	50	0	0
Kept a log of pest sightings at school sites.	132	61	66	30	0	0
Maintained record of service calls.	187	86	11	5	0	0
Are school staff allowed to bring their own pesticide spray to school.	1	<1	216	>99	2	1
Pest Technician communicates pest problems, and recommendations on correction, if any, after each visit.	146	67	9	4	0	0

NOTE: All Respondents did not reply to all questions in the Survey.

Verbatim Comments from Plant Managers

Plant Managers were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received are as follows:

Positive comments

- "I believe the district's IPM team is a great resource to have at our disposal."
- "Pest management does an excellent job in my school"

- "We have an excellent communication with the pest management team.

Needed to Improve

- "Provide training and overview every year of what the IPM program is and to follow it at every school site."
- "Have big problem with cats and fleas"
- "Let technicians use safe chemicals or techniques that will get rid of pest. It is hard to win the battle with no AMMO."

The top 5 pests identified inside and outside of schools (as reported by Plant Managers):

Location	Pest Type	Survey Count	Percent
Inside	Ants	122	56
Inside	Cockroaches	89	41
Inside	Rodents	79	36
Inside	Termites	72	33
Inside	Other*	46	21
Outside	Ants	96	44
Outside	Bees	74	34
Outside	Rodents	47	22
Outside	Cockroaches	46	21
Outside	Other*	52	24

*Crickets, flies and bees

EXHIBIT D

SURVEY RESULTS – SCHOOL CAFETERIA MANAGERS

Total respondents: 227

Key Areas	Yes	%	No	%	Not Sure	%
Aware of federal and state laws for IPM Program	138	61	32	14	0	0
Aware of the District IPM Program	130	57	40	18	0	0
Aware of the roles and responsibilities as a IPM participant	126	56	44	19	0	0
An alternate was designated to oversee pest related issues.	120	53	45	20	0	0
Cafeteria Managers received an initial six-hour training on pest management.	42	19	121	53	0	0
M&O provided the Cafeteria Managers a two-hour annual refresher course in IPM.	29	13	117	52	0	0
Kept a record of pest sighting logs at school sites.	122	54	38	17	0	0
Maintained kitchen inspection/sanitation reports completed by the Pest Technician.	128	56	32	14	0	0
Pest Technician communicated pest problems, and recommendations on correction, if any, after each visit.	113	50	15	6	0	0

Verbatim Comments from Cafeteria Managers

Cafeteria Managers were asked to comment on specific areas that they thought the District's IPM Oversight Team and Sr. Management could improve on to better help them to control pests at District schools. Verbatim comments received are as follows:

Positive comments

- "I believe that the district's Pest Management team is a great resource to have at our disposal."
- "Pest Management does an excellent job in my school"
- "The IPM Team has been very efficient with their inspections and when called upon."

Needed to Improve

- "The cafeteria is kept free of evidence of pest activity, but classrooms have roaches, ants, and vermin."
- "Quick access to monthly reports."
- "There is only one guy who manages gophers for about 30 schools. It would be more efficient if all pest technicians did this not just one."

The top 5 pests identified (as reported by Cafeteria Managers):

Pest Type	Survey Count	Percent
Ants	97	43
Cockroaches	50	22
Rodents	79	35
Spiders	35	15
Rodents	22	10
Other*	38	17

*crickets, flies and bees

EXHIBIT E

IPM Team Members Survey Results							
Key Areas	**Yes**	**%**	**No**	**%**	**Not Sure**	**%**	**Total**
Aware of federal and state laws regarding school IPM programs.	13	100	0	0	0	0	13
Aware of the District IPM Program	13	100	0	0	0	0	13
Aware of the roles and responsibilities as a IPM participant	13	100	0	0	0	0	13
Served in other roles on the IPM Team in prior years.	1	8	12	92	0	0	13
Had regular IPM Team Meeting.	13	100	0	0	0	0	13
Sign-in sheet were used to record IPM Team Meeting.	11	84	1	8	1	8	13
IPM Team members had received training related to assigned role.	9	69	4	31	0	0	13
Used metrics/standards in evaluating the effectiveness of the district IPM program.	9	69	4	31	0	0	13
Regularly received meeting minutes after each session.	10	77	3	23	0	0	13

EXHIBIT F

IPM Program Evaluation

To determine whether the IMP program had improved over the last three to five years as of our audit date. We asked the Survey respondents whether they agreed with the following statements: (i) The program improved compared to 3 – 5 years ago.; (ii) The District IPM program was effective.; and (iii) The Pest Technicians serving their schools provided efficient and timely service. The results are noted below**:**

Consolidated Response from School IPM Participants							
IPM School Participants	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Not Applicable**	**Total**
Do you agree that Pest Infestation Has Improved Compared to 3 or 5 years ago?							
Principals	12 (17%)	18 (25%)	29 (40%)	9 (13%)	4 (6%)	0 (0%)	72
Plant Managers	46 (22%)	89 (42%)	62 (30%)	8 (4%)	5 (2%)	0 (0%)	210
Cafeteria Managers	63 (41%)	54 (35%)	30 (19%)	3 (2%)	4 (3%)	0 (0%)	154
	121 (27%)	**161 (37%)**	**121 (28%)**	**20 (4%)**	**13 (3%)**	**0 (0%)**	**436**
Do you agree that the District has an effective IPM Program at the school site?							
Principals	9 (13%)	28 (39%)	23 (32%)	10 (14%)	2 (3%)	0 (0%)	72
Plant Managers	53 (25%)	98 (49%)	51 (24%)	5 (2%)	3 (1%)	0 (0%)	210
Cafeteria Managers	56 (36%)	71 (46%	22 (14%)	3 (2%)	2 (1%)	0 (0%)	154
	118 (27%)	**197 (45%)**	**96 (22%)**	**18 (4%)**	**7 (2%)**	**0 (0%)**	**436**
Do you agree that the Pest Technicians provided an efficient and timely service?							
Principals	6 (8%)	25 (35%)	25 (35%)	4 (6%)	12 (17%)	0 (0%)	72
Plant Managers	34 (16%)	84 (40%)	33 (16%)	10 (5%)	49 (23%)	0 (0%)	210
Cafeteria Managers	15 (10%)	56 (36%)	17 (11%)	9 (6%)	57 (37%)	0 (0%)	154
	55 (13%)	**165 (38%)**	**75 (17%)**	**23 (5%)**	**118 (27%)**	**0 (0%)**	**436**

LOS ANGELES UNIFIED SCHOOL DISTRICT

Maintenance and Operations

TO: Austin Onwualu
Deputy Inspector General

DATE: June 15, 2022

FROM: Robert Laughton, Director
Maintenance and Operations

SUBJECT: **Maintenance and Operations Responses to the Office of the Inspector General's Draft Report of Integrated Pest Management**

Please find below Maintenance and Operations responses to the Office of the Inspector General's Draft report of Integrated Pest management Program Audit Report.

Recommendation 1:
We recommend the following: (i) The IPM Coordinator should develop a formal training program for each stakeholder based on their roles and responsibilities, and (ii) periodically remind IPM participants of the IPM information/training opportunities that are available on the M&O website.

Maintenance and Operations Response to Recommendation 1:
Maintenance and Operations agrees with this recommendation. Appropriate and consistent trainings and reminders will be implemented and utilized by January 1, 2023.

Recommendation 2:
We recommend that the IPM Coordinator, establish a process to review school documents to help ensure that they were complying with HSA requirements.

Maintenance and Operations Response to Recommendation 2:
Maintenance and Operations agrees with this recommendation. Appropriate and consistent processes will be implemented and utilized across all schools January 1, 2023.

Recommendation 3:
We recommend that the IPM Procedures manual be updated and include the following:

- Current changes in federal and state IPM regulations, if applicable.
- Clarification as to whether assigned team members can serve in another team assignment after their initial term has expired.
- Term limits for team members not exceeding 3 – 5 years. Limits should be established and strictly enforced.
- Specific guidelines on how open positions will be recruited for to help ensure that vacancies are filled in a timely manner.

Los Angeles Unified School District – Maintenance and Operations
333 S. Beaudry Ave., 22nd Floor, Los Angeles, CA 90017
Telephone (213) 241-0352 ● Fax (213) 241-8030

LOS ANGELES UNIFIED SCHOOL DISTRICT
Maintenance and Operations

- Specific procedures for the selection and approval of IPM Team members. Final approval of Team members should be the responsibility of a separate committee assigned by the District or by M&O, Pest Management Unit Senior Managers.

  Maintenance and Operations Response to Recommendation 3:
  Maintenance and Operations agrees with these recommendations and will implement these recommendations by January 1, 2023.

C: Mark Hovatter
Krisztina Tokes
Kathryn Butler
India Griffin
Ambition Padi
Katharine Monishi
Armando Ng
Derek Kim

Know about fraud, waste or abuse?

Tell us about it.

Maybe you are a school district employee, a parent or just a concerned citizen. Regardless, you can make a difference!

Maybe you know something about fraud, waste, or some other type of abuse in the school district.

The Office of the Inspector General has a hotline for you to call. You can also email or write to us.

If you wish, we will keep your identity confidential. You can remain anonymous, if you prefer. And you are protected by law from reprisal by your employer.

Whistleblower Protection

The Board approved the Whistleblower Protection Policy on February 12, 2002. This policy protects LAUSD employees who make allegations of improper governmental activity from retaliation or reprisal. To assure the reporting of any activity that threatens the efficient administration of the LAUSD, reports that disclose improper governmental activities shall be kept confidential.

General Contact Information

Office of the Inspector General
333 S. Beaudry Avenue, 12th Floor
Los Angeles, CA 90017
Phone: (213) 241-7700
Fax: (213) 241-6826
https://achieve.lausd.net/oig

Fraud, Waste and Abuse Hotline
(866) 528-7364 or (213) 241-7778
inspector.general@lausd.net

TAB 16

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-083-22/23, **Version:** 1

Secondary Career and Technical Education (CTE) Stakeholder Advisory Committee
November 15, 2022
Career Technical Education-Linked Learning/Division of Instruction

Action Proposed:
Approval of Stakeholder Advisory Committee Members for the Career Technical Education (CTE) Program in Los Angeles Unified School District.

Background:
The federal law titled Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and the California Education Code requires the governing board of each school district participating in a CTE program to approve a CTE Stakeholder Advisory Committee to develop recommendations on the program and to serve as liaison between the district and future employers.

Committee Member Compositions**:**
Nominations should be recommended by the head of the CTE department with input from the other CTE teachers, site principals, superintendent, and/or the school board chairperson.
The advisory committee should accurately reflect the industry sectors representing the CTE programs in the district. The advisory committee should include parents, students, teachers, faculty, administrators, counselors, representatives of business and industry, labor organizations, and representatives of special populations.

When committee members are identified, CTE administrators send a formal invite to the committee members to participate in the advisory committee meetings. The advisory committee meetings are held once a year. In addition, informal meetings with industry professionals are held periodically to enhance and expand the CTE program.

The attached list of stakeholder representatives was invited to serve on the committee in 2021-22 and have agreed to continue to serve on the committee with the approval of the Board. Additionally, Dr. Audrey Childers has agreed to be the committee chair.

Expected Outcomes:
The Secondary Career Technical Education Stakeholder Advisory Committee fulfills the requirements for Perkins V, the Career Technical Education Incentive Grant (CTEIG), and the Strong Workforce Program Grant (SWP). In addition, this committee will provide support to:

- Strengthen the CTE program by identifying professional competencies that can be aligned with District graduates' profiles and high schools' student learning outcomes;
- Identify industry-recognized certifications, and review curriculum to ensure programming meets certification requirements;
- Identify new and emerging fields according to labor market data, and assist in creating new, and modifying or expanding existing, CTE pathways;

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- Promote communication among educators, businesses, and industry experts regarding the employment needs of the employers;
- Ensure that CTE pathways are relevant and up-to-date by assessing the currently students and stakeholders available equipment and facilities and making recommendations as needed;
- Provide work-based learning experiences for students;
- Provide training opportunities in the form of externships for educators;
- Advocate available programs to communities and legislators, and seek legislative support for future career pathways;
- In judging student projects and preparing students for Career Technical Student Organization events and competitions; and
- Engage other businesses to offer students paid internships.

Board Options and Consequences:
A "Yes" vote will allow the establishment of a Secondary CTE Stakeholder Advisory Committee that will meet annually to provide feedback on the LAUSD secondary CTE pathways and meet the Perkins V, CTEIG, and SWP grant requirements.

A "No" vote will not meet the compliance requirements for the Perkins V, CTEIG, and SWP grants.

Policy Implications:
None

Budget Impact:
None

Student Impact:
- Career exploration and guidance opportunities for students
- Pathway alignment with community colleges
- Access to a continuum of work-based learning activities.
- Increased attainment of industry-specific technical skills, certifications, credentials, and training

Equity Impact:
See attached

Issues and Analysis:
None

Attachments:
Attachment A - Potential Members for the Secondary CTE Advisory Committee 2022-23

Informatives:
Not applicable

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO GARCIA
Senior Executive Director
Division of Instruction

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

Esther Soliman
ESTHER SOLIMAN
Administrator
CTE-Linked Learning

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
CTE-LINKED LEARNING/DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Esther Soliman, CTE-Linked Learning Administrator

SUBJECT: **BR-083-22/23** CTE Stakeholder Advisory Committee 2022-23

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The CTE Stakeholder Advisory Committee affirmatively recognizes historical inequities and will identify work-based learning opportunities for underserved students and work towards bridging the equity gaps, which is aligned to the core outlined in the 2022-2026 Strategic Plan.
Resource Prioritization	**3**	CTE Stakeholder Advisory committee group will prioritize resources based on student need as the group convenes annually to provide opportunities for student internships and teacher externships, seek feedback on CTE curriculum, and equipment and showcase the student projects.
Results	**3**	The Stakeholder Advisory will provide more work-based learning for all students, including students with disabilities. *"Work-based learning experiences provide the opportunity to strengthen six key soft skill areas - communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. These types of skills provide a competitive advantage for achieving career goals."* Federal Partners in Transition, 2020 Youth Transition Plan: For Students and Youth with Disabilities:

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
TOTAL	**9**	

Contact Person:	Telephone:	Email:
Seema Puri	213-241-1298	spuri@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Attachment A

CTE Linked Learning **Stakeholder Advisory Committee** **2022-23**

COMMITTEE MEMBER NAME & TITLE	ORGANIZATION
Cabrera, Samantha - President	American Institute of Graphic Arts (AIGA) - Los
Waynee, Matthew - CTE AME/PMA Teacher	32nd St. USC Magnet Schools, LAUSD
Wright, Will -Director of Government and Public Affairs	American Institute of Architects (AIA)
Young, Ashley, Program Manager	Amgen
Dabagyan, Esther - Principal	Bernstein STEM High School, LAUSD
Steward, Syd - Executive Director	Better Youth
Ross, Sharyn - Member, Mentor, Head of Outreach & Volunteer	British Academy of Film and Television Arts (BAFTA)
Drake, Kiana - Recruiter	City Year, Los Angeles
Angeles, Bianca - Education and Outreach Coordinator	Ellison Institute for Transformative Medicine
Kuhlmann, John - Director of College Access	Fulfillment Fund
Livingston, Rachel -Vice President of programs	Fulfillment Fund
Martinez, Tracy - Apprenticeship Coordinator	Goodwill SOCAL
Wierman, Daniel - Sector Strategies Manager	Goodwill SOCAL
Roberts, Ron - Recruitment & Public Relations Specialist	Griffith Construction
Brown, Bill - Coach/Education Director	Hidden Pioneers
Kahlenberg, Leo - Student	Kennedy High School LAUSD
Lemos, Aaron - CTE Teacher	Kennedy High School, LAUSD
Han, John -Senior Director	LAUSD: Beyond the Bell
Loxton, Debe, Administrative Assistant	LAUSD: Beyond the Bell
Cuesta, Gwenda - School Support Administrator	LAUSD: Educators of Tomorrow - Career Ladder
Lasmarias, Macky - Career Ladder Specialist	LAUSD: Educators of Tomorrow - Career Ladder

COMMITTEE MEMBER NAME & TITLE	ORGANIZATION
Wilkerson, Brooke - Career Ladder Specialist	LAUSD: Educators of Tomorrow - Career Ladder
Miranda, Denise -Administrative Coordinator	LAUSD: Special Populations Representative - Homeless/Foster/Military
Hall-Panameno, Julie - Equal Opportunity Title IX Coordinator	LAUSD: Special Populations Representative - Title IX
Salazar, Lisa - Executive Director	Los Angeles City
Ramirez, Ricky - Guidance Counselor	Los Angeles City College
Arias, Patricia - Youth Program Sr. Project Coordinator	Los Angeles Fire Department
Cleveland, Cedric - Fire Captain II	Los Angeles Fire Department
Larson, Kristine - Fire Chief	Los Angeles Fire Department
Soto, Veronica - Sr. Advisors Workforce Development	Los Angeles World Airports (LAWA)
Gendernalik, Mark - CTE MS Engineering Teacher	Mulholland Middle School, LAUSD
Navarro, Oswaldo - Education Partnership Manager	Music Forward Foundation
Rusike-Griffith, Max- Program Director	Network for Teaching Entrepreneurship (NFTE)
Small, Kimberly - Executive Director West	Network for Teaching Entrepreneurship (NFTE)
Amster, Seymour - CEO	Parents Educators and Students in Action (PESA)
Chan, Jonathan - Community Engagement Coordinator	Southern California Institute of Architecture
Donenberg, Ben - Founder & Artistic Director	Shakespeare Center Los Angeles
Richardson, Michael Equal Employment Opportunity Officer	Skanska
Poretta, Nick - Industrial Account Manager	Snap-On Tools
Gavina, Carlo - Energy Efficiency Manager	SOCAL Gas
Baisley, Marcus - Outreach Specialist	Southwest Carpenters' Union
LaBruno, Michael - Outreach Specialist	Southwest Carpenters' Union
Scott, Jeffrey - Outreach Specialist	Southwest Carpenters' Union

COMMITTEE MEMBER NAME & TITLE	ORGANIZATION
Jones, Teri - Western Regional Director	Virtual Enterprise International
Edgar, Dr. Jason - Jail Based Competency Program Director & Forensic Psychologist	Wellpath
Grey, Lawrence - Executive Director	Young Producers Group

Return to
Order of Business

TAB 17

Los Angeles Unified School District
333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-084-22/23, **Version:** 1

Strengthening Career Technical Education Act (Perkins V) Grant
November 15, 2022
Career Technical Education-Linked Learning/Division of Instruction

Action Proposed:
Ratify the Strengthening Career Technical Education Act (Perkins V) grant 2022-23 for $7,020,496.

Background:
This annual federal reimbursement grant provides LAUSD with funds to strengthen and enhance the Career Technical Education (CTE) program. Per the California Department of Education (CDE), students in CTE pathways have higher attendance rates, lower dropout rates, and increased post-secondary enrollment rates.

Expected Outcomes:
- Increase the number of students:
  - Acquiring technical and career-ready skills through growing CTE pathways.
  - Earning industry-recognized certifications to gain employability skills.
  - Earning postsecondary credits in their career pathway.
  - Completing CTE pathways and transitioning to post-secondary institutions to advance their skills for careers of their choice.
  - Experiencing a continuum of work-based opportunities.
- Provide pathways with industry-standard equipment and materials.

Board Options and Consequences:
If the Board ratifies the grant, students will have access to the Perkins V grant for 2022-23.

Policy Implications:
None

Budget Impact:
None. There are no match requirements for this grant.

Student Impact:
- Career exploration and guidance opportunities for students
- Pathway alignment with community colleges with CTE dual credit
- Access to a continuum of work-based learning activities
- Increased attainment of industry-specific technical skills, certifications, credentials, and training

Equity Impact:
See attached

Issues and Analysis:
None

Attachments:
Attachment A - List of Middle and High Schools with CTE Programs

Informatives:
None

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO GARCIA
Senior Executive Director
Division of Instruction

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

Esther Soliman
ESTHER SOLIMAN
Administrator
CTE-Linked Learning

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
CTE-LINKED LEARNING/DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Esther Soliman, CTE-Linked Learning Administrator

SUBJECT: **BR-084-22/23** Strengthening Career Technical Education Act (Perkins V) 2022-23 Grant

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	Perkins V affirmatively recognizes historical inequities. The plan urges the LEAs to utilize the grant funds to promote equity and access by eliminating institutional barriers and achievement gaps for all students to realize their educational and career goals.
Resource Prioritization	**3**	Perkins V prioritizes resources based on student need. Grant funds are available for specialized equipment or instructional materials and for CTE teachers' professional development to build educator capacity in addressing the achievement gaps in underserved populations.
Results	**3**	The Perkins V is likely to close opportunity gaps by providing industry-standard equipment and instructional materials for all students to explore careers and develop career-ready skills to reduce opportunity and achievement gaps.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
Seema Puri	(213) 241-1298	spuri@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
1	C	FOSHAY LC	Arts, Media, and Entertainment	Production and Managerial Arts
1	C	FOSHAY LC	Business and Finance	Financial Services
1	C	FOSHAY LC	Engineering and Architecture	Architectural Design
1	C	FOSHAY LC	Engineering and Architecture	Engineering Design
1	C	FOSHAY LC	Health Science and Medical Technology	Biotechnology
1	C	FOSHAY LC	Information and Communication Technologies	Software and Systems Development
1	C	LAUSD_USC MA_ENG MAGNET	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	C	LAUSD_USC MA_ENG MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
1	C	LAUSD_USC MA_ENG MAGNET	Engineering and Architecture	Engineering Design
1	C	MANUAL ARTS HS	Business and Finance	Business Management
1	C	MANUAL ARTS HS	Health Science and Medical Technology	Biotechnology
1	C	MANUAL ARTS HS	Health Science and Medical Technology	Patient Care
1	C	MANUAL ARTS HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	AUDUBON MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	AUDUBON MS	Arts, Media, and Entertainment	Performing Arts
1	W	AUDUBON MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	CRENSHAW HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	CRENSHAW HS	Arts, Media, and Entertainment	Performing Arts
1	W	CRENSHAW HS	Health Science and Medical Technology	Patient Care
1	W	CRENSHAW HS	Information and Communication Technologies	Software and Systems Development
1	W	CRENSHAW HS	Marketing Sales and Service	Entrepreneurship/Self Employment
1	W	DORSEY HS	Arts, Media, and Entertainment	Performing Arts
1	W	DORSEY HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	DORSEY HS	Engineering and Architecture	Engineering Design
1	W	DORSEY HS	Health Science and Medical Technology	Patient Care
1	W	DORSEY HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	DR. MICHELLE KING SCHOOL FOR STEM (GALA)	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	DR. MICHELLE KING SCHOOL FOR STEM (GALA)	Engineering and Architecture	Architectural Design
1	W	HAMILTON HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	HAMILTON HS	Arts, Media, and Entertainment	Performing Arts
1	W	HAMILTON HS	Arts, Media, and Entertainment	Production and Managerial Arts

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
1	W	HAMILTON HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	HAMILTON HS	Business and Finance	Business Management
1	W	HAMILTON HS	Health Science and Medical Technology	Patient Care
1	W	HAMILTON HS	Health Science and Medical Technology	Public and Community Health
1	W	HAMILTON HS	Information and Communication Technologies	Software and Systems Development
1	W	HAWKINS HS	Health Science and Medical Technology	Patient Care
1	W	HAWKINS HS	Information and Communication Technologies	Software and Systems Development
1	W	HAWKINS HS	Manufacturing and Product Development	Graphic Production Technologies
1	W	HAWKINS HS	Marketing Sales and Service	Entrepreneurship/Self Employment
1	W	LACES MAG	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	LACES MAG	Information and Communication Technologies	Software and Systems Development
1	W	LOS ANGELES HS	Energy, Environment, and Utilities	Environmental Resources
1	W	LOS ANGELES HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	LOS ANGELES HS	Information and Communication Technologies	Software and Systems Development
1	W	LOS ANGELES HS	Public Services	Legal Practices
1	W	MUIR MS	Information and Communication Technologies	Software and Systems Development
1	W	PALMS MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	WASHINGTON PREP HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	WASHINGTON PREP HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	WASHINGTON PREP HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	WESTERN AV TECH/ENG/COMM/HUM MAGNET	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	BELMONT SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	BELMONT SH	Building and Construction Trades	Residential and Commercial Construction
2	C	BELMONT SH	Health Science and Medical Technology	Patient Care
2	C	BELMONT SH	Transportation	Systems Diagnostics and Services
2	C	CONTRERAS LC	Hospitality, Tourism, and Recreation	Food Service and Hospitality
2	C	CONTRERAS LC	Marketing Sales and Service	Entrepreneurship/Self Employment
2	C	CORTINES HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	CORTINES HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	DOWNTOWN BUSINESS MAG	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	DOWNTOWN BUSINESS MAG	Business and Finance	Financial Services

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
2	C	DOWNTOWN BUSINESS MAG	Fashion and Interior Design	Fashion Design and Merchandising
2	C	DOWNTOWN BUSINESS MAG	Information and Communication Technologies	Software and Systems Development
2	C	FRANKLIN HS	Building and Construction Trades	Residential and Commercial Construction
2	C	FRANKLIN HS	Education, Child Development, and Family Services	Education
2	C	FRANKLIN HS	Engineering and Architecture	Engineering Design
2	C	FRANKLIN HS	Information and Communication Technologies	Software and Systems Development
2	C	KING MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	MARSHALL HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	MARSHALL HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
2	C	MARSHALL HS	Energy, Environment, and Utilities	Environmental Resources
2	C	MARSHALL HS	Health Science and Medical Technology	Patient Care
2	C	MIGUEL CONTRERAS LEARNING COMPLEX - LA SCH OF GLOBAL STUDIES	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	ROYBAL LC	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	BELVEDERE MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	BOYLE HEIGHTS STEM	Engineering and Architecture	Engineering Design
2	E	BRAVO MEDICAL MAGNET	Health Science and Medical Technology	Biotechnology
2	E	BRAVO MEDICAL MAGNET	Health Science and Medical Technology	Patient Care
2	E	CITY OF ANGELS AT HOLLENBECK MS	Engineering and Architecture	Engineering Design
2	E	ESTEBAN TORRES HS - ENGINEER & TECHNOLOGY ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	ESTEBAN TORRES HS - ENGINEER & TECHNOLOGY ACADEMY	Engineering and Architecture	Engineering Design
2	E	GARFIELD HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	GARFIELD HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	GARFIELD HS	Business and Finance	Business Management
2	E	GARFIELD HS	Health Science and Medical Technology	Patient Care
2	E	GARFIELD HS	Transportation	Systems Diagnostics and Services
2	E	GRIFFITH MS	Engineering and Architecture	Engineering Design
2	E	GRIFFITH MS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
2	E	LINCOLN HS	Agriculture and Natural Resources	Ornamental Horticulture
2	E	LINCOLN HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	LINCOLN HS	Business and Finance	Financial Services
2	E	LINCOLN HS	Engineering and Architecture	Architectural Design

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Board District	Local District	School	Industry Sector	Pathway
2	E	LINCOLN HS	Engineering and Architecture	Engineering Design
2	E	NIGHTINGALE MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	NIGHTINGALE MS	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	ROOSEVELT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	ROOSEVELT HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	ROOSEVELT HS	Health Science and Medical Technology	Biotechnology
2	E	ROOSEVELT HS	Information and Communication Technologies	Software and Systems Development
2	E	ROOSEVELT HS	Public Services	Legal Practices
2	E	SOLIS LA	Business and Finance	International Business
2	E	TORRES HS	Arts, Media, and Entertainment	Performing Arts
2	E	TORRES HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	WILSON HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	WILSON HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	WILSON HS	Health Science and Medical Technology	Patient Care
2	E	WILSON HS	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	WILSON HS	Public Services	Legal Practices
3	NE	NORTH HOLLYWOOD HS	Agriculture and Natural Resources	Animal Science
3	NE	NORTH HOLLYWOOD HS	Agriculture and Natural Resources	Ornamental Horticulture
3	NE	NORTH HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	NORTH HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	NORTH HOLLYWOOD HS	Building and Construction Trades	Residential and Commercial Construction
3	NE	NORTH HOLLYWOOD HS	Business and Finance	Business Management
3	NE	NORTH HOLLYWOOD HS	Information and Communication Technologies	Software and Systems Development
3	NE	NORTH HOLLYWOOD HS	Marketing Sales and Service	Entrepreneurship/Self Employment
3	NE	NORTH HOLLYWOOD HS	Transportation	Systems Diagnostics and Services
3	NE	VAN NUYS HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NE	VAN NUYS HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	VAN NUYS HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	NE	VAN NUYS HS	Manufacturing and Product Development	Machining and Forming Technologies
3	NE	VAN NUYS HS	Transportation	Systems Diagnostics and Services
3	NE	VAN NUYS MS	Manufacturing and Product Development	Machining and Forming Technologies

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Board District	Local District	School	Industry Sector	Pathway
3	NW	CANOGA PARK HS	Agriculture and Natural Resources	Animal Science
3	NW	CANOGA PARK HS	Agriculture and Natural Resources	Ornamental Horticulture
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CANOGA PARK HS	Education, Child Development, and Family Services	Education
3	NW	CANOGA PARK HS	Engineering and Architecture	Engineering Design
3	NW	CHATSWORTH HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CHATSWORTH HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CHATSWORTH HS	Health Science and Medical Technology	Patient Care
3	NW	CHATSWORTH HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	NW	CHATSWORTH HS	Information and Communication Technologies	Software and Systems Development
3	NW	CHATSWORTH HS	Information and Communication Technologies	Software and Systems Development
3	NW	CHATSWORTH HS	Manufacturing and Product Development	Machining and Forming Technologies
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CLEVELAND HS	Education, Child Development, and Family Services	Child Development
3	NW	CLEVELAND HS	Engineering and Architecture	Architectural Design
3	NW	CLEVELAND HS	Engineering and Architecture	Engineering Design
3	NW	FROST MS	Information and Communication Technologies	Information Support Services
3	NW	GEORGE K PORTER MS GIFTED MAGNET	Information and Communication Technologies	Software and Systems Development
3	NW	HALE MS	Agriculture and Natural Resources	Animal Science
3	NW	HALE MS	Engineering and Architecture	Engineering Design
3	NW	HALE MS	Health Science and Medical Technology	Biotechnology
3	NW	HALE MS	Information and Communication Technologies	Software and Systems Development
3	NW	HOLMES MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	HOLMES MS	Engineering and Architecture	Engineering Design
3	NW	HOLMES MS	Health Science and Medical Technology	Biotechnology
3	NW	KENNEDY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	KENNEDY HS	Arts, Media, and Entertainment	Production and Managerial Arts

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Board District	Local District	School	Industry Sector	Pathway
3	NW	KENNEDY HS	Business and Finance	Business Management
3	NW	KENNEDY HS	Education, Child Development, and Family Services	Child Development
3	NW	KENNEDY HS	Engineering and Architecture	Architectural Design
3	NW	KENNEDY HS	Health Science and Medical Technology	Patient Care
3	NW	KENNEDY HS	Information and Communication Technologies	Software and Systems Development
3	NW	MULHOLLAND MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	MULHOLLAND MS	Engineering and Architecture	Engineering Design
3	NW	NORTHRIDGE ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	NORTHRIDGE MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	PEARL HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	PEARL HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	VALLEY ACADEMY OF ARTS AND SCIENCE	Engineering and Architecture	Engineering Design
4	NW	PORTOLA MS	Arts, Media, and Entertainment	Production and Managerial Arts
4	NW	PORTOLA MS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	NW	RESEDA HS	Arts, Media, and Entertainment	Production and Managerial Arts
4	NW	RESEDA HS	Engineering and Architecture	Engineering Design
4	NW	RESEDA HS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Health Science and Medical Technology	Patient Care
4	NW	RESEDA HS	Information and Communication Technologies	Software and Systems Development
4	NW	RESEDA HS	Public Services	Public Safety
4	NW	SOCES MAG	Engineering and Architecture	Engineering Design
4	NW	SOCES MAG	Hospitality, Tourism, and Recreation	Food Service and Hospitality
4	NW	SUTTER MS	Engineering and Architecture	Engineering Design
4	NW	WILLIAM H TAFT	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	NW	WILLIAM H TAFT	Engineering and Architecture	Engineering Design
4	NW	WILLIAM H TAFT	Fashion and Interior Design	Fashion Design and Merchandising
4	NW	WILLIAM H TAFT	Health Science and Medical Technology	Patient Care
4	NW	WILLIAM H TAFT	Information and Communication Technologies	Software and Systems Development
4	NW	WILLIAM H TAFT	Information and Communication Technologies	Software and Systems Development

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Board District	Local District	School	Industry Sector	Pathway
4	W	FAIRFAX HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	FAIRFAX HS	Business and Finance	Business Management
4	W	FAIRFAX HS	Fashion and Interior Design	Fashion Design and Merchandising
4	W	FAIRFAX HS	Fashion and Interior Design	Interior Design
4	W	FAIRFAX HS	Information and Communication Technologies	Software and Systems Development
4	W	FAIRFAX HS	Public Services	Legal Practices
4	W	FAIRFAX HS	Public Services	Public Safety
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Performing Arts
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	HOLLYWOOD HS	Education, Child Development, and Family Services	Child Development
4	W	HOLLYWOOD HS	Engineering and Architecture	Architectural Design
4	W	LAUREL CINEMATIC ARTS CREATIVE TECH MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	LAUREL CINEMATIC ARTS CREATIVE TECH MAGNET	Information and Communication Technologies	Software and Systems Development
4	W	UNIVERSITY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	UNIVERSITY HS	Health Science and Medical Technology	Patient Care
4	W	VENICE HS	Agriculture and Natural Resources	Ornamental Horticulture
4	W	VENICE HS	Engineering and Architecture	Engineering Design
4	W	VENICE HS	Health Science and Medical Technology	Patient Care
4	W	VENICE HS	Manufacturing and Product Development	Graphic Production Technologies
4	W	VENICE HS	Public Services	Legal Practices
4	W	WEBSTER MS	Engineering and Architecture	Engineering Design
4	W	WESTCHESTER HS	Building and Construction Trades	Residential and Commercial Construction
4	W	WESTCHESTER HS	Health Science and Medical Technology	Patient Care
4	W	WESTCHESTER HS	Information and Communication Technologies	Software and Systems Development
4	W	WRIGHT ENG & DESIGN MAGNET	Engineering and Architecture	Engineering Design
5	C	BERENDO MS	Information and Communication Technologies	Software and Systems Development
5	C	CLINTON MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	EAGLE ROCK HS	Agriculture and Natural Resources	Agriscience
5	C	EAGLE ROCK HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	EAGLE ROCK HS	Arts, Media, and Entertainment	Production and Managerial Arts

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Board District	Local District	School	Industry Sector	Pathway
5	C	EAGLE ROCK HS	Engineering and Architecture	Engineering Design
5	C	EAGLE ROCK HS	Health Science and Medical Technology	Patient Care
5	C	EAGLE ROCK HS	Manufacturing and Product Development	Graphic Production Technologies
5	C	EAGLE ROCK HS	Marketing Sales and Service	Entrepreneurship/Self Employment
5	C	JEFFERSON HS	Education, Child Development, and Family Services	Education
5	C	JEFFERSON HS	Information and Communication Technologies	Information Support Services
5	C	JEFFERSON HS	Manufacturing and Product Development	Graphic Production Technologies
5	C	NAVA COLLEGE PREPARATORY ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	ORTHOPAEDIC HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	ORTHOPAEDIC HS	Health Science and Medical Technology	Biotechnology
5	C	RFK COMM SCHLS - LOS ANGELES HS OF THE ARTS	Arts, Media, and Entertainment	Performing Arts
5	C	RFK COMM SCHLS - LOS ANGELES HS OF THE ARTS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	SANTEE HS	Building and Construction Trades	Residential and Commercial Construction
5	C	SANTEE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	C	SANTEE HS	Information and Communication Technologies	Games and Simulation
5	C	SANTEE HS	Marketing Sales and Service	Entrepreneurship/Self Employment
5	C	SCH VIS ARTS HUM@RFK	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	SOTOMAYOR HS	Agriculture and Natural Resources	Agriscience
5	C	SOTOMAYOR HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	SOTOMAYOR HS	Energy, Environment, and Utilities	Environmental Resources
5	C	WEST ADAMS PREP HS	Business and Finance	Business Management
5	C	WEST ADAMS PREP HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	C	WEST ADAMS PREP HS	Public Services	Emergency Response
5	E	BELL SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	BELL SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	BELL SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	BELL SH	Education, Child Development, and Family Services	Child Development
5	E	BELL SH	Manufacturing and Product Development	Graphic Production Technologies
5	E	BELL SH	Manufacturing and Product Development	Machining and Forming Technologies
5	E	BELL SH	Transportation	Systems Diagnostics and Services
5	E	ELIZABETH LC	Health Science and Medical Technology	Mental and Behavioral Health

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Board District	Local District	School	Industry Sector	Pathway
5	E	ELIZABETH LC	Health Science and Medical Technology	Patient Care
5	E	ELIZABETH LC	Information and Communication Technologies	Software and Systems Development
5	E	ELIZABETH LC	Marketing Sales and Service	Entrepreneurship/Self Employment
5	E	HUNTINGTON PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	HUNTINGTON PARK HS	Building and Construction Trades	Residential and Commercial Construction
5	E	HUNTINGTON PARK HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	INTERNATIONAL STUDIES HS-LEGACY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	INTERNATIONAL STUDIES HS-LEGACY HS	Business and Finance	Business Management
5	E	LEGACY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	LEGACY HS	Engineering and Architecture	Engineering Design
5	E	LEGACY SH VISUAL AND PERFORMING ARTS	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	MARQUEZ HS	Health Science and Medical Technology	Biotechnology
5	E	MARQUEZ HS	Health Science and Medical Technology	Patient Care
5	E	MAYWOOD ACADEMY HS	Arts, Media, and Entertainment	Performing Arts
5	E	MAYWOOD ACADEMY HS	Engineering and Architecture	Architectural Design
5	E	MAYWOOD ACADEMY HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	MAYWOOD ACADEMY HS	Information and Communication Technologies	Networking
5	E	MAYWOOD ACADEMY HS	Information and Communication Technologies	Software and Systems Development
5	E	SOUTH EAST HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	SOUTH EAST HS	Business and Finance	Business Management
5	E	SOUTH EAST HS	Engineering and Architecture	Engineering Design
5	E	SOUTH EAST HS	Public Services	Public Safety
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Performing Arts
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	SOUTH GATE HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	SOUTH GATE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	SOUTHEAST MS	Engineering and Architecture	Engineering Design
5	W	BERNSTEIN SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	W	BERNSTEIN SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	W	BERNSTEIN SH	Information and Communication Technologies	Software and Systems Development

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Board District	Local District	School	Industry Sector	Pathway
5	W	BERNSTEIN SH STEM	Engineering and Architecture	Engineering Design
5	W	BERNSTEIN SH STEM	Health Science and Medical Technology	Biotechnology
5	W	BERNSTEIN SH STEM	Information and Communication Technologies	Software and Systems Development
6	NE	ARLETA HS	Engineering and Architecture	Engineering Design
6	NE	ARLETA HS	Marketing Sales and Service	Entrepreneurship/Self Employment
6	NE	CESAR E CHAVEZ LEARNING ACADEMY - ARTS/THEATRE/ENTERTAIN MAG	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	CESAR E CHAVEZ LEARNING ACADEMY - ARTS/THEATRE/ENTERTAIN MAG	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	CHAVEZ LA	Information and Communication Technologies	Networking
6	NE	EAST VALLEY HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	GRANT HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	GRANT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	GRANT HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	GRANT HS	Information and Communication Technologies	Games and Simulation
6	NE	OLIVE VISTA MS	Engineering and Architecture	Engineering Design
6	NE	PACOIMA MS	Engineering and Architecture	Engineering Design
6	NE	PANORAMA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	PANORAMA HS	Arts, Media, and Entertainment	Performing Arts
6	NE	PANORAMA HS	Health Science and Medical Technology	Patient Care
6	NE	PANORAMA HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	POLYTECHNIC HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	POLYTECHNIC HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	POLYTECHNIC HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	NE	POLYTECHNIC HS	Education, Child Development, and Family Services	Child Development
6	NE	POLYTECHNIC HS	Engineering and Architecture	Engineering Design
6	NE	POLYTECHNIC HS	Health Science and Medical Technology	Mental and Behavioral Health
6	NE	POLYTECHNIC HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	POLYTECHNIC HS	Information and Communication Technologies	Software and Systems Development
6	NE	SAN FERNANDO MS	Engineering and Architecture	Engineering Design
6	NE	SAN FERNANDO SH	Arts, Media, and Entertainment	Performing Arts
6	NE	SAN FERNANDO SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	SAN FERNANDO SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking

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Board District	Local District	School	Industry Sector	Pathway
6	NE	SAN FERNANDO SH	Engineering and Architecture	Engineering Design
6	NE	SAN FERNANDO SH	Health Science and Medical Technology	Biotechnology
6	NE	SAN FERNANDO SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	SAN FERNANDO SH	Information and Communication Technologies	Software and Systems Development
6	NE	SAN FERNANDO SH	Transportation	Systems Diagnostics and Services
6	NE	SUN VALLEY MS	Engineering and Architecture	Engineering Design
6	NE	SUN VALLEY MS	Health Science and Medical Technology	Biotechnology
6	NE	SUN VALLEY MS	Information and Communication Technologies	Software and Systems Development
6	NE	SUN VALLEY MS	Marketing Sales and Service	Entrepreneurship/Self Employment
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Engineering and Architecture	Engineering Design
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Health Science and Medical Technology	Biotechnology
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Health Science and Medical Technology	Patient Care
6	NE	SYLMAR CHARTER HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	SYLMAR CHARTER HS	Engineering and Architecture	Engineering Design
6	NE	SYLMAR CHARTER HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	SYLMAR CHARTER HS	Transportation	Systems Diagnostics and Services
6	NE	SYLMAR LEADERSHIP ACADEMY TK-8	Engineering and Architecture	Architectural Design
6	NE	SYLMAR LEADERSHIP ACADEMY TK-8	Information and Communication Technologies	Software and Systems Development
6	NE	THE SCIENCE ACADEMY STEM MAGNET	Information and Communication Technologies	Information Support Services
6	NE	VALLEY OAKS CENTER FOR ENRICHED STUDIES (VOCES) MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	VERDUGO HILLS HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	VERDUGO HILLS HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	VERDUGO HILLS HS	Health Science and Medical Technology	Patient Care
6	NW	MONROE HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NW	MONROE HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	NW	MONROE HS	Engineering and Architecture	Engineering Design
6	NW	MONROE HS	Fashion and Interior Design	Fashion Design and Merchandising
6	NW	MONROE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NW	MONROE HS	Public Services	Emergency Response
7	C	ANGELOU HS	Business and Finance	Business Management
7	C	ANGELOU HS	Engineering and Architecture	Engineering Design

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Board District	Local District	School	Industry Sector	Pathway
7	S	BANNING SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	BANNING SH	Business and Finance	Business Management
7	S	BANNING SH	Business and Finance	International Business
7	S	BANNING SH	Engineering and Architecture	Engineering Design
7	S	BANNING SH	Health Science and Medical Technology	Patient Care
7	S	BANNING SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	BANNING SH	Public Services	Emergency Response
7	S	BANNING SH	Transportation	Structural Repair and Refinishing
7	S	BETHUNE MS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	BETHUNE MS	Health Science and Medical Technology	Patient Care
7	S	CARNEGIE MS	Health Science and Medical Technology	Patient Care
7	S	CARNEGIE MS	Information and Communication Technologies	Software and Systems Development
7	S	CARSON AEE	Education, Child Development, and Family Services	Child Development
7	S	CARSON AEE	Health Science and Medical Technology	Patient Care
7	S	CARSON AEE	Information and Communication Technologies	Software and Systems Development
7	S	CARSON AMA	Health Science and Medical Technology	Patient Care
7	S	CARSON SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	CARSON SH	Business and Finance	Business Management
7	S	CARSON SH	Engineering and Architecture	Engineering Design
7	S	CARSON SH	Information and Communication Technologies	Software and Systems Development
7	S	CARSON SH	Public Services	Public Safety
7	S	CARSON SH	Transportation	Systems Diagnostics and Services
7	S	DIEGO RIVERA LEARNING COMPLEX COMMUNICATION & TECHNOLOGY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	DIEGO RIVERA LEARNING COMPLEX GREEN DESIGN STEAM ACADEMY	Agriculture and Natural Resources	Plant and Soil Science
7	S	DIEGO RIVERA LEARNING COMPLEX GREEN DESIGN STEAM ACADEMY	Engineering and Architecture	Architectural Design
7	S	DREW MS UNI PWY PS	Public Services	Legal Practices
7	S	DREW MS UNI PWY PS	Public Services	Public Safety
7	S	DYMALLY HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	DYMALLY HS	Health Science and Medical Technology	Biotechnology
7	S	EDISON MS	Engineering and Architecture	Architectural Design
7	S	FREMONT HS	Agriculture and Natural Resources	Ornamental Horticulture

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Board District	Local District	School	Industry Sector	Pathway
7	S	FREMONT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	FREMONT HS	Business and Finance	Business Management
7	S	FREMONT HS	Engineering and Architecture	Engineering Design
7	S	FREMONT HS	Fashion and Interior Design	Personal Services
7	S	FREMONT HS	Health Science and Medical Technology	Patient Care
7	S	FREMONT HS	Information and Communication Technologies	Software and Systems Development
7	S	FREMONT HS	Public Services	Legal Practices
7	S	GARDENA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	GARDENA HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	GARDENA HS	Business and Finance	Financial Services
7	S	GARDENA HS	Marketing Sales and Service	Entrepreneurship/Self Employment
7	S	GARDENA HS	Public Services	Legal Practices
7	S	GOMPERS MS UNI PW MED	Agriculture and Natural Resources	Animal Science
7	S	GOMPERS MS UNI PW MED	Health Science and Medical Technology	Patient Care
7	S	JORDAN HS	Arts, Media, and Entertainment	Performing Arts
7	S	KING DREW HS	Health Science and Medical Technology	Biotechnology
7	S	KING DREW HS	Health Science and Medical Technology	Patient Care
7	S	KING DREW HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	NARBONNE HS	Health Science and Medical Technology	Patient Care
7	S	NARBONNE HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Marketing Sales and Service	Entrepreneurship/Self Employment
7	S	NARBONNE HS	Public Services	Legal Practices
7	S	NARBONNE HS	Transportation	Systems Diagnostics and Services
7	S	PEARY MS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
7	S	RICHARD VLADOVI TCHR PREP ACAD	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	SAN PEDRO HS	Business and Finance	Business Management

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
7	S	SAN PEDRO HS	Health Science and Medical Technology	Patient Care
7	S	SAN PEDRO HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	SAN PEDRO HS	Transportation	Systems Diagnostics and Services
7	S	WHITE MS	Engineering and Architecture	Engineering Design
7	S	WHITE MS	Health Science and Medical Technology	Patient Care
7	S	WHITE MS	Information and Communication Technologies	Software and Systems Development
7	S	WHITE MS	Marketing Sales and Service	Entrepreneurship/Self Employment

Return to
Order of Business

TAB 18

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-085-22/23, **Version:** 1

Career Technical Education Incentive Grant (CTEIG) 2021-22
November 15, 2022
Career Technical Education-Linked Learning/Division of Instruction

Action Proposed:
Ratify the Career Technical Education Incentive Grant (CTEIG) in the amount of $8,686,490 (July 1, 2021 through December 31, 2023).

Background:
This annual California Department of Education (CDE) formula-based grant provides LAUSD with funding to strengthen and enhance the district's Career Technical Education (CTE) program. Per the CDE, students in CTE pathways have higher attendance rates, lower dropout rates, and increased post-secondary enrollment rates. All the work we do with our grants supports our students in 450 plus career pathways while preparing them for college and career, with special emphasis on career (Pillar 1: Academic Excellence, Priority D: College and Career Readiness).

Expected Outcomes:
- Increase in the number of students that will:
  - Acquire technical and career-ready skills through growing CTE pathways
  - Earn industry-recognized certifications to gain employable skills
  - Earn post-secondary credits in their career pathway
  - Complete CTE pathways and transition to post-secondary institutions to advance their skills for careers of their choice
  - Experience a continuum of work-based learning opportunities
- Increase number of career pathways with industry-standard equipment, materials, and work-based learning integrated into their curriculum
- Increase industry sector pathways with high-wage and high-demand occupations as identified by current local labor market research
- Develop a deeper understanding of the purpose and benefits of CTE programs by all students and stakeholders
- Increase number of dual credit courses and articulation agreements through partnerships with Los Angeles Community College District postsecondary schools.
- Increase number of district teachers with industry-relevant training and externships
- Increase recruitment and retention of CTE teachers

Board Options and Consequences:
If the Board ratifies the grant, students will have access to additional CTEIG-funded materials, equipment, work-based learning, and certifications within their CTE pathways, beginning in 2022-23.

If the Board does not ratify the grant, students will have reduced funding for and access to industry-specific, professional-grade materials, equipment, work-based learning, and certifications.

Policy Implications:
None

Budget Impact:
None. This grant is matched 2-1 to existing CTE-related expenditures.

Student Impact:
- Career exploration and guidance opportunities for students
- Pathway alignment with community colleges
- Better instruction via elevated teaching through CTEIG-funding trainings, externships, and professional development
- Increased attainment of industry-specific certifications and training

CTEIG funding gives L.A. Unified the opportunity and autonomy to address the specialized materials, equipment, and professional development needs of CTE pathways in areas of particular student need and/or resource disparity. CTE programs are evaluated based, in part, on the measurement of equity and access for applicants' students. CTEIG funds build educator capacity to address the achievement gaps in special population students and engage special population students in CTE classrooms. The grant funds are used to purchase equipment and materials for CTE pathways to ensure pathways have industry-standard equipment to assist in preparing students for college and careers.

Equity Impact:
See attached

Issues and Analysis:
None

Attachments:
Attachment A - Middle and High Schools with CTE programs

Informatives:
None

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

PEDRO GARCIA
Senior Executive Director
Division of Instruction

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

Esther Soliman
ESTHER SOLIMAN
Administrator
CTE-Linked Learning

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
CAREER TECHNICAL EDUCATION-LINKED LEARNING/DIVISION OF INSTRUCTION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 5, 2022

FROM: Esther Soliman, CTE-Linked Learning Administrator

SUBJECT: **BR-085-22/23 CAREER TECHNICAL EDUCATION INCENTIVE GRANT (CTEIG) 2021-22**

Board Meeting Date:	November 15, 2022

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	This grant recognizes historical inequities as the California Department of Education (CDE) is deliberate in promoting equity and access to Career Technical Education (CTE) programs. CTE programs are evaluated and based, in part, on the measurement of how an applicant provides opportunities for the participation of "pupils who are individuals with exceptional needs."
Resource Prioritization	**3**	Resource prioritization of this grant is based on student need. LAUSD prioritizes schools and pathways that have received less funds from other grant sources (e.g., Perkins and Strong Workforce Program). Grant funds are utilized to support CTE teacher professional development and to purchase equipment and materials for CTE pathways to prepare all students for college and careers.
Results	**3**	CTE classes and pathways provide opportunities for students to explore careers and develop career-ready skills that lead to living wage and high-demand employment in areas with opportunity and achievement gaps.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
Esther Soliman	(213) 241-8754	esther.soliman@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
1	C	FOSHAY LC	Arts, Media, and Entertainment	Production and Managerial Arts
1	C	FOSHAY LC	Business and Finance	Financial Services
1	C	FOSHAY LC	Engineering and Architecture	Architectural Design
1	C	FOSHAY LC	Engineering and Architecture	Engineering Design
1	C	FOSHAY LC	Health Science and Medical Technology	Biotechnology
1	C	FOSHAY LC	Information and Communication Technologies	Software and Systems Development
1	C	LAUSD_USC MA_ENG MAGNET	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	C	LAUSD_USC MA_ENG MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
1	C	LAUSD_USC MA_ENG MAGNET	Engineering and Architecture	Engineering Design
1	C	MANUAL ARTS HS	Business and Finance	Business Management
1	C	MANUAL ARTS HS	Health Science and Medical Technology	Biotechnology
1	C	MANUAL ARTS HS	Health Science and Medical Technology	Patient Care
1	C	MANUAL ARTS HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	AUDUBON MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	AUDUBON MS	Arts, Media, and Entertainment	Performing Arts
1	W	AUDUBON MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	CRENSHAW HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	CRENSHAW HS	Arts, Media, and Entertainment	Performing Arts
1	W	CRENSHAW HS	Health Science and Medical Technology	Patient Care
1	W	CRENSHAW HS	Information and Communication Technologies	Software and Systems Development
1	W	CRENSHAW HS	Marketing Sales and Service	Entrepreneurship/Self Employment
1	W	DORSEY HS	Arts, Media, and Entertainment	Performing Arts
1	W	DORSEY HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	DORSEY HS	Engineering and Architecture	Engineering Design
1	W	DORSEY HS	Health Science and Medical Technology	Patient Care
1	W	DORSEY HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	DR. MICHELLE KING SCHOOL FOR STEM (GALA)	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	DR. MICHELLE KING SCHOOL FOR STEM (GALA)	Engineering and Architecture	Architectural Design
1	W	HAMILTON HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	HAMILTON HS	Arts, Media, and Entertainment	Performing Arts
1	W	HAMILTON HS	Arts, Media, and Entertainment	Production and Managerial Arts

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
1	W	HAMILTON HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	HAMILTON HS	Business and Finance	Business Management
1	W	HAMILTON HS	Health Science and Medical Technology	Patient Care
1	W	HAMILTON HS	Health Science and Medical Technology	Public and Community Health
1	W	HAMILTON HS	Information and Communication Technologies	Software and Systems Development
1	W	HAWKINS HS	Health Science and Medical Technology	Patient Care
1	W	HAWKINS HS	Information and Communication Technologies	Software and Systems Development
1	W	HAWKINS HS	Manufacturing and Product Development	Graphic Production Technologies
1	W	HAWKINS HS	Marketing Sales and Service	Entrepreneurship/Self Employment
1	W	LACES MAG	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	LACES MAG	Information and Communication Technologies	Software and Systems Development
1	W	LOS ANGELES HS	Energy, Environment, and Utilities	Environmental Resources
1	W	LOS ANGELES HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	LOS ANGELES HS	Information and Communication Technologies	Software and Systems Development
1	W	LOS ANGELES HS	Public Services	Legal Practices
1	W	MUIR MS	Information and Communication Technologies	Software and Systems Development
1	W	PALMS MS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	WASHINGTON PREP HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
1	W	WASHINGTON PREP HS	Arts, Media, and Entertainment	Production and Managerial Arts
1	W	WASHINGTON PREP HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
1	W	WESTERN AV TECH/ENG/COMM/HUM MAGNET	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	BELMONT SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	BELMONT SH	Building and Construction Trades	Residential and Commercial Construction
2	C	BELMONT SH	Health Science and Medical Technology	Patient Care
2	C	BELMONT SH	Transportation	Systems Diagnostics and Services
2	C	CONTRERAS LC	Hospitality, Tourism, and Recreation	Food Service and Hospitality
2	C	CONTRERAS LC	Marketing Sales and Service	Entrepreneurship/Self Employment
2	C	CORTINES HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	CORTINES HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	DOWNTOWN BUSINESS MAG	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	DOWNTOWN BUSINESS MAG	Business and Finance	Financial Services

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
2	C	DOWNTOWN BUSINESS MAG	Fashion and Interior Design	Fashion Design and Merchandising
2	C	DOWNTOWN BUSINESS MAG	Information and Communication Technologies	Software and Systems Development
2	C	FRANKLIN HS	Building and Construction Trades	Residential and Commercial Construction
2	C	FRANKLIN HS	Education, Child Development, and Family Services	Education
2	C	FRANKLIN HS	Engineering and Architecture	Engineering Design
2	C	FRANKLIN HS	Information and Communication Technologies	Software and Systems Development
2	C	KING MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	MARSHALL HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	C	MARSHALL HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
2	C	MARSHALL HS	Energy, Environment, and Utilities	Environmental Resources
2	C	MARSHALL HS	Health Science and Medical Technology	Patient Care
2	C	MIGUEL CONTRERAS LEARNING COMPLEX - LA SCH OF GLOBAL STUDIES	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	C	ROYBAL LC	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	BELVEDERE MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	BOYLE HEIGHTS STEM	Engineering and Architecture	Engineering Design
2	E	BRAVO MEDICAL MAGNET	Health Science and Medical Technology	Biotechnology
2	E	BRAVO MEDICAL MAGNET	Health Science and Medical Technology	Patient Care
2	E	CITY OF ANGELS AT HOLLENBECK MS	Engineering and Architecture	Engineering Design
2	E	ESTEBAN TORRES HS - ENGINEER & TECHNOLOGY ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	ESTEBAN TORRES HS - ENGINEER & TECHNOLOGY ACADEMY	Engineering and Architecture	Engineering Design
2	E	GARFIELD HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	GARFIELD HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	GARFIELD HS	Business and Finance	Business Management
2	E	GARFIELD HS	Health Science and Medical Technology	Patient Care
2	E	GARFIELD HS	Transportation	Systems Diagnostics and Services
2	E	GRIFFITH MS	Engineering and Architecture	Engineering Design
2	E	GRIFFITH MS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
2	E	LINCOLN HS	Agriculture and Natural Resources	Ornamental Horticulture
2	E	LINCOLN HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	LINCOLN HS	Business and Finance	Financial Services
2	E	LINCOLN HS	Engineering and Architecture	Architectural Design

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
2	E	LINCOLN HS	Engineering and Architecture	Engineering Design
2	E	NIGHTINGALE MS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	NIGHTINGALE MS	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	ROOSEVELT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	ROOSEVELT HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	ROOSEVELT HS	Health Science and Medical Technology	Biotechnology
2	E	ROOSEVELT HS	Information and Communication Technologies	Software and Systems Development
2	E	ROOSEVELT HS	Public Services	Legal Practices
2	E	SOLIS LA	Business and Finance	International Business
2	E	TORRES HS	Arts, Media, and Entertainment	Performing Arts
2	E	TORRES HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	WILSON HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
2	E	WILSON HS	Arts, Media, and Entertainment	Production and Managerial Arts
2	E	WILSON HS	Health Science and Medical Technology	Patient Care
2	E	WILSON HS	Marketing Sales and Service	Entrepreneurship/Self Employment
2	E	WILSON HS	Public Services	Legal Practices
3	NE	NORTH HOLLYWOOD HS	Agriculture and Natural Resources	Animal Science
3	NE	NORTH HOLLYWOOD HS	Agriculture and Natural Resources	Ornamental Horticulture
3	NE	NORTH HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	NORTH HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	NORTH HOLLYWOOD HS	Building and Construction Trades	Residential and Commercial Construction
3	NE	NORTH HOLLYWOOD HS	Business and Finance	Business Management
3	NE	NORTH HOLLYWOOD HS	Information and Communication Technologies	Software and Systems Development
3	NE	NORTH HOLLYWOOD HS	Marketing Sales and Service	Entrepreneurship/Self Employment
3	NE	NORTH HOLLYWOOD HS	Transportation	Systems Diagnostics and Services
3	NE	VAN NUYS HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NE	VAN NUYS HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NE	VAN NUYS HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	NE	VAN NUYS HS	Manufacturing and Product Development	Machining and Forming Technologies
3	NE	VAN NUYS HS	Transportation	Systems Diagnostics and Services
3	NE	VAN NUYS MS	Manufacturing and Product Development	Machining and Forming Technologies

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
3	NW	CANOGA PARK HS	Agriculture and Natural Resources	Animal Science
3	NW	CANOGA PARK HS	Agriculture and Natural Resources	Ornamental Horticulture
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CANOGA PARK HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CANOGA PARK HS	Education, Child Development, and Family Services	Education
3	NW	CANOGA PARK HS	Engineering and Architecture	Engineering Design
3	NW	CHATSWORTH HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CHATSWORTH HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CHATSWORTH HS	Health Science and Medical Technology	Patient Care
3	NW	CHATSWORTH HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
3	NW	CHATSWORTH HS	Information and Communication Technologies	Software and Systems Development
3	NW	CHATSWORTH HS	Information and Communication Technologies	Software and Systems Development
3	NW	CHATSWORTH HS	Manufacturing and Product Development	Machining and Forming Technologies
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CLEVELAND HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	CLEVELAND HS	Education, Child Development, and Family Services	Child Development
3	NW	CLEVELAND HS	Engineering and Architecture	Architectural Design
3	NW	CLEVELAND HS	Engineering and Architecture	Engineering Design
3	NW	FROST MS	Information and Communication Technologies	Information Support Services
3	NW	GEORGE K PORTER MS GIFTED MAGNET	Information and Communication Technologies	Software and Systems Development
3	NW	HALE MS	Agriculture and Natural Resources	Animal Science
3	NW	HALE MS	Engineering and Architecture	Engineering Design
3	NW	HALE MS	Health Science and Medical Technology	Biotechnology
3	NW	HALE MS	Information and Communication Technologies	Software and Systems Development
3	NW	HOLMES MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	HOLMES MS	Engineering and Architecture	Engineering Design
3	NW	HOLMES MS	Health Science and Medical Technology	Biotechnology
3	NW	KENNEDY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	KENNEDY HS	Arts, Media, and Entertainment	Production and Managerial Arts

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
3	NW	KENNEDY HS	Business and Finance	Business Management
3	NW	KENNEDY HS	Education, Child Development, and Family Services	Child Development
3	NW	KENNEDY HS	Engineering and Architecture	Architectural Design
3	NW	KENNEDY HS	Health Science and Medical Technology	Patient Care
3	NW	KENNEDY HS	Information and Communication Technologies	Software and Systems Development
3	NW	MULHOLLAND MS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	MULHOLLAND MS	Engineering and Architecture	Engineering Design
3	NW	NORTHRIDGE ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	NORTHRIDGE MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	PEARL HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
3	NW	PEARL HS	Arts, Media, and Entertainment	Production and Managerial Arts
3	NW	VALLEY ACADEMY OF ARTS AND SCIENCE	Engineering and Architecture	Engineering Design
4	NW	PORTOLA MS	Arts, Media, and Entertainment	Production and Managerial Arts
4	NW	PORTOLA MS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	NW	RESEDA HS	Arts, Media, and Entertainment	Production and Managerial Arts
4	NW	RESEDA HS	Engineering and Architecture	Engineering Design
4	NW	RESEDA HS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Health Science and Medical Technology	Biotechnology
4	NW	RESEDA HS	Health Science and Medical Technology	Patient Care
4	NW	RESEDA HS	Information and Communication Technologies	Software and Systems Development
4	NW	RESEDA HS	Public Services	Public Safety
4	NW	SOCES MAG	Engineering and Architecture	Engineering Design
4	NW	SOCES MAG	Hospitality, Tourism, and Recreation	Food Service and Hospitality
4	NW	SUTTER MS	Engineering and Architecture	Engineering Design
4	NW	WILLIAM H TAFT	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	NW	WILLIAM H TAFT	Engineering and Architecture	Engineering Design
4	NW	WILLIAM H TAFT	Fashion and Interior Design	Fashion Design and Merchandising
4	NW	WILLIAM H TAFT	Health Science and Medical Technology	Patient Care
4	NW	WILLIAM H TAFT	Information and Communication Technologies	Software and Systems Development
4	NW	WILLIAM H TAFT	Information and Communication Technologies	Software and Systems Development

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
4	W	FAIRFAX HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	FAIRFAX HS	Business and Finance	Business Management
4	W	FAIRFAX HS	Fashion and Interior Design	Fashion Design and Merchandising
4	W	FAIRFAX HS	Fashion and Interior Design	Interior Design
4	W	FAIRFAX HS	Information and Communication Technologies	Software and Systems Development
4	W	FAIRFAX HS	Public Services	Legal Practices
4	W	FAIRFAX HS	Public Services	Public Safety
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Performing Arts
4	W	HOLLYWOOD HS	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	HOLLYWOOD HS	Education, Child Development, and Family Services	Child Development
4	W	HOLLYWOOD HS	Engineering and Architecture	Architectural Design
4	W	LAUREL CINEMATIC ARTS CREATIVE TECH MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
4	W	LAUREL CINEMATIC ARTS CREATIVE TECH MAGNET	Information and Communication Technologies	Software and Systems Development
4	W	UNIVERSITY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
4	W	UNIVERSITY HS	Health Science and Medical Technology	Patient Care
4	W	VENICE HS	Agriculture and Natural Resources	Ornamental Horticulture
4	W	VENICE HS	Engineering and Architecture	Engineering Design
4	W	VENICE HS	Health Science and Medical Technology	Patient Care
4	W	VENICE HS	Manufacturing and Product Development	Graphic Production Technologies
4	W	VENICE HS	Public Services	Legal Practices
4	W	WEBSTER MS	Engineering and Architecture	Engineering Design
4	W	WESTCHESTER HS	Building and Construction Trades	Residential and Commercial Construction
4	W	WESTCHESTER HS	Health Science and Medical Technology	Patient Care
4	W	WESTCHESTER HS	Information and Communication Technologies	Software and Systems Development
4	W	WRIGHT ENG & DESIGN MAGNET	Engineering and Architecture	Engineering Design
5	C	BERENDO MS	Information and Communication Technologies	Software and Systems Development
5	C	CLINTON MS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	EAGLE ROCK HS	Agriculture and Natural Resources	Agriscience
5	C	EAGLE ROCK HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	EAGLE ROCK HS	Arts, Media, and Entertainment	Production and Managerial Arts

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
5	C	EAGLE ROCK HS	Engineering and Architecture	Engineering Design
5	C	EAGLE ROCK HS	Health Science and Medical Technology	Patient Care
5	C	EAGLE ROCK HS	Manufacturing and Product Development	Graphic Production Technologies
5	C	EAGLE ROCK HS	Marketing Sales and Service	Entrepreneurship/Self Employment
5	C	JEFFERSON HS	Education, Child Development, and Family Services	Education
5	C	JEFFERSON HS	Information and Communication Technologies	Information Support Services
5	C	JEFFERSON HS	Manufacturing and Product Development	Graphic Production Technologies
5	C	NAVA COLLEGE PREPARATORY ACADEMY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	ORTHOPAEDIC HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	ORTHOPAEDIC HS	Health Science and Medical Technology	Biotechnology
5	C	RFK COMM SCHLS - LOS ANGELES HS OF THE ARTS	Arts, Media, and Entertainment	Performing Arts
5	C	RFK COMM SCHLS - LOS ANGELES HS OF THE ARTS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	SANTEE HS	Building and Construction Trades	Residential and Commercial Construction
5	C	SANTEE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	C	SANTEE HS	Information and Communication Technologies	Games and Simulation
5	C	SANTEE HS	Marketing Sales and Service	Entrepreneurship/Self Employment
5	C	SCH VIS ARTS HUM@RFK	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	C	SOTOMAYOR HS	Agriculture and Natural Resources	Agriscience
5	C	SOTOMAYOR HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	C	SOTOMAYOR HS	Energy, Environment, and Utilities	Environmental Resources
5	C	WEST ADAMS PREP HS	Business and Finance	Business Management
5	C	WEST ADAMS PREP HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	C	WEST ADAMS PREP HS	Public Services	Emergency Response
5	E	BELL SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	BELL SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	BELL SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	BELL SH	Education, Child Development, and Family Services	Child Development
5	E	BELL SH	Manufacturing and Product Development	Graphic Production Technologies
5	E	BELL SH	Manufacturing and Product Development	Machining and Forming Technologies
5	E	BELL SH	Transportation	Systems Diagnostics and Services
5	E	ELIZABETH LC	Health Science and Medical Technology	Mental and Behavioral Health

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
5	E	ELIZABETH LC	Health Science and Medical Technology	Patient Care
5	E	ELIZABETH LC	Information and Communication Technologies	Software and Systems Development
5	E	ELIZABETH LC	Marketing Sales and Service	Entrepreneurship/Self Employment
5	E	HUNTINGTON PARK HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	HUNTINGTON PARK HS	Building and Construction Trades	Residential and Commercial Construction
5	E	HUNTINGTON PARK HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	INTERNATIONAL STUDIES HS-LEGACY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	INTERNATIONAL STUDIES HS-LEGACY HS	Business and Finance	Business Management
5	E	LEGACY HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	LEGACY HS	Engineering and Architecture	Engineering Design
5	E	LEGACY SH VISUAL AND PERFORMING ARTS	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	MARQUEZ HS	Health Science and Medical Technology	Biotechnology
5	E	MARQUEZ HS	Health Science and Medical Technology	Patient Care
5	E	MAYWOOD ACADEMY HS	Arts, Media, and Entertainment	Performing Arts
5	E	MAYWOOD ACADEMY HS	Engineering and Architecture	Architectural Design
5	E	MAYWOOD ACADEMY HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	MAYWOOD ACADEMY HS	Information and Communication Technologies	Networking
5	E	MAYWOOD ACADEMY HS	Information and Communication Technologies	Software and Systems Development
5	E	SOUTH EAST HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	SOUTH EAST HS	Business and Finance	Business Management
5	E	SOUTH EAST HS	Engineering and Architecture	Engineering Design
5	E	SOUTH EAST HS	Public Services	Public Safety
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Performing Arts
5	E	SOUTH GATE HS	Arts, Media, and Entertainment	Production and Managerial Arts
5	E	SOUTH GATE HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
5	E	SOUTH GATE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
5	E	SOUTHEAST MS	Engineering and Architecture	Engineering Design
5	W	BERNSTEIN SH	Arts, Media, and Entertainment	Design, Visual, and Media Arts
5	W	BERNSTEIN SH	Arts, Media, and Entertainment	Production and Managerial Arts
5	W	BERNSTEIN SH	Information and Communication Technologies	Software and Systems Development

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
5	W	BERNSTEIN SH STEM	Engineering and Architecture	Engineering Design
5	W	BERNSTEIN SH STEM	Health Science and Medical Technology	Biotechnology
5	W	BERNSTEIN SH STEM	Information and Communication Technologies	Software and Systems Development
6	NE	ARLETA HS	Engineering and Architecture	Engineering Design
6	NE	ARLETA HS	Marketing Sales and Service	Entrepreneurship/Self Employment
6	NE	CESAR E CHAVEZ LEARNING ACADEMY - ARTS/THEATRE/ENTERTAIN MAG	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	CESAR E CHAVEZ LEARNING ACADEMY - ARTS/THEATRE/ENTERTAIN MAG	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	CHAVEZ LA	Information and Communication Technologies	Networking
6	NE	EAST VALLEY HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	GRANT HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	GRANT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	GRANT HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	GRANT HS	Information and Communication Technologies	Games and Simulation
6	NE	OLIVE VISTA MS	Engineering and Architecture	Engineering Design
6	NE	PACOIMA MS	Engineering and Architecture	Engineering Design
6	NE	PANORAMA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	PANORAMA HS	Arts, Media, and Entertainment	Performing Arts
6	NE	PANORAMA HS	Health Science and Medical Technology	Patient Care
6	NE	PANORAMA HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	POLYTECHNIC HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	POLYTECHNIC HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
6	NE	POLYTECHNIC HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	NE	POLYTECHNIC HS	Education, Child Development, and Family Services	Child Development
6	NE	POLYTECHNIC HS	Engineering and Architecture	Engineering Design
6	NE	POLYTECHNIC HS	Health Science and Medical Technology	Mental and Behavioral Health
6	NE	POLYTECHNIC HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	POLYTECHNIC HS	Information and Communication Technologies	Software and Systems Development
6	NE	SAN FERNANDO MS	Engineering and Architecture	Engineering Design
6	NE	SAN FERNANDO SH	Arts, Media, and Entertainment	Performing Arts
6	NE	SAN FERNANDO SH	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	SAN FERNANDO SH	Building and Construction Trades	Cabinetry, Millwork, and Woodworking

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
6	NE	SAN FERNANDO SH	Engineering and Architecture	Engineering Design
6	NE	SAN FERNANDO SH	Health Science and Medical Technology	Biotechnology
6	NE	SAN FERNANDO SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	SAN FERNANDO SH	Information and Communication Technologies	Software and Systems Development
6	NE	SAN FERNANDO SH	Transportation	Systems Diagnostics and Services
6	NE	SUN VALLEY MS	Engineering and Architecture	Engineering Design
6	NE	SUN VALLEY MS	Health Science and Medical Technology	Biotechnology
6	NE	SUN VALLEY MS	Information and Communication Technologies	Software and Systems Development
6	NE	SUN VALLEY MS	Marketing Sales and Service	Entrepreneurship/Self Employment
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Engineering and Architecture	Engineering Design
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Health Science and Medical Technology	Biotechnology
6	NE	SYLMAR ACADEMY BIOTECH HEALTH/ENG MAGNET	Health Science and Medical Technology	Patient Care
6	NE	SYLMAR CHARTER HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	SYLMAR CHARTER HS	Engineering and Architecture	Engineering Design
6	NE	SYLMAR CHARTER HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NE	SYLMAR CHARTER HS	Transportation	Systems Diagnostics and Services
6	NE	SYLMAR LEADERSHIP ACADEMY TK-8	Engineering and Architecture	Architectural Design
6	NE	SYLMAR LEADERSHIP ACADEMY TK-8	Information and Communication Technologies	Software and Systems Development
6	NE	THE SCIENCE ACADEMY STEM MAGNET	Information and Communication Technologies	Information Support Services
6	NE	VALLEY OAKS CENTER FOR ENRICHED STUDIES (VOCES) MAGNET	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	VERDUGO HILLS HS	Agriculture and Natural Resources	Ornamental Horticulture
6	NE	VERDUGO HILLS HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NE	VERDUGO HILLS HS	Health Science and Medical Technology	Patient Care
6	NW	MONROE HS	Arts, Media, and Entertainment	Production and Managerial Arts
6	NW	MONROE HS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
6	NW	MONROE HS	Engineering and Architecture	Engineering Design
6	NW	MONROE HS	Fashion and Interior Design	Fashion Design and Merchandising
6	NW	MONROE HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
6	NW	MONROE HS	Public Services	Emergency Response
7	C	ANGELOU HS	Business and Finance	Business Management
7	C	ANGELOU HS	Engineering and Architecture	Engineering Design

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
7	S	BANNING SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	BANNING SH	Business and Finance	Business Management
7	S	BANNING SH	Business and Finance	International Business
7	S	BANNING SH	Engineering and Architecture	Engineering Design
7	S	BANNING SH	Health Science and Medical Technology	Patient Care
7	S	BANNING SH	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	BANNING SH	Public Services	Emergency Response
7	S	BANNING SH	Transportation	Structural Repair and Refinishing
7	S	BETHUNE MS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	BETHUNE MS	Health Science and Medical Technology	Patient Care
7	S	CARNEGIE MS	Health Science and Medical Technology	Patient Care
7	S	CARNEGIE MS	Information and Communication Technologies	Software and Systems Development
7	S	CARSON AEE	Education, Child Development, and Family Services	Child Development
7	S	CARSON AEE	Health Science and Medical Technology	Patient Care
7	S	CARSON AEE	Information and Communication Technologies	Software and Systems Development
7	S	CARSON AMA	Health Science and Medical Technology	Patient Care
7	S	CARSON SH	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	CARSON SH	Business and Finance	Business Management
7	S	CARSON SH	Engineering and Architecture	Engineering Design
7	S	CARSON SH	Information and Communication Technologies	Software and Systems Development
7	S	CARSON SH	Public Services	Public Safety
7	S	CARSON SH	Transportation	Systems Diagnostics and Services
7	S	DIEGO RIVERA LEARNING COMPLEX COMMUNICATION & TECHNOLOGY	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	DIEGO RIVERA LEARNING COMPLEX GREEN DESIGN STEAM ACADEMY	Agriculture and Natural Resources	Plant and Soil Science
7	S	DIEGO RIVERA LEARNING COMPLEX GREEN DESIGN STEAM ACADEMY	Engineering and Architecture	Architectural Design
7	S	DREW MS UNI PWY PS	Public Services	Legal Practices
7	S	DREW MS UNI PWY PS	Public Services	Public Safety
7	S	DYMALLY HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	DYMALLY HS	Health Science and Medical Technology	Biotechnology
7	S	EDISON MS	Engineering and Architecture	Architectural Design
7	S	FREMONT HS	Agriculture and Natural Resources	Ornamental Horticulture

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
7	S	FREMONT HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	FREMONT HS	Business and Finance	Business Management
7	S	FREMONT HS	Engineering and Architecture	Engineering Design
7	S	FREMONT HS	Fashion and Interior Design	Personal Services
7	S	FREMONT HS	Health Science and Medical Technology	Patient Care
7	S	FREMONT HS	Information and Communication Technologies	Software and Systems Development
7	S	FREMONT HS	Public Services	Legal Practices
7	S	GARDENA HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	GARDENA HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	GARDENA HS	Business and Finance	Financial Services
7	S	GARDENA HS	Marketing Sales and Service	Entrepreneurship/Self Employment
7	S	GARDENA HS	Public Services	Legal Practices
7	S	GOMPERS MS UNI PW MED	Agriculture and Natural Resources	Animal Science
7	S	GOMPERS MS UNI PW MED	Health Science and Medical Technology	Patient Care
7	S	JORDAN HS	Arts, Media, and Entertainment	Performing Arts
7	S	KING DREW HS	Health Science and Medical Technology	Biotechnology
7	S	KING DREW HS	Health Science and Medical Technology	Patient Care
7	S	KING DREW HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	NARBONNE HS	Health Science and Medical Technology	Patient Care
7	S	NARBONNE HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Information and Communication Technologies	Software and Systems Development
7	S	NARBONNE HS	Marketing Sales and Service	Entrepreneurship/Self Employment
7	S	NARBONNE HS	Public Services	Legal Practices
7	S	NARBONNE HS	Transportation	Systems Diagnostics and Services
7	S	PEARY MS	Building and Construction Trades	Cabinetry, Millwork, and Woodworking
7	S	RICHARD VLADOVI TCHR PREP ACAD	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Design, Visual, and Media Arts
7	S	SAN PEDRO HS	Arts, Media, and Entertainment	Production and Managerial Arts
7	S	SAN PEDRO HS	Business and Finance	Business Management

Attachment A
2022-2023 LAUSD CTE Programs

Board District	Local District	School	Industry Sector	Pathway
7	S	SAN PEDRO HS	Health Science and Medical Technology	Patient Care
7	S	SAN PEDRO HS	Hospitality, Tourism, and Recreation	Food Service and Hospitality
7	S	SAN PEDRO HS	Transportation	Systems Diagnostics and Services
7	S	WHITE MS	Engineering and Architecture	Engineering Design
7	S	WHITE MS	Health Science and Medical Technology	Patient Care
7	S	WHITE MS	Information and Communication Technologies	Software and Systems Development
7	S	WHITE MS	Marketing Sales and Service	Entrepreneurship/Self Employment

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TAB 19

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-104-22/23, **Version:** 1

Renewal of the Partnership for Los Angeles Schools Memorandum of Understanding
November 15, 2022
Office of the Chief Strategy Officer

Action Proposed:
Approval of the renewal of the Memorandum of Understanding with the Partnership for Los Angeles Schools.

Background:
The Partnership for Los Angeles Schools (PLAS) is a non-profit organization that supports the management of 20 Los Angeles Unified schools (11 elementary, 4 middle and 5 high schools) serving approximately 13,550 students. The District first agreed to a Memorandum of Understanding (MOU) with PLAS on May 27, 2008. PLAS management services include additional external funding and resources to support leadership and teacher professional development as well as supports for family and community engagement.

Expected Outcomes:
Approval of this MOU will allow the Partnership for Los Angeles Schools to continue supporting the management of 20 Los Angeles Unified schools.

Board Options and Consequences:
A "Yes" vote will result in the approval of the PLAS MOU
A "No" vote will result in the denial of the PLAS MOU

Policy Implications:
This new PLAS MOU includes additional language that aligns PLAS accountability requirements to the new District Strategic Plan goals and increases the annual accountability for all PLAS schools to undergo a data-driven review of school performance each year with school, Local District and Central Office staff. Additional changes include incorporating prior MOU addendums into the master MOU and removing the detached service agreement for District staff employed by PLAS.

Budget Impact:
The PLAS MOU does not have a direct cost to the District. Support and assistance in managing the relationships with PLAS staff does require additional time and effort from District and Local District staff.

Student Impact:
This proposed action will allow for PLAS to continue providing additional supports to school staff to improve instruction and parent/community engagement.

Equity Impact:
See attached

Issues and Analysis:
The Office of the Chief Strategy Officer conducted an extensive review of all PLAS MOU required accountability measures. This required input and collaboration with many District teams including the Program Evaluation Unit, Budget Services, Federal and State Education Programs, School Design Options, Division of Special Education, Multilingual, Multicultural Education Division, Parent Community Services and Local Districts Central, East and South. A comparative analysis of PLAS-managed schools and District schools around school performance informed this recommendation from the Superintendent. The District teams also reviewed compliance and other performance metrics as outlined in the prior PLAS MOU.

Attachments:
Attachment A - 2022 Partnership for Los Angeles Schools Memorandum of Understanding Link: https://drive.google.com/drive/folders/1irqyMy13m5degWuZwhiWp2Pub25GDdiz
Attachment B - List of 2022 Lead Partner Schools

Informatives:
Not applicable

Submitted:
10/19/22

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

VERONICA ARREGUIN
Chief Strategy Officer
Office of the Chief Strategy Officer

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

DERRICK CHAU
Senior Executive Director
Strategy and Innovation

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
OFFICE OF THE CHIEF STRATEGY OFFICER
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 31, 2022

FROM: Derrick Chau, Senior Executive Director, Strategy and Innovation
Veronica Arreguin, Chief Strategy Officer

SUBJECT: **BR-104-22/23 RENEWAL OF THE PARTNERSHIP FOR LOS ANGELES SCHOOLS MEMORANDUM OF UNDERSTANDING**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	Affirmatively recognizes historical inequities	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	Prioritizes resources based on student need	Effectively prioritizes resources based on student need
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	Likely to result in closed opportunity gaps and/or closing achievement gaps	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The Partnership for Los Angeles Schools supports 20 schools that have historically had lower student performance and are higher needs based on the Student Equity Needs Index.
Resource Prioritization	**3**	The Partnership for Los Angeles Schools provides additional external resources and funding to support the 20 schools that they manage. 15 of the 20 schools are in the SENI highest or high need levels. Four are moderate and one is lowest need.
Results	**3**	An analysis of the performance of schools managed by the Partnership for Los Angeles Schools demonstrates higher performance for students in some schools.
TOTAL	**9**	

Contact Person:	**Telephone:**	**Email:**
Derrick Chau	(213) 241-2187	derrick.c.chau@lausd.net

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

ATTACHMENT B
Renewal of the Partnership for Los Angeles Schools Memorandum of Understanding

List of 2022 Lead Partner Schools

School	Board District	Local District
Figueroa Street Elementary School	1	S
Felicitas and Gonzalo Mendez High School	2	E
Hollenbeck Middle School	2	E
Math, Science & Technology Magnet Academy at Roosevelt	2	E
Stevenson College and Career Preparatory	2	E
Sunrise Elementary School	2	E
Theodore Roosevelt High School	2	E
20th St. Elementary School	5	C
Dolores Huerta Elementary School	5	C
George Washington Carver Middle School	5	C
Santee Education Complex	5	C
107th St. Elementary and STEAM Magnet	7	S
49th St. Elementary School	7	C
99th St. Elementary School	7	S
Edwin Markham Middle School	7	S
Florence Griffith Joyner Elementary School	7	S
Grape Street Elementary School	7	S
Jordan High School	7	S
Ritter Elementary School	7	S
Weigand Avenue Elementary STEAM Academy	7	S

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TAB 20

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-105-22/23, **Version:** 1

Approval of the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan
November 15, 2022
Division of Special Education

Action Proposed:
Approve the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan.

Background:
An LEA must develop a CCEIS Action Plan to identify and address the factors contributing to the significant disproportionality in the LEA for the identified category. Under the Federal Individuals with Disabilities Education Act (IDEA), if a LEA is identified as significantly disproportionate, the LEA must reserve 15% of its IDEA grant funds to address factors contributing to the significant disproportionality. These services are for both students who currently receive special education services and students who do not currently receive special education services yet do need additional academic and behavioral support to succeed in a general education environment.

The California Department of Education (CDE) has identified certain local educational agencies (LEAs) as significantly disproportionate based on race or ethnicity with respect to the identification of children with disabilities; the identification of children in specific disability categories; the placement of children with disabilities in particular educational settings; or the incidence, duration, and type of disciplinary actions, including suspensions and expulsions. LAUSD was found significantly disproportionate in the number of African American/Black students with disabilities who experienced a suspension or an expulsion and/or and received an emotional disturbance eligibility within special education.

Under the IDEA, if a LEA is identified as significantly disproportionate, the LEA must create an action plan to address this significant disproportionality. The CDE sets a risk ratio of below 3.00 for students with disabilities by race or ethnic group that experience discipline in comparison to other races or ethnic groups within the LEA. Based on a review by the CDE of LAUSD's 2019-20 discipline data, African American/Black students with disabilities have a risk ratio of 3.71. Additionally, the risk ratio for African American/Black students found eligible for special education services under the eligibility of emotional disturbance has exceeded the risk ratio threshold (3.00) at 3.14. Submission to the CDE is required and in compliance with 34 CFR section 300.646. This agreement shall be from July 1, 2022, through September 30, 2024.

Expected Outcomes:
The Division of Special Education expects the 2022 CCEIS Action Plan will support the District's transition out of significant disproportionality.

Board Options and Consequences:
The approval and submission of the 2022 CCEIS Action Plan will comply with CDE requirements and aligns with 34 CFR Section 300.646. If not approved and/or submitted, the District will be out of compliance with CDE requirements and will be issued corrective actions.

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Policy Implications:
Revision or updates will be needed to the bulletin A Multi-Tiered System of Support Framework for the Student Support and Progress Team BUL-6730.1

Budget Impact:
The Division of Special Education must reserve 15% of its IDEA grant funds to address factors contributing to the significant disproportionality.

Student Impact:
This contract supports the following Strategic Plan Pillar: Pillar 1: Academic Excellence "*Eliminating Opportunity Gaps."* The students and families in Los Angeles Unified School District (LAUSD) will benefit from the approval of the 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan through a reduction of the disproportionate rate of discipline referrals and emotional disturbance eligibility rates of African American/Black students in LAUSD.

Equity Impact:
See attached

Issues and Analysis:
The Federal requirements for submitting the 2022 CCEIS Action Plan are set forth in 34 CFR Section 300.646.

Attachments:
Attachment A - 2022 CCEIS Action Plan
Attachment B - 2022 CCEIS Action Plan Signature Page

Informatives:
Not applicable

Submitted:
11/07/22, Revision #1

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent

APPROVED & PRESENTED BY:

ANTHONY AGUILAR
Chief, Special Education, Equity and Access
Division of Special Education

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

MARIBEL LUNA
Senior Director
Division of Special Education

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS)
DIVISION OF SPECIAL EDUCATION
Equity Impact Statement**

TO: Members, Board of Education
Alberto M. Carvalho, Superintendent

DATE: October 19, 2022,

FROM: Dr. Maribel Luna, Senior Director
Division of Special Education

SUBJECT: **BR-105-22/23 AND COMPREHENSIVE COORDINATED EARLY INTERVENING SERVICES (CCEIS) 2022 PLAN**

Board Meeting Date:	**11/15/2022**

Equity Impact				
Component	**1**	**2**	**3**	**4**
Recognition	Does not recognize historical inequities	Vaguely recognizes historical inequities	**Affirmatively recognizes historical inequities**	Actively recognizes and specifies historical inequities to correct
Resource Prioritization	Does not prioritize resources based on student need	Somewhat prioritizes resources based on student need	**Prioritizes resources based on student need**	Effectively prioritizes resources based on student needs
Results	Unlikely to result in closed opportunity gaps and/or closing achievement gaps	May result in closed opportunity gaps and/or closing achievement gaps	**Likely to result in closed opportunity gaps and/or closing achievement gaps**	Extremely likely to result in closed opportunity gaps and/or closing achievement gaps

Component	**Score**	**Score Rationale**
Recognition	**3**	The LAUSD CCEIS team used a Four-Phase Programmatic Improvement Process for Significant Disproportionality. A cultural lens was applied throughout the four phases. Outcomes and activities were based on qualitative and quantitative data measures using focus groups. California Department of Education recommended data analysis tools to review historical and current disproportionate data.
Resource Prioritization	**3**	Resources and activities were developed to address the following key root fundamentals directly: ● Systemic racism and cultural dissonance result in a culture that lacks meaningful student relationships and culturally responsive practices, as evidenced by explicit and implicit biases.

********Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Component	Score	Score Rationale
		● Lack of fidelity to discipline policies, procedures, and practices has created a direct pathway to special education. ● Inconsistencies in the SSPT processes result in an inconsistent pre-referral process. ● Lack of consistent interventions and practices for students impacted by trauma. ● Lack of authentic partnership with African American parents and families, leading to strained relationships and distrust.
Results	**3**	Implementing the CCEIS plan will result in closed opportunity gaps and/or success gaps when fully implemented, as the activities and outcomes are directly connected to the disproportionate rate of African American/Black students identified for special education with Emotional Disturbance eligibility or suspension.
TOTAL	**9**	

Contact Person:	Telephone:	Email:
Dr. Maribel Luna	(213) 241-5185	maribel.luna@lausd.net

***Form to be completed for Districtwide or partial Districtwide Board Report items that expend resources.*

Comprehensive Coordinated Early Intervening Services
Significant Disproportionality
2022 Action Plan

Los Angeles Unified School District

November 1, 2022

District Contact:

Dr. Maribel Luna
maribel.luna@lausd.net
213-241-6701

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CCEIS Plan Signatures

Phase 1: Plan Development Activities

This form collects brief information on the activities completed by the Local Educational Agency (LEA) as part of the programmatic improvement process to develop their action plan for implementation of their Comprehensive Coordinated Early Intervening Services (CCEIS). It includes the completion of the Programmatic Improvement Action Plan (3.2) (Action Plan, Plan) and the Allowable Costs Budget (Form 2) that will be used as the basis for monitoring and reporting on the CCEIS progress and expenditures during the 27-month CCEIS period (July 1, 2022 – September 30, 2024).

Refer to the CCEIS Plan Guidance Document for specific expectations in each of the plan development activities below. You can access the guidance documents for newly identified LEAs or LEAs which are continuing in significant disproportionality on the 2022 CCEIS Padlet.

Background

LEA Name: Los Angeles Unified School District	**LEA Contact Name:** Dr. Maribel Luna
County District Code: 1964733	**LEA Contact Email:** maribel.luna@lausd.net
SELPA Name: Los Angeles Unified School District	**LEA Contact Phone:** 213-241-6701

CCEIS Period 2022 Significant Disproportionality Indicator(s)/Element(s)

(Refer to the Fiscal Year 2022 Notification Letter)

Indicator/Element	Race/Ethnicity/Disability Category
Race/Ethnicity/Disability Category	African American/Black/Emotional Disturbance
Discipline	African American/Black

Previous Significant Disproportionality Indicator(s)/Element(s)

Year(s)	Indicator/Element	Race/Ethnicity/Disability Category
2021	Race/Ethnicity/DisabilityCategory	African American/Black/Emotional Disturbance
2021	Discipline	African American/Black
2020	Discipline	African American/Black

1.1 Identify Leadership Team

List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Note: This plan is a general education activity, and implementation should have oversight by a general education administrator. In small LEAs, may multiple roles be assigned to one administrator or team member.

Member Name	Email	Title/Role	List Each Member's Responsibility as it Relates to Development or Implementation and Monitoring of CCEIS Plan
Anthony Aguilar	aaguil1@lausd.net	Chief of Special Education, Equity, & Access	Provides leadership, guidance, and connection to the Office of the Superintendent and Board Members
Pedro Garcia	pag0011@lausd.net	Senior Executive Director of Instruction	Provides leadership, guidance, and connection to the Office of the Superintendent and Board Members
Dr. Maribel Luna	maribel.luna@lausd.net	Senior Director, Special Education	Provides leadership and guidance in steering the plan as the lead of special education
Dixon Deutsch	dixon.deutsch@lausd.net	Director, CCEIS and Charter Operated Programs	Supports the development of the CCEIS Plan
Alesha Haase	alesha.haase@lausd.net	Administrator of Instruction, Division of Special Education	Supports the development of the CCEIS Plan
Kristin Lambert	kristin.lambert@lausd.net	Interim Administrator of Operations, Division of Special Education	Supports the development of the CCEIS Plan
Jennifer McConn	jcm9972@lausd.net	Administrative Coordinator	Supports the collaboration between the local district office and CCEIS
Melissa Winters	mrw4766@lausd.net	Administrative Coordinator	Supports the collaboration between the local district office and CCEIS
Dr. Norma Spencer	norma.spencer@lausd.nett	Black Student Achievement Plan Administrative Coordinator	General education liaison to support the collaboration between the Office of the Superintendent BSAP and CCEIS

Dr. Sandra Sklarsh	ssklarsh@lausd.net	Black Student Achievement Plan (BSAP) Administrative Coordinator	General education liaison to support the collaboration between the Office of the Superintendent BSAP and CCEIS
Laura Zeff	laura.zeff@lausd.net	Administrative Coordinator/ Student Health and Human Services (SHHS)	General education liaison for Student Health and Human Services
Dr. Reginald Sample	reginald.sample@lausd.net	Administrator, Community of Schools (HEET)	Liaison administrator for Humanizing Education for Equitable Transformation (HEET), which eliminates underperformance of African American students in Local District West
Dr. Elizabeth Pratt	eip3143@lausd.net	Administrator Access/Equity/ Acceleration	General Education liaison to support the development of the CCEIS Plan
Mayra Santos	mayra.santos@lausdnet	Director, Psychological Services	Provides support and feedback for CCEIS plan development from the perspective of Psychological Services
LaKisha Johnson	lakisha.bridgewater@lausd.net	LCSW, Interim Director SHHS	Provides support for CCEIS plan development and Early Education and provides input and feedback from the perspective of School Mental Health
Dr. Dean Tagawa	dtagawa@lausd.net	Early Childhood Education Department Director	Provides support for CCEIS plan development and early education
Tracey Washington	tracey.washington@lausd.net	Early Childhood Education Department Director	Provides support for CCEIS plan development and early education
Amy Allina-Chambers	amy.allina-chambers	CCEIS Implementation Team	Provides support for CCEIS plan development and early education

Dr. Brenda Regalado	bmr81161@lausd.net	CCEIS Implementation Team	Coordinates, develops, and collaborates with multiple stakeholders and leaders to write the CCEIS Action Plan

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Is this leadership team authorized to make decisions around the implementation of the CCEIS plan? If not, how will the decisions be made?
The Los Angeles Unified School District (LAUSD) leadership team members have decision-making authority in developing the Comprehensive Coordinated Early Intervening Services (CCEIS) Action Plan. The final approval of the plan is obtained from the Superintendent of Schools and the Board President for LAUSD. The LAUSD CCEIS leadership team reflects cross-divisional leadership with decision-making authority, composed of Executive Office Chiefs, Division Leaders in the Division of Instruction (DOI), Access, Equity, & Acceleration (AEA), Black Student Achievement Program (BSAP), Student Health and Human Services (SHHS), Humanizing Education for Equitable Transformation (HEET), School of Mental Health (SMH), Early Childhood Education Department (ECED), Special Education, and Psychological Supports and Services. Leadership meetings were scheduled to review data findings and provide feedback on the root cause analysis and Measurable Outcomes and Activities. Leadership team members provided guidance and feedback on the plan development to the CCEIS Core team and supported outreach for focus group participants, file review teams, and communication with parents. **Summary Dates of Leadership Team Meetings** **Leadership Meetings:** ● 10/10/2022: Identifying Target Schools Criteria and Target Student Population, Developing Outcomes, and Activities ● 10/13/2022: Root Causes and Success Gaps **Board of Education Meetings:** ● 11/15/2022 **Summary of Core Implementation Team Meeting Dates** **CCEIS Implementation Meeting Dates with Technical Adviser Facilitator (TAF):** ● 4/12/2022: Review next steps and calendar Educational Partnership meetings ● 4/20/2022: Clarify data gaps and recommend questions ● 4/21/2022: Meeting on follow up meeting and clarify data gaps ● 4/26/2022: Focus group next steps, solidify community partners, and student focus groups ● 4/28/2022: CCEIS meeting ● 5/1/2022: Research data needed and solidify parent consent form ● 5/3/2022: TAF meetings with CCEIS leadership team

- 5/13/2022: CCEIS file review student selection guidance meeting
- 5/17/2022: CCEIS 2022 data planning
- 5/17/2022: TAF meeting with CCEIS LAUSD team
- 5/24/2022: TAF meeting with CCEIS LAUSD team
- 5/26/2022: File review question development
- 5/27/2022: File review question development
- 6/3/2022: Pre-meeting check-in for file review kick off
- 6/3/2022: File review kick off meeting with TAF
- 6/29/2022: File review summary with TAF
- 9/15/2022: Review 2020 closeout items and review the 2022 timeline
- 9/26/2022: Update and revise 2022 calendar to address data gaps (student and NPS focus groups)
- 9/27/2022: Review focus group data with TAF and CCEIS coordinators and systems of support advisers (SOSAs)
- 9/30/2022: Review agenda and provide feedback on inter-departmental CCEIS 2022 meeting
- 10/1/2022: Inter-departmental meeting (general education and Division of Special Education departments) to review qualitative, quantitative, policies, practices, and procedures to identify success gaps and root causes
- 10/3/2022: Leadership meeting presentation
- 10/4/2022: Check-in, alignment of dates and schedule next steps
- 10/5/2022: Review outcomes and activities proposed by inter-departmental group
- 10/8/2022: Review data for CCEIS 2022 school criterion selection and Promising Scholar criteria being explored with interdepartmental partners
- 10/10/2022: Meeting with parents from Educational Partnership team to review roles and processes
- 10/12/2022: Review Feedback and Information from Interdisciplinary team to prepare outcomes and activities

(Agendas, PowerPoint presentations and sign-in sheets are available upon request)

1.2 Identify Educational Partners

List partners' names, roles, and CCEIS related responsibilities. Describe each group partners' active involvement in developing, implementing, and evaluating the CCEIS Plan.
Note: Educational Partnership composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category. (In small school LEAs, multiple roles may be assigned to one administrator or partner.)

Role	Partner Name(s)	CCEIS Plan Responsibilities for Development, Implementation and Monitoring of the CCEIS Plan
Superintendent	Alberto Carvalho, School Superintendent	The LAUSD Educational Partnership group is representative of the LEA and includes Division of Instruction, Student Health, and Human Services, Division of Special Education, LAUSD staff, including
Cabinet Level Leader-General Education	Pedro Garcia, Senior Executive Director of Instruction	

Cabinet Level Leader-Special Education	Anthony Aguilar, Chief of Special Education, Equity and Access	chief officers, administrators, senior directors, assistant principals, school psychologists, general education teachers, special education teachers, behavior specialists, a system of support advisers, and community members and parents. The stakeholder group includes parents of diverse backgrounds, including African American/Black parents, Latinx parents, White parents, and other ethnic group parents, executive leaders, principals, centralized staff across divisions, and district leadership across divisions. Stakeholders represented a diverse group of individuals across racial/ethnic backgrounds. The stakeholders were essential in informing leadership and implementation teams of the conditions contributing to the district being identified as significantly disproportionate and informing the program improvement efforts. This list is representative and inclusive of interest from stakeholders and invitations to stakeholder meetings.
Director of Curriculum (or Similar)	Carlen Powell Administrator, Elementary Instruction Division of Instruction	
SELPA Director (or Designee)	Dr. Maribel Luna, Senior Director of Special Education	
Director of Assessment (or Similar)	Dr. Elizabeth Pratt, Administrator Access, Equity and Acceleration (AEA)	
Appropriate Grade Level General Education Teachers *(duplicate row for additional teachers)*	Veronica Khalil, Preschool Teacher	
Appropriate Grade Level Special Education Teachers	Gabriel Vazquez, Behavior Teacher	
Community Representatives	Robert Daniels, Community Member	
Community Representatives	Raynell Cruz-Gamez Community Member	
Principal or Site Level Administrators	Jaqueline Hughes, Principal at an Elementary CCEIS Site	
Principal or Site Level Administrators	Emily Williams, Principal at an Elementary CCEIS Site	
Local District Administrators	Dr. Reginald Sample, HEET COSA	
Fiscal Services Representative	Angie Guevara, Fiscal Services Manager	
Other: Local District Special Education Administrator	Melissa Winters, Administrator of Special Education Local District West Jennifer McConn, Administrator of Special Education Local District South	

	Yolanda Bueno, Administrator of Special Education Local District Central	
Local District, Specialist	Angela Deterville	
Coordinator, Division of Special Education, Nonpublic Services Support	Arlene Banuelos	
Division of Special Education, Administrator Behavior	Jacqueline Mora	
Division of Special Education, Charter Operated Programs	Erica Marlaine	
Office of the Superintendent, Black Student Achievement Plan	Dr. Sklarsh, BSAP Administrative Coordinator of Instruction	
CCEIS Site Implementation Team	Yvonne Del Rio, System of Support Adviser, CCEIS	
CCEIS Site Implementation Team	Paola Diora, System of Support Adviser, CCEIS	
CCEIS Site Implementation Team	Fayette Goings, System of Support Adviser, CCEIS	
CCEIS Site Implementation Team	Rosemary Llewellyn, Psychiatric Social Worker (PSW), CCEIS	
CCEIS Parents/Guardians (diverse representation, not district employee/s) Educational Partners	Kelly Bedford, Parent of an African American/Black Student currently enrolled in LAUSD Alberta Moore, Parent of an African American/Black Student currently enrolled in LAUSD Ricky West, Parent of an African American/Black Student currently enrolled in LAUSD	

	Chalena Simpson, Parent of an African American/Black Student currently enrolled in LAUSD Terry Burge, Parent of an African American/Black Student currently enrolled in LAUSD Arlaina Jackson, Parent of an African American/Black Student currently enrolled in LAUSD Faheemah Usher, Parent of an African American/Black Student currently enrolled in LAUSD Paul Robak, Parent of Student enrolled in LAUSD John Perron, Parent of Student enrolled in LAUSD	

Educational Partners

Please provide:

- The dates the Educational Partners met.
- A summary of the work completed by the Educational Partners.
- A description of how the Leadership Team engaged with the Educational Partners.
- A description of how student and parent voices were incorporated into the Educational Partners process.
- A link to presentations, agendas, minutes, attendance records (as appropriate)

The CCEIS Educational Partner group meets regularly every quarter to review the implementation of the 2020 and 2021 CCEIS Action Plans. The first 2022 CCEIS Educational Partnership meeting took place on October 3, 2022, to discuss the quantitative and qualitative data from the file review, focus groups, policies, procedures, practices review, success gaps, and root causes. Before that meeting, the CCEIS leadership team discussed the need to

increase the consistency and frequency of the Educational Partnership groups, including parents of Promising Scholars.

As a result, the Parent and Community Liaison prioritized reaching out to Promising Scholar parents and previous participants of CCEIS parent activities to invite them to participate and provide the opportunity to complete the Educational Partnership interest forms. The Parent and Community Liaison Specialist invited all previous Educational Stakeholders to participate and included those stakeholders from the group who expressed interest. Educational Partners were required to submit a request to commit to a quarterly meeting.

Educational Partner Meeting Dates:

- 10/3/2022: Root Causes and Success Gaps
- 10/13/2022: Outcomes and Activities

(Agendas, PowerPoint presentations and sign-in sheets are available upon request)

1.3 Affirmation of Contact with the State Performance Plan Technical Assistance Project (SPP-TAP)

We acknowledge the following technical assistance activities are required and affirm that team members have attended these activities and viewed the accompanying recordings:

_ Introduction to Significant Disproportionality Recorded Series and Developing a Comprehensive Coordinated Early Intervening Services Webinar (New LEAs and new team members)

X Significant Disproportionality for Continuing Local Educational Agencies Webinar

X Workshops A and B, including pre-work recordings (New LEAs and new team members)

X Consultations with CDE FMTA Consultant

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) (TAF) and describe current and anticipated services. LEAs must submit a copy of the contract or Memorandum of Understanding (MOU) for each TA facilitator. To use a non-SPP-TAP TA facilitator, the LEAs must supply a copy of the TA facilitator's resume and obtain written permission from the CDE by completing the Proposed TA Facilitator Eligibility Form located on the 2022 CCEIS Padlet.

Note: LEAs are required to use TA Facilitation for a minimum of 10 hours for each area of identification.

TAF Information	Response
TA Facilitator Name	Ascendancy Solutions, Inc. (Dr. Mildred Browne, Trena Spurlock,

	Suwinder Cooper, Susan Bobbitt-Voth)
List how many hours of service the TA Facilitator has provided to your LEA	Over 100 hours of support, coaching, and technical assistance in both emotional disturbance eligibility and for discipline for African American/Black students.
Describe how you have worked with your TA Facilitator in the development of this CCEIS plan (services provided prior to submission of plan).	Dr. Browne and her team supported and guided LAUSD with conducting qualitative and quantitative analysis and supporting and monitoring the CCEIS Action Plan development, which included completing the current plan and previous progress monitoring. Services include collaboration with Suwinder Cooper, Susan Bobbit-Voth, and Dr. Mary Bacon.
Describe how you plan to work with your TA Facilitator in implementing and/or monitoring this CCEIS plan (anticipated services).	The District meets regularly with the TA Facilitator to monitor the implementation of the 2020 and 2021 CCEIS Action Plans, and develop the 2022 CCEIS Action Plan. The LAUSD Board ratified a contract for continued professional services consisting of coaching, facilitating CCEIS meetings, analyzing data, supporting the CCEIS four-phase process of data discovery and root cause analysis, planning for improvement, and implementing, evaluating, and sustaining the 2020, 2021, and 2022 CCEIS Action Plans on 10/11/2022.

1.5 Gather Relevant Data

An LEA should gather and view data through a cultural lens. Data must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade. The LEA should use both qualitative and quantitative data to complete their data analysis. Examples of both qualitative and quantitative data are available in the 2022 CCEIS Padlet. This activity is included here to initiate gathering of data that is not readily available and plan the time necessary for this task prior to bringing Educational Partners together. The data analysis of the gathered data will be documented in Phase 2.2.

We gathered relevant data and identified data gaps prior to meeting with our Educational Partners.

X Yes

___ No, please explain in the box below.

Not applicable.

Phase 2: Data and Root Cause Analysis

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Step 1: Describe Current Initiatives

Complete the table below for each of the LEA's current initiatives from both General Education and Special Education related to CCEIS that reflect interventions with differentiated levels of support.

Initiative	**Funding Source**	**Target Group**	**Leaders and Staff Responsible** (as applicable)	**Educational Area(s):**
Local Control Accountability Plan (LCAP): School Safety and Climate Action 4: Mental health and student supports to address mental health needs. Through the Wellness Center Initiative, Student and Family Resource Navigators continue to assess barriers students are facing and provide targeted case-management services to support students in addressing identified root causes. The Wellness Center Initiative provides low-income students with social-emotional support through clinical social workers addressing mental health/trauma-related services. Student and family navigators provide family case management to ensure students and families can access basic needs and resources that address identified root causes. Additionally, the initiative provides professional development and training to equip teachers, staff, and caregivers with the skills and strategies to	LCAP	Low-Income Students	Student Health and Human Services	Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning Other:

Initiative	Funding Source	Target Group	Leaders and Staff Responsible (as applicable)	Educational Area(s):
understand trauma and create a safe and supportive learning environment.				
School Safety and Climate: Positive Behavior Interventions and Restorative Practices. Students in foster care, low-income students, and/or English Learners are at disproportionate risk for experiencing trauma and need additional support through building community and relationships at school. With the physical school closures, these students' pre-existing needs have been exacerbated by limited connection with teachers and peers. Returning to physical school campuses, the implementation of Positive Behavior Interventions and Strategies (PBIS) and Restorative Practices (RP) strategies and practices is essential to support the social-emotional wellbeing of these students. Implementing Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) leverages a trauma/resilience-informed Multi-Tiered Systems of Supports framework (for additional information, please visit: https://achieve.lausd.net/PBIS_RP	LCAP	Foster Youth Low-Income English Learners	Student Health and Human Services/Special Education	Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning Other: ___
Proficiency for All Action: African American/Black Student Supports. In order to support improved Smarter Balanced proficiency rates for our African American/Black students, including Standard English Learners, the Los Angeles Unified School District's Access, Equity, and	LCAP	African American/Black Students	Access, Equity and Acceleration Unit	X Curriculum and Instruction Behavior Family and Community Engagement Climate Social-Emotional Learning

Initiative	**Funding Source**	**Target Group**	**Leaders and Staff Responsible** (as applicable)	**Educational Area(s):**
Acceleration (AEA) Unit works to ensure culturally relevant, sustaining, and high-quality instruction that recognizes these students' strengths, abilities, and potential. The AEA team continues to provide professional development through the Academic English Mastery Program (AEMP) for teachers to learn, develop, and deliver culturally responsive academic support.				Other: ___
Student Equity Needs Index (SENI) Actions and Investments Parent, Student, and Community Engagement: Parent, Student, and Community Engagement Action 5. SENI provides increased access to programs and supports for parents, students, and overall community engagement. In order to ensure the efficacy of site-level implementation of LAUSD initiatives, including the use of SENI funds, these students and their families must be engaged in decision-making. However, these students and their families face additional barriers to this kind of engagement and participation, given the logistical challenges of scheduling for working parents, general communications between schools and families of students in foster care, and linguistic barriers for families of English Learners.	LCAP	English Learners Foster Youth	Office of the Superintendent, School Culture, Climate, and Safety Parent and Community Engagement	X Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning Other: ___

Initiative	**Funding Source**	**Target Group**	**Leaders and Staff Responsible** (as applicable)	**Educational Area(s):**
To support meaningful parent, student, and community engagement at the school level, LAUSD will continue to allocate additional flexible funding to school sites based on the Student Equity Needs Index (SENI) to support local strategies and investments.				
Black Student Achievement Plan (BSAP). BSAP addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community-based organizations with proven track records of success within the African American/Black community, and provides increased staffing support to address the academic and social-emotional needs of African American/Black students.	LCAP	African American/Black Students	Office of the Superintendent, School Culture, Climate, and Safety	X Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning X Other: ___
The UCLA-LAUSD Collaborative is a multi-year effort to increase the graduation and college admittance rates of African American/Black students in LAUSD. To support this effort, LAUSD has collaborated with UCLA and the College Board to provide strategic support to principals, teachers, and counselors at selected high schools across the district to close achievement disparities between African American/Black students and other student subgroups. The Collaborative seeks to address achievement disparities between African American/Black students and other subgroups through a comprehensive	Not Stated	African American/Black Students	Division of Instruction	X Curriculum and Instruction Behavior X Family and Community Engagement Climate X Social-Emotional Learning Other: ___

Initiative	**Funding Source**	**Target Group**	**Leaders and Staff Responsible** (as applicable)	**Educational Area(s):**
program that embraces the "whole child" by focusing on the following areas: ● Instructional Support ● College and Career Education Support ● Resiliency Support				
Humanizing Education for Equitable Transformation (HEET) - The HEET Initiative makes targeted investments of fiscal, human, and external resources and partnerships within a Community of Schools model with the following goals: ● Stabilizing the teaching and administrative faculty for increased continuity and consistency of instructional objectives and learning outcomes for our highest needs populations served. ● Providing essential out of classroom support such as librarians, nurses, counselors, instructional coaches, coordinators, the arts, specialized pupil services, mental health support, and wellness. ● Provide a safe and welcoming learning environment that promotes robust parent, family and stakeholders' voice, feedback, engagement, and pride in the community.	Not Stated	LAUSD's Highest Needs Populations	Local District West, HEET Community of Schools Administration	X Curriculum and Instruction X Behavior X Family and Community Engagement X Climate X Social-Emotional Learning Other: ___

Initiative	Funding Source	Target Group	Leaders and Staff Responsible (as applicable)	Educational Area(s):
● Increased student achievement rates for African American/Black students, focused (and all other student groups) in the following areas: ● Graduation, College and Career Readiness ● Grade C or Better in College Prep and High School Prerequisite Courses ● Daily School In-Seat Attendance ● Proficiency in Summative Assessments and Completed Courses: ELA, Math, and All Academic Content Areas ● At or Above Benchmark in Early Literacy and Numeracy ● Access to Honors and Advanced Placement Courses ● Gifted and Talented Education (GATE) Identification ● Reduction in Special Education Referrals, School Suspensions, Expulsions, and Chronic Absenteeism				

Step 2: Examine the Current Initiatives

Complete the information below to identify connections between initiatives and align efforts that relate to the CCEIS plan. Identify and describe any gaps in services for any student groups most in need of support.

Name Common Areas Among the Initiatives
All previously mentioned initiatives focus on improving equity and access to close opportunity/success gaps for students.

Identify Processes for Collaboration and Integration of the Initiatives
The CCEIS planning team will develop inter-departmental partnerships with the Division of Instruction, Black Student Achievement Plan, Humanizing Education for Equitable Transformation, Student Health and Human Services, School of Mental Health, Access, Equity, and Acceleration. These partnerships will allow ongoing collaboration to support African American/Black students and their families.

Describe any Groups of Students that are Not Served
Not applicable

Identify Areas that are a Higher Priority than Others
Improving academic and social-emotional outcomes for all students.

2.2 Complete a Programmatic Self-Assessment

LEAs must identify programmatic self-assessment tool(s) the LEA used and describe the process(es) of completion. Note: At least 1 of the 4 CDE-Approved Programmatic Self-Assessment tools listed below must be used.

Identify one or more of the approved Self-Assessment Tools used:

Qualitative Tools:

_X_ Annotated Checklist for Addressing Racial Disproportionality

___ Preventing Disproportionality by Strengthening District Policies and Procedures - An Assessment and Strategic Planning Process

___ Success Gaps Rubric: Addressing Equity, Inclusion, and Opportunity

Quantitative Tools:

___ Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Note: Each of the tools leans toward either qualitative or quantitative data, therefore your data will need to be supplemented to ensure both types of data are used. For example, the Data Analysis Workbook is quantitative in nature, so additional self-assessment activities (such as focus groups, equity walks, empathy interviews) would need to be completed to gather qualitative data. Supplemental tools can be found on the 2022 CCEIS Padlet.

Notes for Continuing LEAs Only:

Continuing LEAs with new areas of identification: review previous self-assessment results and analyze progress towards the measurable outcomes of the existing CCEIS plan. You may need to complete a self-assessment tool based on the new area of identification and/or lack of progress.

Continuing LEAs with the same area(s) of identification (three years or less): review previous self-assessment results and analyze progress towards the measurable outcomes of the existing CCEIS plan(s).

Continuing LEAs with more than three years of identification: if you have NOT completed a thorough self-assessment process within the last 30 months you MUST use one of the 4 CDE-approved tools and complete the self-assessment as described in the guidance document for Continuing LEAs.

Self-Assessment Process

Describe how the self-assessment process was completed (who, how, what, and when). Be sure to include the tools you used to supplement the CDE-Approved self-assessment(s) you used.

As part of stage two qualitative data collection phase of the Four Phase Programmatic Improvement Process, LAUSD selected and utilized the self-assessment tool, the *Annotated Checklist for Addressing Racial Disproportionality in Special Education,* developed by Dan Losen (2008).

The following summary outlines our self-assessment journey in developing the current 2022, and corresponding 2021 and 2020 CCEIS Action Plans to address the overidentification of African American/Black students in the categories of emotional disturbance (ED) and discipline.

2022 Meetings:

Building on the qualitative data gathered for the previous two plans, the CCEIS team conducted ten 60-90 minute virtual focus groups with:

- 6/11/2022: CCEIS Site Administrators
- 6/13/2022: Early Education
- 6/15/2022: Elementary Parents
- 6/16/2022: Secondary Parents
- 6/29/2022: File Reviewers
- 9/28/2022: Focus Groups with students from two CCEIS middle schools and two CCEIS high schools*
- 9/30/2022: Non-Public School Parents

*Themes that emerged from the focus groups with students centered on 1) discipline regarding safety, school culture/climate, name calling/bullying, interethnic/racial segregation/isolation, bias and microaggressions, and 2) curriculum and instruction.

Discipline:

Regarding discipline, students shared stories of how at some point in elementary, middle, and/or high school, they were asked to leave a classroom and subsequently experienced some form of discipline.

Notable quotes from LAUSD students:

- *“Yes, I've been asked multiple times to leave a classroom. For little small things such as talking or laughing or just being a kid. In other classes, I would get sent to the office. I've even had security called on me. Some teachers do it as a misuse of their power. They use their power to get you out of their classes. Yes, it affects us when we are told to get out of the class - I'm done.”*
- *“I'm in 10th grade and I don't like the school administrators kicking out all the Black kids. Picking on the black kids.. threatening to kick us out.”*
- *“I have seen how we get sent out, but other kids don't.”*
- *“It’s normal, everyone makes mistakes. Naturally. I have made mistakes. Many times I have been asked to leave the classroom. Everyone makes mistakes.”*
- *“One time I was sent to the office for taping. Someone was bothering me. I can take it and take it but when I can’t I get mad, the anger just builds up. We just need time to cool down and regroup.”*

- *"One thing I would like to see change is stop kicking kids out. Stop kicking kids out."*
- *"One thing adults could do differently is just start listening. Be more open. They could do more. They could go deeper. There are things going on that kids really go through. And kids should be heard. This is not happening as often as it should."*
- *"I would like the adults to look at students differently... Adults look at us like we are drones and not human. We are not allowed to express our emotions. They forget that we also have personal lives just like they do. We are barely adults yet and yes, we don't know how to manage emotions and everything that we have to deal with. I would like to see more mental health support."*

Notable quotes from parents of LAUSD students:

- *"I am sick and tired of people, teachers treating us differently simply because they think they are better than us. I would like them to go right by son. Don't dismiss us. I show up as a partner and this should not be this hard. We are trusting these people. These are our children. This should not be happening to our children."*
- *"What I have witnessed is there is a trend in elementary school where African American/Black students get pulled out for more discipline. Students get targeted early. This trend is not okay. Schools need to be more accountable. It is behavior that dominates culture normative."*
- *"You can't get any help for your child unless your child gets an F or gets disciplined then you get an IEP."*

Notable quotes from LAUSD staff members (i.e., file reviewers, administrators):

- "*For young children, the focus was so much on behavior. With the initial starting with ED with no interventions, no documentation, no mention of an SSPT meeting."*
- *"Discipline is more punitive for external behavior for African American/Black students."*
- *"In one file, the 6 year old had been suspended 6X and there was no discussion of why the behavior was happening. No discussion, no documentation regarding attendance. The pattern is we are not going to deal with this today. Then there is the phone call to mom."*
- *"Sometimes we are focused on the disruptive and persistent nature of the students' behavior."*
- *"Because some people feel that an IEP is inevitable so why not cut to the chase."*

Curriculum and Instruction:

Notable quotes from LAUSD students regarding curriculum and instruction:

- *"In classes, you get worksheets and assignments handed to you, but there's no one to walk through those assignments with the students. They just get assigned, and then you get tested, and that's all. That's all that matters. But none of that is sinking in. It's not going in, and we're not learning."*
- *"A lot of teachers don't know how to teach. Instead, they just repeat the same thing over and over and over again, but there is no real teaching."*
- *"Teachers need to learn how to make classes more interesting and interactive and not boring. Some teachers do this well."*

- *"We don't have a stable science teacher. We have a lot of substitutes, and so we are not learning."*
- *"Teachers hold very low expectations and so it does affect our motivation."*
- *"I'm in three different AP classes and two of them are pretty cool. I get a lot of work done. I actually feel like I'm learning. But the third one is not organized, it's loud, and I am not learning what I need to be learning in that class."*
- *"It's 50/50. When you raise your hand, if you're gonna get skipped over or if I'm going to get answers to my questions."*

Notable quotes from parents of LAUSD students:

- *"Race plays a huge role in the student/teacher relationship. The teacher needs to ask him/herself "How do I engage with all of my students?" Teacher comments are a great example of teachers being biased and not knowing they were biased."*
- *"Depends on the teacher if your child is going to get what she needs."*
- *"Regarding Section 504 accommodations, every teacher is different and depends on whether they care or not."*
- *"I was seen as the parent with the problem."*
- *"I am feeling anger and sadness that breaks my heart. So much has been said, "We have to do better." It has been a living hell. Teachers assume the worst of my family. We are well read and well-traveled but I have had the hardest time because of how we look. Our children are made to feel invisible. You are messing with my social emotional well-being as a parent, and you are messing with my child's emotional and mental well-being."*
- *"Our children are being ignored and disrespected. My son was identified as gifted in fifth grade and here we are in 10th grade and he is failing and he is lacking motivation. I am supposed to be a partner here. Student, parent and school."*
- *"Is it a lack of training or they really don't care. It is the latter, they really don't care."*

Notable quotes from LAUSD staff members (i.e., file reviewers, administrators):

- *"Racism plays into this. Teachers who do not have an understanding or relationship with their Black and Brown kids, then their behaviors become issues, and the behaviors stick out more than the same behaviors for the other students of different races. Having the hard conversations is important, using the data to point out, "Are you being biased?"*

2021 CCEIS Action Plan Cycle:

In order to obtain updated qualitative data for the CCEIS 2021 Action Plan, and to identify additional root causes, LAUSD conducted the following focus groups:

- 6/29/2021: Elementary principals
- 6/30/2021: Secondary principals
- 7/7/2021: Behavioral specialists
- 7/9/2021: Secondary school teachers
- 7/9/2021: Elementary school teachers
- 7/12/2021: Early education teachers
- 7/12/2021: Counselors
- 7/13/2021: School psychologists

- 7/13/2021: Early education parents
- 7/14/2021: Elementary parents
- 7/15/2021: Secondary parents

These focus groups provided additional data to support the 2021 CCEIS Action Plan's root causes.

2.3 Conduct Policies, Practices, and Procedures Review

Upon identification of significant disproportionality, an LEA must provide for the annual review and, if appropriate, revision of the policies, practices, and procedures used in identification or placement in particular education settings, including disciplinary removals. An LEA must address a policy, practice, or procedure it identifies as contributing to the significant disproportionality. In addition an LEA must publicly report on any revision of policies, practices, and procedures. (As directed in 34 *CFR* Section 300.646(c) and 300.646(d)(1)(ii-iii).)

Note: The policies, practices, and procedure review are part of the root cause analysis process. However, revisions do not have to be completed prior to submission of the CCEIS plan. The Policies, Practices, and Procedures Review Matrix can support this activity and can be found on the 2022 CCEIS Padlet.

Review of Policies, Practices, and Procedures

Describe the process of reviewing the LEA's Policies, Practices, and Procedures that relate to the significant disproportionality identification.

The Policy, Practices, and Procedure process followed the two stage process:

- Gathering documents to review the documents
- Analyzing policies, practices, and procedures

Process:

It should be noted that LAUSD does not utilize the traditional numbered Board Policies and Administrative Regulations that are part of the California School Board Association numbering system. Therefore, an LAUSD Board rule is a statement of policy of LAUSD adopted by formal action of the District's Governing Board. It is identified by a number, i.e., 1421-This is a statement of Board policy referring to the dissemination of information regarding students.

LAUSD uses the following as part of its policies and procedure network:

- Policy Bulletins
- Memorandums
- Board Resolutions
- Reference Guides
- Board of Education Reports
- InterOffice Correspondence

Part 1: Policy Review:

The Bulletin/Policy review process included aligning Bulletins with the topic areas listed on the PPP Matrix Tool and adding the identified root causes that correspond to each area. The focus was on the following bulletins:

- BUL-6730.1 - A Multi-Tiered System of Support Framework for the Student Support and Progress Team (2017)
- BUL-6231.0 - Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (2014)
- BUL-4692.6 - Section 504 of the Rehabilitation Act of 1973 (2017)
- BUL-57575.3 - Nonpublic School (NPS) Placement Policies and Procedures (2013)
- BUL-5901.4 - Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE) (2017)
- REF-073512 - Development of the Final Individualized Education Program (IEP) for Students with Disabilities (2019)
- REF-4133.1 - Individualized Education Programs (IEPs) Presented for Parent Signature (2017)
- REF-3804.0 - Individualized Education Program (IEP) Team Membership Requirements and the IEP Team Member Excusal Process (2007)

Part 2: Procedure Review:

For the 2022 CCEIS Plan, the documents that were reviewed included:

- A Multi-Tiered System of Support (MTSS) Framework for the Student Support and Progress Team (SSPT) a Handbook for Schools (2016)
- 2022 LCAP
- Black Student Achievement Plan (2021)
- 2022-2023 Strategic Plan
- District Discipline Matrix Procedure and Implementation Plan

LAUSD's website also included the following webpages, specifically related to Equity, Culture and Diversity:

- The Educational Equity Compliance Office (EECO) - EECO produces, updates and provides input to District policies on or related to nondiscrimination; provides training, support, and technical direction to District stakeholders, including students, parents/guardians, community, schools, Local Districts and central offices on harassment, discrimination, intimidation, and/or bullying issues involving protected characteristics; responds to and investigates harassment, discrimination, intimidation, and/or bullying complaint allegations, special education compliance complaints filed with external agencies; facilitates Office for Civil Rights complaint investigations; conducts and coordinates internal complaint investigations involving violations of federal and state laws identified under the Uniform Complaint Procedures (UCP) regulations; and assists with state and federal program monitoring reviews and other audits for our schools and District. Includes "Taking Action on Racial Equity and Justice Learning Challenge Series—Discussion Guide and Workbook."

https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/156/pdfs/Taking%20Action%20on%20Racial%20Equity%20and%20Justice.pdf

- LAUSD Access, Equity, and Acceleration (AEA) - AEA works to ensure that teachers and school leaders recognize, respect, and attend to the diverse strengths and challenges of historically underserved student populations within the district.
- The Academic English Mastery Program (AEMP) - AEMP is a comprehensive, research-based program designed to address the language and literacy needs of African American/Black, Mexican American, Hawaiian American, and American Indian students for whom Standard English is not native. These students are known as Standard English Learners. The program incorporates into the curriculum, instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students. The AEMP Model Schools are emerging models of excellence in culturally and linguistically responsive teaching. Each school serves as a demonstration site for the District at large.

Part 3: Practices Review (Utilizing the Empathy Interview Process):

In order to determine if an LAUSD policy or procedure is being implemented, practitioner interviews are conducted. Therefore, the effective implementation of district practices is addressed using the empathy interview process. Empathy Interviews are conversations with those who are affected by common issues that LAUSD is trying to address. These interviews involve a number of different people using the same set of questions, called an “interview guide.”

The individual Empathy Interview process allows for participants to share their perspectives in an honest, open manner. The responses are confidential and are designed with the goal of providing an environment conducive to open and frank dialogue. The individual responses are then analyzed, and trending data regarding specific areas are noted. Once the thematic trend analysis is complete, the trend data is shared with the CCEIS leadership team and the Educational Partners team to assist with developing the CCEIS Action Plan.

Additional information on the empathy interviews:

- The interviews were conducted between May and June 2022.
- Eight administrative staff interviews were conducted with staff representing early childhood and non-public schools.
- 168 individual responses to questions were reviewed and analyzed.

Twenty-one questions were asked of each participant. The questions centered around the following areas:

- Equity and Culture in district policies
- Multi-tiered Systems of Support (MTSS), Student Study and Progress Team (SSPT) and the use of evidence based interventions prior to making a referral for special education procedures, process, and implementation
- Discipline Policies and Practices
- 504 Plans and corresponding procedures, processes, and implementation

- Individual Education Plans and corresponding procedures, processes, and implementation (early childhood education and ISFP)
- District Significant Disproportionality causes within LAUSD

Did your LEA revise any policies, practices, or procedures?

__ Yes

X No

__ Partially Completed Revision

Potential Revisions

Describe what policies, practices, and/or procedures have been or will be revised.

Findings from the policies, practices, and procedures reviews indicate the following bulletins need to be revised:

- BUL-6730.1 - A Multi-Tiered System of Support Framework for the Student Support and Progress Team (2017). The revision should align with the 2022 LCAP, Black Student Achievement Plan, and other current initiatives within LAUSD, as appropriate (see The Applied Racialized Trauma-Informed Analytic Lens and Framework [African American/Black Student & Family Focus] Report 2022-23).
- There is no evidence of a bulletin that addresses Equity, Diversity and Culture; therefore, a bulletin should be written to address this important area.

Findings from the policies, practices, and procedures reviewed indicate the following procedures need to be revised:

- Multi-Tiered Systems of Support (MTSS) Framework and Guidelines (2016) including interventions in the academic and social emotional areas.
- Bulletin 6231.0-Discipline Foundation School-Wide Positive Behavior Intervention and Support (SWPBIS) (2014) that included changes to the policy and provided a framework for incorporating additional requirements through the Board Resolution, School Discipline, and School Climate Bill of Rights adopted on May 13, 2013.

The findings from the policies, practices, and procedures reviewed indicate that the following practices, as reported by the Empathy Interview trend analysis, need to be addressed:

- Equity and Culture - The practitioners indicated that based on their experiences, the District's policies and procedures in the area of non-discrimination and equity are not well known to administrators, teachers, and classified staff, nor are they consistently implemented.
- Multi-Tiered Systems of Support (MTSS), Student Study and Progress Team (SSPT) and the Use of Evidence Based Practices and Interventions Prior to Making a Referral for Special Education Procedures, Process, and Implementation - The practitioners indicated

their awareness of the MTSS framework but noted it is not consistently implemented nor is the SSPT process. There is no separate SST process for early childhood, or a specific policy, or a consistent data collection system.

- Discipline Procedures and Practices - The practitioners indicated that they were not aware of an LAUSD disciplinary policy or if discipline data was accurately collected. Additionally, they indicated that general and special education teachers do not have the skills needed to successfully address the behavioral needs of students with and without disabilities.
- 504 Plans - Practitioners indicated that LAUSD's policies and procedures regarding Section 504 Plans are known and understood by administrators and teachers throughout the District; however, implementation is inconsistent. Practitioners were not aware of LAUSD's overall data regarding Section 504 Plans.
- Individual Education Programs (Procedures, Process, and Implementation) - Practitioners noted that the policies and procedures related to developing and implementing IEPs are widely known; however, they are inconsistently practiced and applied.

Reasons for Significant Disproportionality - The practitioners gave their reasons as to why LAUSD is significantly disproportionate in the area of African American/Black students with emotional disturbance. Practitioners noted:

- *"There is no discipline recording system. All suspensions and expulsions regarding behavior are silent. We send the kids home. It is not recorded on the MiSiS system and another practice is to shorten the students day. Mental health virtual consultation for staff regarding personal issues is needed. There is no data, but it is camouflaged as termination when it is really expulsion. There are excessive behavior and absences that are primarily attributed to African American/Black children."*
- *"The biggest deal is the relationship with students. There needs to be training on trauma informed care, CPI annual and recertification, monthly behavior systems, behavioral management, classroom monitoring, how to teach to state standards, and training on autism."*
- *"Students are not having their needs adequately addressed. We treat the whole child and their families including rent food securities, domestic violence trauma and substance abuse. We have to go beyond CPI. No expulsions at nonpublic school. It is not an option."*
- *"We need to have a proactive focus. We need to provide psychiatric social workers five days a week at sites to help with the students."*
- *"Non-public schools are filling the needs of the community. At the NPS students feel free and safe. The District is not able to meet the needs of African American/Black students."*
- *"There needs to be equitable access for all students. At the charter school parents choose what they know to be safe. We have to relay effective practices. We must break the school to prison pipeline."*
- *"There is no consistent implementation of discipline as a classroom focus, we have to hit reset. We do not want to replicate more restrictive settings. We can do so much better."*
- *"Behaviors have been challenging for a while. We need a comprehensive plan to address behaviors in the classroom. We need to give the teachers the tools they need to be effective."*

Describe how the policies, practices, and/or procedures have been or will be publicly shared (e.g., School Board meeting minutes, posting on LEA website).
The bulletins and memorandums (i.e., policies, practices, and/or procedures) will be publicly shared using School Board meeting minutes and posted on LAUSD's website.

Describe how the policies, practices, and/or procedures have been or will be internally disseminated and implemented.
The bulletins and memorandums included a "routing" section that lists the locations and/or staff members that were to receive the document. Additionally, inter-office communications are used to connect staff to key actions.

Note: Any actions tied to this review that are not completed should be included in section 3.2.

2.4 Complete Reflective Data Analysis

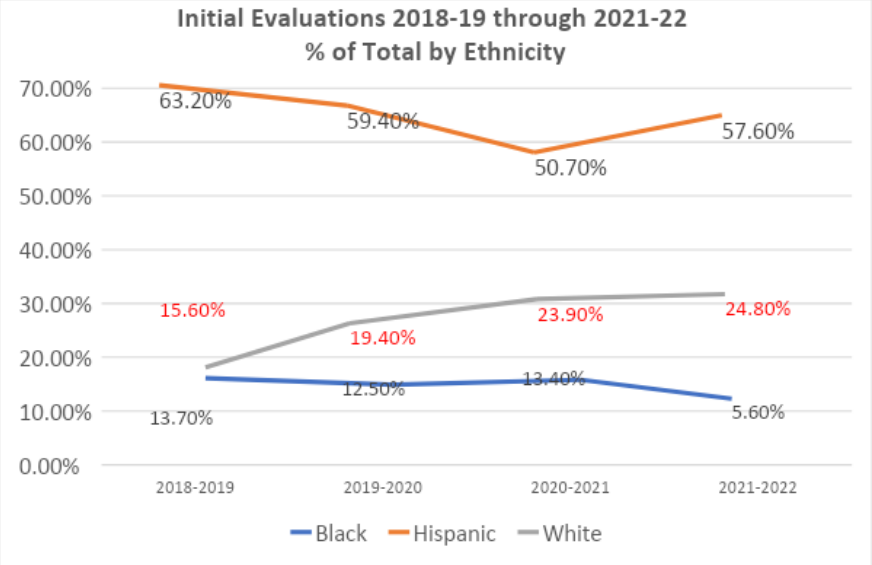
Note: This analysis should provide information that will connect and validate the selected root causes, target populations, measurable outcomes and related activities reported in 2.5, 3.1, and 3.2.

Briefly describe the LEA (e.g., demographics, culture, history of significant disproportionality, etc.).
Absenteeism - African American/Black student data has the third highest drop-out rate of 11.2% (2020-21 LAUSD Open Data Dashboard) and has the lowest average daily attendance rate of 83% (2021-22 FOCUS snapshot). **Academics -** Hispanic and African American/Black students data have the greatest percentage of students "well below basic" on DIBELS and "standards not met" on Renaissance. **Quantitative Data Analysis -** LAUSD requested a deep data analysis for the 2022 CCEIS Action Plan, with additional data analysis provided below: ● Student Support and Progress Team (SSPT) Process ● A 4-Year History of Initial Evaluations ● NPS Placements ● File Reviews **Student Support and Progress Team (SSPT) Process:** LAUSD held 12,317 SSPT meetings in 2021-22. The SSPT teams documented only one meeting for most students, while no information was entered into the system for nearly 5,000 meetings. Nearly 60% of the students served by the SSPT process were males. Most students served by the SSPT process were in Grades K through 4. The number of students tapered off in middle school through high school. This is likely due to the identification of most disabilities in

the elementary grades. When the ethnicity of students served by the SSPT process is analyzed and compared to the District's student enrollment by ethnicity, there are minimal differences. The groups with a higher percentage of students (SSPT) by ethnicity included African American/Black, Two or more ethnicities, and White. The percentage of Asian students was less than half of student enrollment (1.58% versus 3.40%). Of the students served by the SSPT process, more than 33% of students were English Learners, and 87% of students were socioeconomically disadvantaged. Among the Hispanic students served by the SSPT process, 44% were Limited English Proficient (LEP), 3% were IFEP, nearly 7% were RFEP, and 46% students were English Only. Of Asian students served by the SSPT process, 44% of students were LEP, 16% of students were RFEP, and 32% of students were English Only. 16% of White students were LEP, and 73% of students were English Only. The SSPT data analyzed by the TAF was not disaggregated between SSPT for language reclassification, academic or behavior interventions.

Four-Year History of Initial Evaluations:

Across the four-year timespan, the percentage of students who had an initial evaluation decreased by less than 10% for Hispanic and African American/Black students. There have been 9.20% more White students evaluated. The data for 2020-21 versus 2021-22 indicates a decrease of nearly 8% for African American/Black students and an increase of nearly 7% for Hispanic students. The variance for White students was an increase of less than 1%.



Additional data analysis outlines the following:

- Gender and Ethnicity - For every ethnicity with more than ten students evaluated, the number of males significantly exceeded the number of females deemed not eligible for special education. Hispanic students had the greatest number of students deemed not eligible for special education services.
- Not Eligible by Grade Level - Over the four-year period, 1,719 preschoolers were assessed and determined not to be eligible for special education. More than 200 students per grade were assessed and did not qualify between Kindergarten and 5th

grade. Between the 6th and 10th grades, more than 100 students were not eligible at each grade level. In the last two years of high school, the numbers were under 100 students not eligible.

- Eligible for Other Health Impairment (OHI) by Grade Level - Nearly 400 students were found eligible under Other Health Impairment (OHI) in preschool over the four-year period. The majority of students were identified in Grades K-5. The research found that further analysis is needed to determine the reason that 142 students in grades 11 and 12 were found eligible under OHI. Further analysis is needed to determine the reasons students were identified under OHI.
- Eligible OHI by Ethnicity - The percentage of students determined eligible for OHI is less than the District enrollment for the Asian, Filipino, Hispanic, and Pacific Islander students. The percentage is nearly double that of the District enrollment for the African American/Black students and just more than double for White students.
- Comparison of 2018-19 versus 2021-22 OHI Eligibility - The District found 412 fewer students eligible for OHI in 2021-2022 than in 2018-19.
- Eligible for Emotional Disturbance (ED) by Gender - The significant decrease in the number of female students identified with ED, 87 students in 2019-20, compared to 31 students in 2020-21 is most likely due to the COVID-19 Pandemic. The overall number of students found eligible in 2021-22 (126) continued to be lower than those identified in 2018-19 (212) and 2019-20 (157). This was not the case for Hispanic students or White students. The number of students increased significantly again in 2021-22.
- Overall, the District numbers for African American/Black females identified with ED have decreased from 14 to 4 over the four-year period. More females (35 students) than males (30 students) were determined to be eligible under ED between the 2018-19 and 2021-22 school years.
- Eligible for ED by Ethnicity - The district has made progress in decreasing the percentage of African American/Black students with ED (14.80% to 6.36%). The percentage of Hispanic students has largely remained at approximately 66% of the students with ED. The percent of White students identified with ED has continued to increase each year.

NPS Placements:

In 2021-22, the District had 2,590 students in Non-Public School (NPS) placements. Students with Autism formed the largest group in NPS (1,135), OHI (410) and ED (561). Although African American/Black and White students comprise 7.7% of the student enrollment, they represent 20% and 24% of the students enrolled in NPS, respectively.

Additional data analysis outlines the following:

- ED and OHI NPS Placements by Ethnicity - 26.20% of students with ED placed in NPS are African American/Black compared to 7.70% of total student enrollment of LAUSD. The trend is lower for Hispanic students (52.41% of ED NPS Placements compared to 77.20% of student enrollment). The percentage of White students with ED (13.73%) is nearly double the enrollment (7.70%).
- The differences are more apparent for students with OHI and placed in NPS. The percentage of Hispanic students with OHI placed in NPS is 42.93% compared to 77.20% student enrollment. African American/Black students with OHI comprise 26.10% of the

NPS placements compared to 7.70% of the total student enrollment. White students with OHI make up 21.22% of the NPS placements and 7.70% of total LAUSD student enrollment.

- Disability - Initial and Current for Students Placed in NPS - Of the 1,135 students in NPS with Autism, there were 835 students who had Autism as a disability at the initial assessment. This may be accounted for by the 322 students who had Developmental Disability (DD) or Speech and Language Impairment (SLI) as a primary disability as a preschooler.
- Local District at Time of NPS Placement - Of the 561 students with ED eligibility in NPS placements, 84 were from the West, 80 from the East, and 74 from the South District. There were 67 students from Central and Northwest total. The remaining District areas had 14 to 57 students in NPS placements. It is suggested that the District areas analyze the patterns at the area districts which place the highest number of students with ED in NPS and determine if the district's ED programs are housed in these local districts.
- Number of NPS Sites - The largest number of students were Hispanic (294) and placed at 70 sites. The 147 African American/Black students were placed at 46 sites.
- Initial Disability - Students with ED in NPS - Of the 561 students with ED in NPS, 36% were initially identified as ED. Nearly 25% of students were initially identified as OHI, 15% with SLD, 9% with DD, 7% with SLI and 4% with Autism. Nine students were determined "Not Eligible" at the time of the initial assessment.
- Grade of Initial Assessment - Students with ED in NPS by Ethnicity and Gender - Males comprised 63% of the students with ED in NPS. Data showed males are placed in special education at a younger age (86 male students in preschool), with nearly 50% of male students being identified by the end of first grade. 50% of female students are identified by the end of third grade.
- When the ethnicity of students is considered for the three largest groups of student ethnicities, the males comprise about 66% in all groups. In addition, 26 females were initially assessed in high school compared to 8 males. The students were eligible for special education at the initial assessment, not necessarily for ED.
- Grade of Initial Assessment by Ethnicity and Gender - The largest ethnicity group in the district is Hispanic students. There are ten times as many Hispanic students as White and African American/Black students. Many African American/Black, Hispanic, and White male students were identified in preschool through 2nd grade. The number of students with ED classification increased in 6th grade for White males. The pattern for ED classification for female students is more consistent across grade levels, with a spike in middle school for all groups of female students.
- Grade, Grade Placed, and Average Number of Years in NPS - African American/Black students, on average, are placed in NPS in a lower grade level (5th) and continue in the placement for the longest amount of time (four or more years). In contrast, NPS student placement average was 6th grade for Hispanic students, continuing in the placement for 3.74 years. White students were placed on average in the 6th grade in NPS settings and remained in placement for about 3.5 years. The pattern changes slightly when male students are considered in isolation. The grade male students are placed in NPS settings on average, is about a half-year earlier than the total average, and the number of years in placement is about a half-year longer.
- Percent of Time in the Least Restrictive Environment (LRE) - The majority of students with ED (84%) at a NPS are in the general education (GE) classroom setting less than 40% of the time. About 6% are in the GE setting 40-79% of the time. Only 10% of

students are in the GE setting 80% of the time or more. This is not uncommon, as NPS are typically on separate campuses and provide no opportunity for students to participate in the general education program or extracurricular activities with their GE peers. Three groups are in the GE 0-39% of the time only (American Indian, Asian, and Pacific Islander).

- Student Groups - Among students with ED in NPS, none are in Advanced Placement classes, 8 have been identified as gifted, 13 are foster youth, and 8 are homeless. Five of the 13 foster youths and 4 of the 8 homeless students are African American/Black. No African American/Black students with ED have been identified as gifted.
- Language Status - Students with ED in NPS - The majority of the students with ED in NPS are English Only speakers. Nearly 20% of the students are Limited English Proficient. 12% have been reclassified as RFEP and 3% are designated as IFEP.
- Return to Public School - The district returned 107 students with ED who were Black, Hispanic or White to public schools in 2021-22. The majority were in grades eight through twelve. Of these students, 27% were African American/Black, 57% were Hispanic and 6.7% were White. It is suggested that the reason for the return be analyzed. Twenty-nine percent of the students who returned (31 students) were placed in general education and 24% (26 students) were placed in Specific Learning Disability (SLD).

File Reviews:

The file review process is summarized below:

- The file reviewers encompassed a cross-section of district administrators and CCEIS-support staff.
- Based on the guidance of the Technical Advisor Facilitator, the CCEIS Team selected 133 files for review.
- A sample size of 80 student files from 4th to 12th grade, with an offer of Free and Appropriate Public Education (FAPE) in a Nonpublic School (NPS), and a setting as of June 2022 while attending a district school were selected.
- The following data was found for each of the ethnicity demographics:
    - 48 student files of African American/Black student files were randomly selected
    - 32 non-African American/Black student files were randomly selected
- 33 of the 133 student files reviewed represented students with an offer of FAPE in a NPS setting and that were initially offered an NPS setting while attending a charter school as of June 2022.
- 10 of the 133 student files reviewed were from K-3 grade levels and had an offer of FAPE in a NPS setting as of June 2022.
- Of the 133 student files selected, the team found 107 student files receiving special education services and eligible under Emotional Disturbance (ED). Twenty-six files could not be reviewed due to file reviewers' inability to access the initial psychoeducational report at the time of the file review (e.g., students began the special education process in other districts, etc.).
- As the file reviewers identified data, their responses were entered into a provided electronic form.
- The data was provided to the TAF and analyzed for patterns and trends.

- The reviewers participated in a discussion and answered questions about their observations and possible trends in practices across LAUSD.
- A summary of the data analysis is included in this section, and a summary of the discussion will be included in the Qualitative Data Analysis presentation.

The following is a summary of the responses to the file review questions:

- Nearly 50% of students attended a pre-kindergarten (pre-K) program. As it was not stated in the file for 35 students, it is likely more students attended a pre-K program. This data highlights the importance of including early education in order to disrupt disproportionality as early as possible.
- 98 of the 107 students had a parent in attendance at the initial IEP meeting.
- 107 students were initially assessed at 15 schools. All but two students were assessed within LAUSD. The largest number of students, 24, were assessed in Local District (LD) South, followed by 19 students in LD West, 14 in LD Northwest, 12 in LD East, and 12 in LD Central.
- The majority of students were assessed for a disability before 3rd grade. Data includes the following numbers of students that were assessed for a disability:
    - Pre-K: 21 students
    - Kindergarten: 21 students
    - 1st grade: 14 students
    - 2nd grade: 19 students
- The majority of the student files (57/107) were for African American/Black students. The next largest student file group was Hispanic (36/107). In addition, 64% of the students were male.
- More than half of the referrals were made by parents and the rest were largely staff referrals. The SSPT referred 13/107 students.
- At the initial assessment, 44 of these students were determined eligible for special education under ED, 24 under OHI, 15 under SLD, nine under Developmental Delay, and 8 students did not qualify for a special education eligibility.
- The majority of students (89) had no secondary disability, though 13 students had a secondary disability of OHI, 3 students had SLD, 1 student had ED, and 1 student had SLI.
- Attendance was a concern for 44 of the students. However, there was no statement found for 21 students. It is possible attendance was more of a concern.
- Behavior was a concern for 87 of the students and not stated for 4 students. Behavior was more of a concern than attendance.
- There were 37 students with no medical conditions. The rest had a variety of medical conditions, with ADD/ADHD being most prevalent.
- More than half of the students were not referred to the SSPT. The SSPT met for less than two months for 14 of the students, three to six months for 17 students, seven to twelve months for 10 students, and 12 students for greater than a year.
- Of the 33 whose number of meetings were available, 14 had just one meeting, 12 had two meetings, 5 had three meetings, and 2 had four or more meetings.
- English was the home language for 81 of the 107 students. There were 21 students whose home language was Spanish. There were four additional home languages, each spoken in one home.

- The impact of trauma is an important factor to consider. There was evidence that 52 students had experienced trauma. There was no statement in the files for 36 students. This lack of information indicates that more of the students may have been affected by trauma.
- 52 of the student files reviewed did not receive interventions prior to the initial assessment; 27 student files reviewed did receive interventions;18 student files did not contain this information.
- Three of the students had Section 504 Plans before the initial assessment.
- 26 students received school-based counseling or private counseling; 62 students did not receive counseling; 19 student files did not contain this information.
- There was no evidence of any students receiving Grief or Trauma Counseling prior to the initial assessment. It is possible that some students did receive Grief and Trauma Counseling and that it was not documented in the files.
- 50 of the students were taking medication at the time of the initial assessment. 43 students were not taking medication. It was not stated for 14 students.
- 28 of the students had been hospitalized before the initial assessment. 60 students had not been hospitalized. It was not stated for 19 students.
- 53 of the 107 students had been served by the SSPT, SST or Coordination of Services Teams (COST). It was not stated for 18 students and 36 students had not been served by these teams.
- Reviewers determined that interventions were provided with fidelity for 18 of the students. It was not stated for 70 of the students. More data is needed to determine if the interventions are being provided with fidelity. The interventions were provided for a sufficient amount of time for 18 students. It was not stated for 64. Staff need to be trained about intervention information that is expected to be included in the files or database systems.
- 45 of the students had a full assessment for their triennial review.
- At the time the student files were reviewed, 90 of the students had issues with behavior or discipline.
- 11 of the students had been placed in a Residential Treatment Center (RTC).
- 97 students had attended a Nonpublic School (NPS).
- Additional questions were asked for students who were identified as ED at a subsequent meeting, not through the initial assessment.
- 33 students were determined eligible at the re-evaluation, 20 students through a triennial assessment, 4 students at an annual, and two students at the 30-day interim IEP.
- 21 of the referrals were made by parents.
- 60 of the students had a behavior support plan.
- Academic and behavior supports were provided to 57 of the students.
- Counseling or referral to the schoolwide discipline program was considered for 55 students.
- The assessment plan listed behavioral concerns or ED as a suspected disability for 49 students.
- There was evidence that cultural factors had been considered for 15 students. There was no evidence in the files for 36 students. Cultural factors were not considered for the remaining 107 student files reviewed.
- 37 students were placed in an NPS after the eligibility became ED, 10 students were placed in a District ED program, 7 students were placed in a class for SLD and 7 students received RSP services in the general education setting.

- The prior placement for 26 students was a special day program for SLD; 13 students had been in GE with RSP services.
- Attendance was a concern for 22 of the students.
- Additional questions were included regarding NPS Placements:
    - 40 students were in middle school when an NPS placement was offered (grades 6-8); 30 students were in preschool through grade 3; 13 students were in grades 4-5; and 14 were in high school.
    - The types of meetings when the NPS placement offer was made were:
        - Re-evaluation: 31
        - Annual IEP: 28
        - Initial IEP: 21
        - Triennial: 16
        - One each due process, parent request, and 30-day interims.
    - For 94 out of the 97 students, the IEP team made the referral, and 3 were a result of due process.
- The responses to the question “Was the return to public school documented at each annual review” were fairly evenly distributed: All (38 students), Some (30 students), and No (29 students).
- 69 students had a comprehensive assessment before placement in an NPS.
- 91 students had not returned to public school from NPS.
- The number of years students had been in NPS ranged from 0.5 to 12 years. Two of the students had been in an NPS for 1.5 years, 6 students for 1 year, 22 students for 3 years, 15 students for 4 years, 12 students for 2 years, 11 students for 5 years, 8 students for 8 years, and 1 student for 12 years.
- After NPS Placement, the services changed for 66 students.
- 69 parents agreed to the placement while 38 parents did not.

Due to the high number of “Not Stated” responses to the following categories, it is not possible to make conclusions about the overall responses:

- Initial Assessment – Progress Monitoring of Interventions
- Reading and Math Supports Prior to Initial Assessment
- Interventions – Behavioral Contract or Study Skills
- Fidelity Rationale
- Were Cultural Factors Considered in the Determination of Eligibility?
- Current Data – Suspensions and Attendance
- NPS Placements – Trauma as Part of the Journey into Nonpublic School
- Interventions – Behavioral Contract or Study Skills

There is a need to develop protocols for information to be included in files and reports and to train staff on information that is expected to be included in the files or database systems.

Fill in the following table to indicate the tools/strategies used to gather relevant data, the process used to analyze the data, and the findings from each data source.

Data Type	Tool/Strategy	Process	Findings
Qualitative	Adapted Annotated Checklist for Addressing Racial Disproportionality in Special Education developed by Dan Losen (also referred to as the Wisconsin). Focus questions were developed specifically for students and parents in leadership and collaboration with TA Facilitator. Identifying the Root Causes of Disproportionality New York University Technical Assistance Center on Disproportionality by Catherine	During the 2022 self-assessment phase, the CCEIS leadership team conducted two focus group sessions to determine whether there were additional root causes with regard to the overidentification of African American/Black students in the categories of Emotional Disturbance (ED) and Discipline. Sixty to ninety-minute focus groups were conducted by the Technical Assistant Facilitator on: ● 6/11/2022: CCEIS Site Administrators Focus Group ● 6/13/2022: Early Education Focus Group ● 06/15/2022: Parents - Elementary Focus Group ● 6/16/2022: Parents - Secondary ● 6/29/2022: File Reviewer Focus Group ● 9/28/2022: Students Focus Group from CCEIS middle schools and CCEIS high schools ● 9/30/2022: Parents from Non-Public Schools Focus Group Technical Assistant Facilitator provided the context and the use of focused	See Section 2.4 for a detailed summary of the findings which support the themes identified in the 2020 CCEIS Plan and include: Root Cause #1: Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases. Root Cause #2: Lack of fidelity of discipline policies, procedures and practices has created a direct pathway to special education. Root Cause #3: Inconsistencies in the SSPT processes result in an inconsistent pre-referral process. Root Cause #4: Lack of consistent interventions and practices for students impacted by trauma. Root Cause #5: Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.

	Kramarczuk & Natalie Zwerger.	questions to formulate potential hypotheses for the disparities. Anecdotal data was captured through written notes and compiled into summaries for root cause analysis. The data was organized using categories from evidence-based research outlined in the article Identifying the Root Causes of Disproportionality. Results from the focus groups and analysis of potential root causes were presented to the leadership team for a discussion on 10/3/2022 and 8/20/2022 and to the Educational Partners on 10/3/2022. Qualitative data and analysis were presented to Leadership on 10/3/22 and to the Educational Partners on 10/3/2022.	
Quantitative		LAUSD provided data in the form of Excel spreadsheets for specific data queries from the special education database, Welligent, and the state-wide student information repository, CALPADS. The data was analyzed by the Technical Assistance Facilitator and results were formatted into charts and graphs. Outcomes were organized into a PowerPoint presentation and shared with the CCEIS leadership team, LAUSD leadership teams, and Educational Partners. From the information and insights gleaned through this process, the success gaps were formulated and identified. Additionally, this data	See Section 2.4 for a detailed summary of the findings which support the themes identified in the 2020 CCEIS Plan and include: Root Cause #1: Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases. Root Cause #2: Lack of fidelity of discipline policies, procedures and practices has created a direct pathway to special education.

		supported the identification of root causes.	Root Cause #3: Inconsistencies in the SSPT processes result in an inconsistent pre-referral process. Root Cause #4: Lack of consistent interventions and practices for students impacted by trauma. Root Cause #5: Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.

Success Gaps

- Identify who was involved in the discussions about the data analysis.
- Briefly summarize the prioritized findings of the data analysis (including trends and patterns).
- Findings should include success gaps which are differences in one or more outcome measures between groups of children in a district or school. An identified success gap indicates that the educational program a district or school offers is not meeting the needs of all groups of children. (See Guidance Documents for examples of success gaps.)

Success gaps were presented by the Technical Assistance Facilitator based on the findings in the Quantitative, Qualitative Data Analysis and Policy, Practices and Procedures review data. LAUSD's CCEIS leadership team met with TA Facilitators to discuss and refine Success Gaps. Subsequently, the following Success Gaps were presented to and discussed by the Leadership and Educational Partners teams:

Race and Culture:

Based on student focus group qualitative data, systemic racism and anti-blackness result in a culture that lacks meaningful student relationships and culturally responsive practices as evidenced by explicit and implicit biases and differential access to education.

Discipline Policy:

Lack of fidelity of discipline policies, practices and procedures has created a direct pathway to special education for African American/Black students. 82% of NPS students from the file review had documented behavior/discipline as an area of concern on their IEP. During 2021-22, the Los Angeles Unified School District enrollment percentage for African American/Black students was 7.2% of enrollment, yet suspensions of African American/Black students accounted for 21.7% of all suspensions and 19.6% of all discipline referrals.

Lack of Prereferral Interventions:

Inconsistencies in the SSPT/MTSS processes result in an inconsistent pre-referral process. During the 2021-22 school year, 4,724 of the 12,317 SSPT meetings held included no information in MiSiS about the meeting.

Lack of consistent use of trauma-resilience informed practices:

There is a lack of consistent early interventions and practices for students impacted by trauma and often little to no documentation in early childhood education of supports. 49% of students from the student file review were experiencing trauma while only 24% had accessed any counseling.

Lack of authentic parent and community partnerships:

Lack of authentic partnership with African American/Black parents and families lead to strained relationships and distrust.

Low academic scores:

Hispanic and African American/Black students are the two ethnic groups with the greatest percentage of students "well below basic" on DIBELS and "standards not met" on Renaissance.

Absenteeism: (Remove)
African American/Black students have the third highest drop-out rate at 11.2% and the lowest average daily attendance rate of 83%. After review by Educational Partners, this was removed as a proposed success gap due to families and educators seeing absenteeism as a symptom of the above rather than a success gap in itself.

Note: This is a narrative description of the data analysis and findings. Additional charts and tables are not needed.

2.5 Determine Root Cause(s) Based on Data

Describe the identified Root Cause(s) of disproportionality and briefly reference the data that supports the root cause(s).

Note: Root causes of disproportionality include an intersection between beliefs and practices and should describe an identified LEA gap or deficiency that will be addressed by the LEA.

Root Cause	Describe the Data Source(s) that Supports the Root Cause
Root Cause #1: Systemic racism and cultural dissonance result in a culture lacking meaningful student relationships and culturally responsive practices evidenced by explicit and implicit biases.	Male students comprise 63% of students with Emotional Disturbance (ED) in Non-Public Schools (NPS). Male students are placed in special education at a younger age (86 male students placed in preschool), and nearly 50% of male students are identified by the end of first grade. In addition, 50% of female students are identified by the end of third grade. The following is a quote from an LAUSD administrator: ● *"Racism plays into this. Teachers who do not have an understanding or relationship with their Black and Brown kids, then their behaviors become issues and the behaviors stick out more than the same behaviors for the other students of different races. Having the hard conversations is important, using the data to point out "Are you being biased?"* 26.20% of the students with ED placed in NPS are African American/Black compared to 7.70% of the total student enrollment. The trend is lower for Hispanic students (52.41% of total ED NPS Placements compared to 77.20% of total student enrollment). The percentage of White students with ED (13.73%) is nearly double the student enrollment (7.70%).

	The following is a quote from an LAUSD administrator: ● *"Race plays a huge role in the student/teacher relationship. The teacher needs to ask him/herself 'How do I engage with all of my students?' Teacher comments are a great example of teachers being biased and not knowing they were biased."* On average, African American/Black students are placed in NPS in a lower grade (5th and below) and have been in the placement for the longest time (at least four years). In contrast, placement for Hispanic students is often in 6th grade, and their average time in the NPS placement is approximately 3.74 years. In addition, White students were placed in NPS generally in 6th grade and remained in placement for about 3.5 years. On average, the current grade for students in these groups was 9th grade for African American/Black, Hispanic, and White students. The following are some notable quotes from students: ● *"Teachers hold very low expectations, and so it does affect our motivation."* ● *"It's 50/50. When you raise your hand, if you're gonna get skipped over or if I'm going to get answers to my questions."* ● *"In classes, you get worksheets and assignments handed to you, but there's no one to walk through those assignments with the students. They just get assigned, and then you get tested and that's all. That's all that matters. But none of that is sinking in. It's not going in, and we're not learning."* The majority of students with ED (84%) in non-public schools are in the general education classroom setting less than 40% of the time. About 6% are in a general education setting 40-79% of the time, including 12 African American/Black students and 15 Hispanic students. Of these students, only 10% are in a general education setting 80% of the time or more, including 11 African American/Black students and 31 Hispanic students. Non-public schools are typically on separate campuses and provide no opportunity for students to participate in the general education program or extracurricular activities with their peers in the general education setting. Among the students with ED in non-public schools, none are in Advanced Placement classes, 8 have been identified as gifted, 13 are foster youth, and 8 are homeless. Five of the 13 foster youth and four of the 8 homeless students are African American/Black. No African American/Black students with ED have been identified as gifted. Students shared the following statements:

	● *"A lot of teachers don't know how to teach. Instead, they just repeat the same thing over and over and over again, but there is no real teaching."* ● *"Teachers need to learn how to make classes more interesting and interactive and not boring. Some teachers do this well."* ● *"We don't have a stable science teacher. We have a lot of substitutes, and so we are not learning."* ● *"I'm in three different AP classes, two of which are pretty cool. I get a lot of work done. I actually feel like I'm learning. But the third one is not organized, it's loud, and I am not learning what I need to be learning in that class."* The Leadership Team and Educational Partners group recognized the need to address systemic racism and cultural dissonance as a 2022 root cause to eliminate the disparities in discipline and over-identification of African American/Black students in the category of Emotional Disturbance (ED).
Root Cause #2: Lack of fidelity of discipline policies, procedures and practices has created a direct pathway to special education.	The following quotes provide field-based perspectives: ● "*Sometimes we are focused on the disruptive and persistent nature of the students' behavior."* -Administrator ● *"What I have witnessed is there is a trend in elementary school where African American/Black students get pulled out for more discipline. Students get targeted early. This trend is not okay." -Parent* ● *"File Reviewers observed that, for young children, the focus was so much on behavior. With the initial starting with Emotional Disturbance (ED) with no interventions, no documentation, no mention of an SSPT meeting and that discipline is more punitive for external behavior for African American/Black students." -Administrator* Students shared their first-hand experience with discipline. Some of the notable quotes include the following: ● *"Yes, I've been asked multiple times to leave a classroom. For little small things such as talking or laughing or just being a kid. In other classes, I would get sent to the office. I've even had security called on me. Some teachers do it as a misuse of their power. They use their power to get you out of their classes. Yes, it affects us when we are told to get out of the class - I'm done."* ● *"I'm in 10th grade, and I don't like the school administrators kicking out all the Black kids. Picking on the black kids.. threatening to kick us out."* ● *"I have seen how we get sent out, but other kids don't."* ● *"It's normal, everyone makes mistakes. Naturally. I have made mistakes. Many times I have been asked to leave the classroom. Everyone makes mistakes."*

	● *"One time I was sent to the office for taping. Someone was bothering me. I can take it and take it but when I can't I get mad, the anger just builds up. We just need time to cool down and regroup."* ● *"One thing I would like to see change is stop kicking kids out. Stop kicking kids out."* ● *"One thing adults could do differently is just start listening. Be more open. They could do more. They could go deeper. There are things going on that kids really go through. And kids should be heard. This is not happening as often as it should."* ● *"I would like the adults to look at students Differently.. Adults look at us like we are drones and not human. We are not allowed to express our emotions. They forget that we also have personal lives just like they do. We are barely adults yet and yes, we don't know how to manage emotions and everything that we have to deal with. I would like to see more mental health support."* Notable quotes from parents and file reviewers support the student experience: ● *"I am sick and tired of people, teachers treating us differently simply because they think they are better than us. I would like them to go right by son. Don't dismiss us. I show up as a partner and this should not be this hard. We are trusting these people. These are our children. This should not be happening to our children." Schools need to be more accountable. It is behavior dominate culture normative."* -Parent ● *"We need to identify Emotional Disturbance. What dictates Emotional Disturbance. What is the definition of Emotional Disturbance? It has been difficult getting help. Teachers are throwing our kids out of the classroom.*" -Parent ● *"In one file, the 6 year old had been suspended 6X and there was no discussion of why the behavior was happening. No discussion, no documentation regarding attendance. The pattern is we are not going to deal with this today. Then there is the phone call to mom."* -File Reviewer The CCEIS Leadership team and Educational Partners group recognize the need to address the system bias and the lack of fidelity of discipline policies, procedures, and practices that have created a direct pathway to special education referrals and placements.
Root Cause #3: Inconsistencies in the SSPT processes result in an inconsistent pre-referral process.	A file reviewer found the following in one student's file: ● *"In one file, the 6 year old had been suspended 6X and there was no discussion of why the behavior was happening. No discussion, no documentation regarding attendance. The pattern is we are not going to deal with this today. Then there is the phone call to mom."*

	The district held 12,317 SSPT meetings in the 2021-22 school year and these teams held one meeting for most students. However, no information was entered into the system for nearly 5,000 meetings. When the ethnicity of students served by the SSPT process is analyzed and compared to LAUSD's student enrollment by ethnicity, there are minimal differences. The groups that had a higher percentage of students by ethnicity included African American/Black students and White students. The percentage of Asian students was less than half of the student enrollment (1.58% versus 3.40% enrolled). Further, 830 students assessed over the four year period did not qualify for special education. For every ethnicity with more than 10 students evaluated, the number of males significantly exceeded the number of females that were deemed not eligible for special education. Hispanic students comprised the largest group that was assessed and did not qualify. Of the 107 files reviewed for students with ED, more than half of the students were not referred to the SSPT process. The SSPT met for 0-2 months for 14 of the students, 3-6 months for 17 students, 7 months to a year for 10 students, and more than a year for 12 students. Of the 33 students whose number of meetings was available, 14 students had one meeting, 12 students had two meetings, 5 students had 3 meetings, and two had 4 or more meetings. According to the files reviewed, 53 of the 107 students had been served by the SSPT, SST or COST. It was not stated for 18 students, and 36 students had not been served by these teams. The large number of files with no information stated makes it difficult to determine the actual number of students served.
Root Cause #4: Lack of consistent interventions and practices for students impacted by trauma.	*The following quotes are notable:* ● *"I would like the adults to look at students Differently.. Adults look at us like we are drones and not human. We are not allowed to express our emotions. They forget that we also have personal lives just like they do. We are barely adults yet and yes, we don't know how to manage emotions and everything that we have to deal with. I would like to see more mental health supports." -Student* ● *"You are messing with my social emotional well-being as a parent, and you are messing with my child's emotional and mental well-being." -Parent* ● *"Regarding Section 504 accommodations, every teacher is different and depends on whether they care or not." -Parent* The impact of trauma is an important factor to consider. Of the 107 files reviewed for students with ED, there was evidence that 52 students had experienced trauma. There was no statement regarding trauma in the

	files of 36 students. This lack of information indicates that more of the students may have been affected by trauma. The file reviews revealed that 26 students received school-based counseling or private counseling, and 62 did not receive counseling. It was not stated for 19 students. There was no evidence of any students receiving Grief or Trauma Counseling prior to the initial assessment. It is possible that some did and that it was not documented in the files.
Root Cause #5: Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust.	Notable quotes from parents regarding curriculum and instruction: ● *"I am feeling anger and sadness that breaks my heart. So much has been said, "We have to do better." It has been a living hell. Teachers assume the worst of my family. We are well read and well-traveled but I have had the hardest time because of how we look. Our children are made to feel invisible. You are messing with my social emotional well-being as a parent, and you are messing with my child's emotional and mental well-being."* ● *"Depends on the teacher if your child is going to get what she needs."* ● *"Regarding Section 504 accommodations, every teacher is different and depends on whether they care or not."* ● *"Is it a lack of training or they really don't care. It is the latter, they really don't care."* ● *"Our children are being ignored and disrespected. My son was identified as gifted in fifth grade and here we are in 10th grade and he is failing and he is lacking motivation. I am supposed to be a partner here. Student, parent and school."* ● *"I was seen as the parent with the problem."* For the 2022 CCEIS Action Plan, both the CCEIS leadership team and Educational Partner groups agreed that lack of authentic partnership with African American/Black parents and families lead to strained relationships and this continues to be a persistent issue within LAUSD.

Phase 3: Plan for Improvement

3.1 Identify Target Population

Note: For more information about how to identify the target population, see the Target Population Flow Chart on the 2022 CCEIS Padlet.

IDEA funds reserved for CCEIS are for students in the LEA who are, “particularly, but not exclusively, children in those groups that were significantly over-identified, including children not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment and children with disabilities.” (See 34C.F.R.§300.646(d)(2).) “An LEA may not limit comprehensive CEIS…to children with disabilities.” (See 34C.F.R.§300.646(d)(3).

The importance of selecting the students who would receive services (i.e., Target Population) cannot be overstated. Funds must be used only for the identified target population. LEAs may not limit CCEIS solely to students of the racial or ethnic group for which the LEA is significantly disproportionate.

The Target Population:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Must be particularly, but not exclusively, of the race/ethnicity for which the LEA is identified
- Must be for students who need additional support to be successful in the general education environment
- Cannot equal the number of all students
- Cannot be exclusively students with disabilities

Target Population Describe the Target Population: List the criteria used to select the students in the LEA, who are particularly, but not exclusively, students from those groups that were “significantly over identified” who need additional support to be successful in the general education environment. (Please include the estimated percentages of students by race/ethnicity.)
UTK-12: As a continuing CCEIS LEA, LAUSD analyzed the criteria used to identify target schools and target populations in the 2020 and 2021 Action Plans with the CCEIS leadership team. Based on the feedback from the CCEIS school site implementation teams, and careful consideration and input from our inter-departmental partners, including school site principals and assistant principals, and administrators from other Divisions, the previous criteria based solely on discipline and suspension history of individual students did not capture all students with academic and behavioral needs for UTK-12 schools. Additionally, the results from the file reviews in the past three years reflect a need to consider multiple factors to identify schools and students for additional CCEIS services.

To identify school sites, the CCEIS team reviewed the following data for schools across the district:

- Single student suspension rate
- Single student suspension rate of African American/Black students (Single Student Count >1)
- Single student suspension rate of students with disabilities
- DIBELS nonsense word fluency and Renaissance Performance Levels of African American/Black Students
- Single Student Discipline Count
- Attendance rates
- Student Support and Progress Team (SSPT) counts
- Multiple Meetings of SSPT meetings
- Number of African American/Black Students identified with an Emotional Disturbance (ED) or Other Health Impairment (OHI)

After careful consideration and discussion of the different data indicators, the following criterions and weights were used to identify CCEIS sites:

School Criterion	Weight	Rationale
Demographics	18% or more of the student population is African American/Black Students (indicator weight: 2)	Ensure the targeted and intentional work with African American/Black Promising Scholars.
Single Student Suspension Rates of African American/Black Students	>1.6 African American/Black Single Student Suspension Rate and greater than 1 single student count (indicator weight: 1) >2.4 African American/Black Single Student Suspension Rate and greater than 1 single student count (indicator weight: 2) >1.53 student with disability single student suspension rate (indicator weight: 1)	The LAUSD LCAP goal is to reduce the single-student suspension rate for African American/Black Students to .88%. The District LCAP baseline for single-student suspension rate for African American/Black Students is 1.46% and the LCAP goal for students with disabilities (SWD) is .51%. The baseline single student suspension rate for SWD is .85%.

Reading Assessments: DIBELS (Nonsense Word Fluency) for Elementary Schools and Renaissance Scores for Secondary Schools	Greater than 70% of African American/Black Students at school site scoring below basic/well below basic on DIBELS nonsense word fluency in 2021-22 or Level 1 or 2 in the Renaissance ELA (indicator weight: 1)	Over 50% of current students eligible with Emotional Disturbance are well below basic or below basic.
School of attendance for African American/Black Identification Count of Students with an Emotional Disturbance (ED)	Two or more African American/Black students identified with Emotional Disturbance from 2017 to June 2022 (indicator weight: 2)	While the rate of identification of Emotional Disturbance (ED) in the District has decreased over the past three years at initial IEPs, many students are identified as ED at a reevaluation or triennial IEP. Since 2017, an average of 35.48% of IEPs where students were first found eligible for ED were at reevaluation IEPs. Based on the analysis of students with ED, students identified as ED after the initial assessment were originally identified as OHI (count of SSPT meetings in 2021-22 school year).
Student Support and Progress Team (SSPT) Meeting Information	Zero SSPT meetings entered in MISiS in 2021-2022 (indicator weight: 1)	Schools who did not enter any SSPT meeting information in MiSiS are assumed to need to utilize the SSPT process to support students with early intervention at tier 2 and tier 3 levels.

Discipline referrals were not included in the criterion for school site selection as the documentation process for entering discipline referrals into MiSiS varies between schools and may not capture school-wide needs. CCEIS reviewed the current 50 schools to determine if schools should continue with the same level of CCEIS Support.

The following schools have been selected for UTK-12 CCEIS Promising Schools for the 2022 CCEIS Action Plan, as denoted in the last column:

School	Location Code	Type of School	Local District	Board District	CCEIS Identification Rationale
107th Street	5857	Elementary	South	7	Met criteria
59th Street	3795	Elementary	West	1	Met criteria
95th Street	5521	Elementary	West	1	Met criteria
Angeles Mesa	2123	Elementary	West	1	Met criteria
Audubon	8028	Middle	West	1	Met criteria
Bala	7569	Span	West	1	Met criteria
Bradley Glbl. Awr. Magnet	7123	Elementary	West	1	Met criteria
Brentwood Sci. Magnet	2507	Elementary	West	4	Met criteria
Century Park	2945	Elementary	West	1	Met criteria
Cowan Ave.	3260	Elementary	West	4	Demographic data, suspension rate, SWD suspension rate, OHI referral rate, and SSPT data (new)
Crenshaw Magnet STEMM	8596	Senior High	West	1	Met criteria
Figueroa St.	3822	Elementary	South	1	ED identification rate (2017-22)
Flournoy	5781	Elementary	South	7	Met criteria
Garcetti LA	6795	Elementary	South	7	ED identification rate (2017-22)
Gompers	8160	Middle	South	7	Met criteria
Grape St.	4274	Elementary	South	7	Met criteria
Griffith Joyner	5849	Elementary	South	7	Met criteria

Hamilton	8686	Senior High	West	1	Met criteria
Harte Prep.	8170	Middle	West	1	Met criteria
Hawkins C/DAGS	8713	Senior High	West	1	Met criteria
Hillcrest Dr.	4528	Elementary	West	1	Met criteria
Johnson STEM Academy	5240	Middle	West	4	Demographic data, suspension rate, SWD suspension rate, SSPT data, and literacy outcomes (new)
La Salle Ave.	4786	Elementary	West	1	Met criteria
Manhattan Place	5110	Elementary	West	1	Demographic data, ED referral rate, suspension rate, and OHI identification rate (new)
Mann UCLA Community School	7574	Span	West	1	Met criteria
Marina Del Rey	8235	Middle	West	4	Met criteria
Markham	8237	Middle	South	7	Met criteria
Normandie Ave.	5630	Elementary	Central	1	Single student suspension rate and OHI identification rate
Palms	8340	Middle	West	1	Met criteria
Peary	8352	Middle	South	7	Demographic data, suspension rate, SWD suspension rate, SSPT data, and literacy outcomes (new)
Purche Ave.	6158	Elementary	South	1	Met criteria

Washington Prep.	8928	Senior High	West	1	Met criteria
Webster	8481	Middle	West	4	Met criteria
Wesm Health/ Sports Medicine	8943	Senior High	West	4	Met criteria
West Athens	7644	Elementary	West	1	Met criteria
Westport Heights	7712	Elementary	West	4	Met criteria
White	8487	Middle	South	7	Met criteria
Windsor Hills Magnet	7822	Elementary	West	1	Met criteria
Woodcrest	7863	Elementary	West	1	Met criteria

Target Population for Early Education site selection criteria:

School Criterion Metric	Rationale
18% African American/Black school population demographics	Early Education Centers (EECs) are on a different student information system. Maintain UTK-12 demographic criteria.
Continuing school and Promising Scholar count of 5 or more	Preschool enrollment is not static and based on a student's third birthday rather than the start of the school year.

The following schools have been selected for Early Education Centers (EECs) CCEIS Promising Schools for the 2022 CCEIS Action Plan, as denoted in the last column:

School	Location Code	Type of School	Local District	Board District	CCEIS Identification Rationale
36th Street EEC	9566	Early Education Center	West	1	Met criteria
95th Street EEC	9538	Early Education Center	West	1	Met criteria
Collins EEC	9516	Early Education Center	West	1	Met criteria
Crescent Heights EEC	9597	Early Education Center	West	1	Met criteria (new)
Hyde Park EEC	9527	Early Education Center	West	1	Met criteria

Laurel EEC	9529	Early Education Center	West	4	Met criteria (new)
Marina EEC	9533	Early Education Center	West	4	Met criteria
Marvin Avenue EEC	9584	Early Education Center	West	1	Met criteria
Parks Huerta EEC	9447	Early Education Center	West	1	Met criteria
Westminster EEC	9576	Early Education Center	West	4	Met criteria

The following schools have less than three criteria and/or less than 18% of African American/Black students and will transition to a CCEIS Sustainability School. CCEIS Sustainability Schools will continue to be provided access to CCEIS trainings for parents and staff and they will also receive continued support with monitoring school data for discipline and suspension rates:

School	Location Code	Type of School	Local District	Board District
109th St.	5836	Elementary	South	7
Budlong Ave.	2616	Elementary	West	1
Burroughs	8075	Middle	West	1
Carson-Gore Academy	2939	Elementary	West	1
Dorsey	8600	Senior High	West	1
Drew	8112	Middle	South	7
Dymally	7667	Senior High	South	7
Edison	8113	Middle	South	7
Mark Twain	8425	Middle	West	4
Paseo Del Rey Magnet	6052	Elementary	West	4
Pio Pico	4980	Middle	West	1
Rancho Dominguez Prep.	8868	Senior High	South	7
San Pedro	8850	Senior High	South	7
Wilshire Crest	7795	Elementary	West	1
Young	8598	High School	West	1
Kentwood EEC	9528	Early Education Center	West	4
Wilton Place EEC	9577	Early Education Center	West	2

Rationale for Promising Scholars Selection

Explain how your root causes lead to the selection of this group.

During the implementation of the CCEIS 2020 and CCEIS 2021 plans, LAUSD used the following the criteria for UTK-12:

- Discipline referral rate
- Suspension rate

Due to differences (no discipline data, no aggregate progress monitoring) in student information systems for Early Education sites the criteria as set as the following and will remain as such for the 2022 CCEIS Action Plan:

- African American/Black
- Native American/Alaskan Native
- Students experiences homeless, foster placement, or child protective services placement

Promising Scholar Criteria for the 2022 CCEIS Action Plan:

- Probable Standard English Learner (PSEL) and three of the following flags:
  - One or more discipline referrals in 2021-22 (One)
  - One or more suspensions in 2021-22 (Two)
  - Below Benchmark or Well Below Benchmark in Dibels Composite or Dibels nonsense word fluency (NSWF) or Level 1 or Level 2 in Renaissance (One)
- Chronic absenteeism in 2021-22 or 10 or more days absent this current year (One)

Criteria	Connection to Success Gap/Root Cause
Probable Standard English Learner (PSEL)	Probable Standard English Learner was selected as a criterion to address the disproportionate rate of discipline referrals for PSEL students. 6.8% of LAUSD students are identified as PSEL African American/Black, yet PSEL African American/Black students represent 16.24% of students with one or more discipline referrals, 21.54% of students with two or more discipline referrals, and the rate continues to go up to represent 25.87% of students with 11 or more discipline referrals.
Discipline Referrals/ Suspension Data	Any discipline (suspensions, referrals, expulsions) is one of the areas where LAUSD was identified for significant disproportionality.
Literacy	50% or more of students found eligible for ED most recent scores fell in Below Basic (BB) or Well Below Basic (WBB) in DIBELS or Smarter Balanced Assessments.

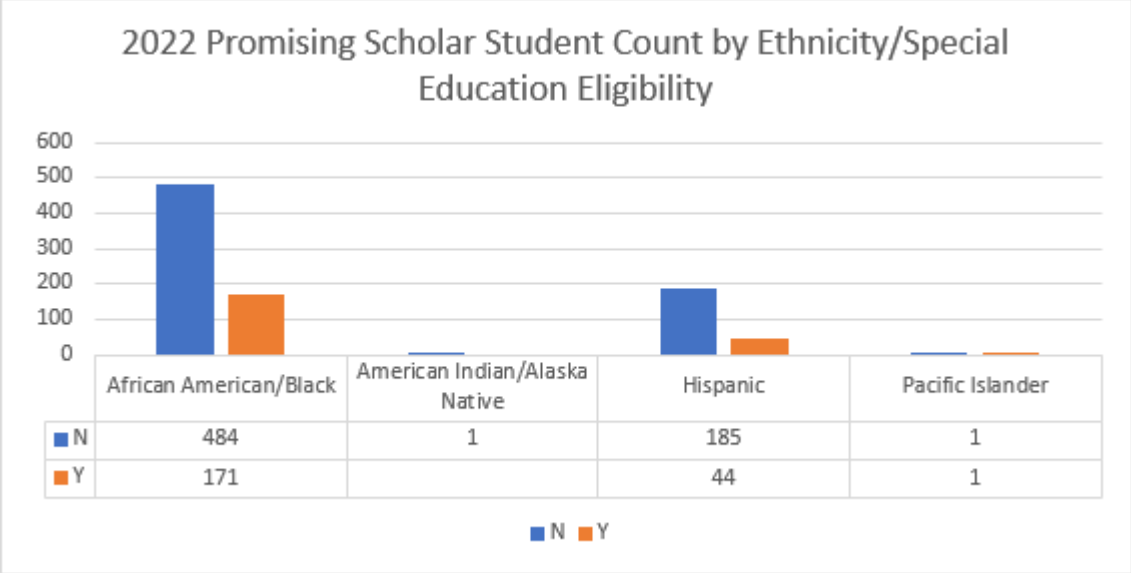
Rationale for Promising Scholars Selection

Explain how your root causes lead to the selection of this group.

Students in foster or students experiencing homelessness	Similar disproportionate rates in discipline exist for students in foster settings as PSEL African American/Black Students. LCAP data demonstrates that absenteeism is an area of concern for students experiencing homelessness. Success gaps were found in absenteeism.
Absenteeism	57% of students with ED fell into the "chronic absenteeism category."

UTK-12 Total Student Promising Scholar Count (total count: 887):

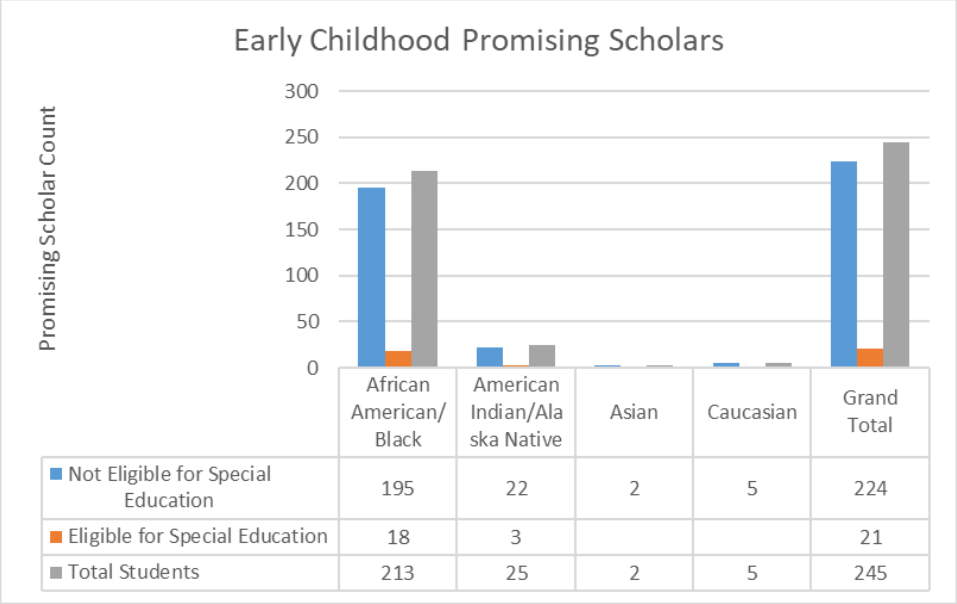
Ethnicity Description	Not Eligible for Special Education	Eligible for Special Education	Total Students
African American/Black	484	171	655
American Indian/Alaska Native	1		1
Hispanic	185	44	229
Pacific Islander	1	1	2
Grand Total	**671**	**216**	**887**



Early Education Total Student Promising Scholar Count (Total Count: 245):

Rationale for Promising Scholars Selection

Explain how your root causes lead to the selection of this group.



Ethnicity Description	Not Eligible for Special Education	Eligible for Special Education	Total Students
African American/Black	195	18	213
American Indian/Alaska Native	22	3	25
Asian	2		2
Caucasian	5		5
Grand Total	**224**	**21**	**245**

Complete the table below using estimates from current student data. Actual numbers of targeted students served will be provided on the Quarterly Progress Reports.

Estimated Number of Students to Receive CCEIS 2022 CCEIS Service Period: July 1, 2022 to September 30, 2024		
Reporting Periods	**Estimated Number of Students Currently Not Identified As Needing Special Education but Will Receive CCEIS Supports**	**Estimated Number of Students Currently Identified As Needing Special Education That Will Receive CCEIS Supports**
First 12 Months: 7/1/2022 to 6/30/2023	UTK-12 Promising Scholars (total 671):	UTK-12th Promising Scholars (total 216):

Estimated Number of Students to Receive CCEIS 2022 CCEIS Service Period: July 1, 2022 to September 30, 2024		
Reporting Periods	**Estimated Number of Students Currently Not Identified As Needing Special Education but Will Receive CCEIS Supports**	**Estimated Number of Students Currently Identified As Needing Special Education That Will Receive CCEIS Supports**
	• African American/Black: 484 • American Indian/Alaskan Native: 1 • Hispanic: 185 • Pacific Islander: 1 Early Education Promising Scholars (total 224 subject to change due to continuous enrollment and 3rd birthday criteria): • African American/Black: 195 • American Indian/Alaskan Native: 22 • Asian: 2 • Caucasian: 5	• African American/Black: 171 • Hispanic: 44 • Pacific Islander: 1 Early Education Promising Scholars (total 21 subject to change due to continuous enrollment and 3rd birthday criteria): • African American/Black: 18 • American Indian/Alaskan Native: 3
Second 12 Months: 7/1/2023 to 6/30/2024	UTK-12 Promising Scholars (total 671): • African American/Black: 484 • American Indian/Alaskan Native: 1 • Hispanic: 185 • Pacific Islander: 1 Early Education Promising Scholars (total 224 subject to change due to continuous enrollment and 3rd birthday criteria): • African American/Black: 195 • American Indian/Alaskan Native: 22 • Asian: 2 • Caucasian: 5	UTK-12th Promising Scholars (total 216): • African American/Black: 171 • Hispanic: 44 • Pacific Islander: 1 Early Education Promising Scholars (total 21 subject to change due to continuous enrollment and 3rd birthday criteria): • African American/Black: 18 • American Indian/Alaskan Native: 3

Estimated Number of Students to Receive CCEIS 2022 CCEIS Service Period: July 1, 2022 to September 30, 2024		
Reporting Periods	**Estimated Number of Students Currently Not Identified As Needing Special Education but Will Receive CCEIS Supports**	**Estimated Number of Students Currently Identified As Needing Special Education That Will Receive CCEIS Supports**
Last 3 Months: 7/1/2024 to 9/30/2024	UTK-12 Promising Scholars (total 671): ● African American/Black: 484 ● American Indian/Alaskan Native: 1 ● Hispanic: 185 ● Pacific Islander: 1 Early Education Promising Scholars (total 224 subject to change due to continuous enrollment and 3rd birthday criteria): ● African American/Black: 195 ● American Indian/Alaskan Native: 22 ● Asian: 2 ● Caucasian: 5	UTK-12th Promising Scholars (total 216): ● African American/Black: 171 ● Hispanic: 44 ● Pacific Islander: 1 Early Education Promising Scholars (total 21 subject to change due to continuous enrollment and 3rd birthday criteria): ● African American/Black: 18 ● American Indian/Alaskan Native: 3
Total Students to be Served During this 27-month Period (Non-duplicative Count)	**895**	**237**

3.2 Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome. You may cut and paste empty tables for additional outcomes and related activities. You may also add more rows to the activities table.

Note: Information described in the Measurable Outcomes and Activities will be monitored through quarterly progress reporting.

Outcome 1

Outcome 1	Indicator(s)/ Element(s)	Root Causes	Target Population
Increase intentional and robust interventions for Promising Scholars to reach their full potential, LAUSD will deliver high-quality supports and services within a Multi-tiered Systems of Support (MTSS) and Student Study and Progress Team (SSPT) process, as measured by: ● Increasing use of SSPT process by 100% of Promising Schools using the SSPT process consistently; ● Increasing use of documentation in MISIS by 80% of SSPTs having at least two intervention cycles that are documented within MISIS (exception to language reclassification and Early Education); and, ● Launching and supporting an MTSS/SSPT intervention platform	SSPT Usage Stats from MISIS Promising Scholar Data SOSA Schedules MTSS/SSPT Support Systems Usage Stats SSPTs Meeting Agendas and Sign-ins	Inconsistencies in the SSPT processes result in an inconsistent pre-referral process Lack of consistent interventions and practices for students impacted by trauma	UTK-12th Promising Scholars: ● African American/Black: 484 ● American Indian/Alaskan Native: 1 ● Hispanic: 185 ● Pacific Islander: 1 Early Education Promising Scholars: ● African American/Black: 213 ● American Indian/Alaskan Native: 25 ● Asian: 2 ● Caucasian: 5

to assist schools in the creation, tracking, and execution of interventions.			• Students experiencing homelessness, foster, or child protective services placement:13 (already counted in demographic breakdown)

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Outcome 1, Objective 1: Expand anti-bias, anti-racist, and inclusive school environments and classroom ecologies. Activity 1a: Visit schools and communities with both a vision and visual evidence of inclusive school-wide and classroom-based ecologies that are impactful. Activity 1b: Training on creating inclusive school-wide and classroom-based ecologies that are anti-bias and anti-racist. Activity 1c: Establish and setup inclusive school-wide and classroom-based ecologies that are anti-bias and anti-racist. Activity 1d: Implement school community walk-throughs to measure the impact of inclusive	CCEIS Leadership Team CCEIS School Implementation Teams School Site Leadership Teams CCEIS SOSAs to collect photographic evidence	Through June 2024	Pre- and post-photographs or videos of classroom ecologies Created assessments and surveys Teacher and student evaluations on learning environments CCEIS Leadership Team assessment results	CCEIS will fund professional development, CCEIS salaried positions, and additional supportive roles

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
school-wide and classroom-based ecologies that are anti-bias and anti-racist. Activity 1e: Deliver school-to-school led training on creating inclusive school-wide and classroom-based ecologies that are anti-bias and anti-racist.				
Outcome 1, Objective 2: Increase Promising Scholar access to high-quality academic, social, emotional, and behavioral interventions. Activity 2a: Establish partnership with the Division of Instruction (DOI) and Black Student Achievement Program (BSAP) offices through ongoing collaboration meetings with leadership teams. Activity 2b: Provide ongoing training for school sites on high-quality, culturally-responsive instruction. Activity 2c: Provide in-person tutoring for Promising Scholars at CCEIS sites.	Interdepartmental Teams (DOI, BSAP, HEET, LD Staff, and CCEIS Leadership Teams) CCEIS School Site Implementation Teams CCEIS Leadership Team	Through June 2024	DIBELS or Renaissance scores and social emotional progress monitoring tool/s Staff evaluation surveys	CCEIS will fund professional development, CCEIS salaried positions Support for ongoing coaching, tutoring, and mentoring Assessment tools, licenses, and material expenditures

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 2d: Provide high-quality mentoring for Promising Scholars at CCEIS sites. Activity 2e: Expand social, emotional, and behavioral learning assessment and measurement tools to provide ongoing monitoring data student outcomes. Activity 2f: Through a cultural lens, research LAUSD's current MTSS/SSPT process to establish gaps in Promising Scholar successes and establish recommendations for the MTSS/SSPT Interdepartmental Team's consideration and implementation.				
Outcome 1, Objective 3: Increase robust and intentional early intervention, and corresponding documentation, at CCEIS Early Education Centers. Activity 3a: Establish a continuum of robust and intentional early intervention tools, resources, and supports. Activity 3b: Research, select, and train staff on implementation of a	CCEIS Team Building Bridges School Readiness Program Implementation Team	Through June 2024	Desired Results Developmental Profile Created assessment tool/s, interventions, behavior referrals, and suspensions as entered in data collection and monitoring system	CCEIS will fund professional development, CCEIS salaried positions, and additional staff support Support for ongoing coaching, tutoring, and mentoring

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
data system to monitor interventions, behavior referrals, and suspensions at Early Education Centers (EEC). Activity 3c: Visit San Francisco Unified's Tier 3 wrap-around program, Shoestrings, and at least two other similar programs (e.g., Desert Mountain) to support the development and establishment of similar programs at LAUSD that are both hybrid and self-contained in nature. Activity 3d: Establish a new Tier 3 wrap-around program, both hybrid and self-contained models, for EECs, focused on interventions, general system of supports, and assessment tools, to be called the Building Bridges School Readiness Program (BBSRP). Activity 3e: Launch Saturday Family Fun Clinics to focus on general education wrap-around supports and targeted interventions focused on language, sensory integration, parent collaboration, and social, emotional and behavioral supports.				Assessment tools, licenses, and material expenditures CCEIS will fund site visits to Tier 3 wrap-around programs CCEIS and Early Childhood Education Department will co-fund hybrid and self-contained Building Bridges to School Readiness Program CCEIS will fund necessary transportation costs for Promising Scholars to and from BBSRP and their general education site

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Outcome 1, Objective 4: Develop a trauma-informed Multi-Tiered Systems of Support at all CCEIS sites. Activity 4a: Analyze results from the 2021 trauma healing space implementation project to ascertain the expansion of healing spaces that are culturally affirming. Activity 4b: Provide training and model program visits for the additional schools implementing the trauma healing spaces. Activity 4c: Establish a trauma healing space at all CCEIS Promising Schools. Activity 4d: Establish a partnership with LAUSD Wellness Centers and Community-Based Centers to provide no-cost wrap-around services to students and families with intensive needs at CCEIS Promising Schools. Activity 4e: Build the capacity of Student Health and Human Services to understand disproportionality and the CCEIS Action Plan and	School Mental Health will provide consultation, guidance, and training for school site implementation teams School site staff will implement the healing spaces SOSAs will identify Promising Scholars who may need mental health support and refer to School Mental Health Consultant School Mental Health Consultant (SMHC) will review all Promising Scholar referrals and consult with CCEIS School Mental Health Coordinator for clinical recommendations	Through June 2024	Pre- and Post training evaluations, promising scholars individual learning plan, relevant SSPT data, intervention data, and referral information. Student and staff focus groups and surveys	CCEIS to fund new trauma-informed healing spaces and additional time for school site staff to set up spaces CCEIS will fund professional development and additional time for attendees and presenters outside of the contractual day Professional development and support for CCEIS team members, staff supporting CCEIS schools, and school site staff for ongoing coaching and mentoring in the establishment of an anti bias, anti-racsist, and inclusive school-wide culture

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
resources available to address social-emotional well-being of Promising Scholars.				
Outcome 1, Objective 5: Establish strong MTSS/SSPT policies, practices, and procedures that promote student success, and safeguard student opportunity to access high-quality instruction through an interdisciplinary, interdepartmental team. Activity 5a: Through a culture lens, review MTSS/SSPT policies, practices, and procedures, and provide feedback to the interdepartmental, interdisciplinary MTSS/SSPT team. Activity 5b: Revise appropriate bulletins, reference guides, and other documents (e.g., revision of MTSS and Bulleting 6231.0, etc.) to ensure LAUSD maintains a culturally responsive and trauma resilience-informed intervention process. Activity 5c: Create appropriate bulletins, reference guides, and other documents (e.g., policy on Equity, Diversity, and Culture, etc.)	Interdepartmental team members from the Division of Instruction (DOI), Black Student Achievement Plan (BSAP), Student Health and Human Services (SHHS), CCEIS team and System of Support Advisors (SOSAs)	Through June 2024	Interdepartmental Meeting notes, agendas and sign-ins Report recommendations, policy documents, and training surveys SSPT meeting documentation in MiSiS and initial referral rate for Promising Scholars	CCEIS will fund professional development, CCEIS salaried positions, and additional time for staff outside of contractual days CCEIS will fund MTSS data dashboard creation and maintenance including any required licenses, support, and training needs

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
to ensure LAUSD maintains a culturally responsive and trauma resilience-informed intervention process. Activity 5d: Provide resources, staff training, and ongoing coaching to CCEIS school site staff to ensure sufficient time for robust interventions and that the SSPT is not utilized as a direct pathway to special education.				
Outcome 1, Objective 6: Maintain current CCEIS infrastructure and provide for appropriate expansion of staff support to effectively implement the 2022 CCEIS Action Plan. Activity 6a: Extend the participant roster of the Student Support and Progress Team (SSPT) to provide infrastructure for achieving the measurable outcomes in the CCEIS Action Plan, which would include the following roles: ● Assistant Principal, Elementary Instructional Specialist (APEIS) ● Systems of Support Advisor ● Psychiatric Social Worker	Human Resources, Personnel Commission, Fiscal, CCEIS Leadership Team, CCEIS staff, CCEIS school site staff, and Division of Special Education	Ongoing for the 27 months cycle of the CCEIS Action Plan	Meet with the School Site CCEIS Implementation Team monthly to review Promising Scholar data and Promising School data Develop a Quarterly Calibration Meeting to review CCEIS Progress on all measurable outcomes Staff professional development evaluations and written reports	Ongoing for the 27 months cycle of the CCEIS Action Plan Salaries, auxiliary time, and additional time

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 6b: Collaborate with LAUSD's Budget/Fiscal Services and Human Resources Divisions to fill and maintain the following certificated positions: ● 4 FTE CCEIS Coordinators ● .5 FTE Coordinator (SHHS) ● 3 FTE CCEIS Specialists (Literacy, MTSS, Parent) ● 25 FTE APEIS ● 2 FTE Intensive Diagnostic Education Center/Accelerated Literacy Academy(IDEC/ALA) Coaches ● 1 FTE ALA School Psychologist ● 4 FTE Accelerated Literacy Academy GE Teachers ● 4 FTE Accelerated Literacy Academy SPED Teachers ● 19 Systems of Support Advisors (SOSAs) ● 1 FTE Occupational Therapist (OT) ● 2 FTE Speech and Language Pathologist (SLP) ● 2 FTE Recreational Therapists (RTs) ● .5 FTE Resource Nurse			SSPT data statistics from MiSiS and Early Childhood data management system DIBELS and Renaissance data, ALA pre- and post-assessments, Desired Results Developmental Profile Individual Learning Plans, assessment tools, and digital program usage reports	

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
• 5 FTE CCEIS Psychiatric Social Workers (PSWs) • 1 FTE School Mental Health Consultant (SMHC) • 2 FTE CCEIS Parent Educator Coaches Activity 6c: Collaborate with LAUSD's Budget/Fiscal Services Divisions to build out auxiliary pay for the following positions: • 1 Hour for School Psychologist • 4 hours for 2 Coaches Activity 6d: Collaborative with Budget/Fiscal Services and Personnel Commission Divisions to to fill and maintain the following classified positions: • 1 FTE Principal Admin Analyst • 1 FTE Senior Office Technician • 1 FTE Office Technician • 0.5 FTE Financial Analyst • 10 FTE (8-Hour) Early Education Teacher Aides • 4 ALA paraprofessionals				

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 6e: Train and develop CCEIS support and implementation teams to understand their roles and deliver all responsibilities as it relates to the 2022 CCEIS Action Plan. Activity 6f: Provide equipment, materials, and resources to CCEIS support and implementation teams to aid in lesson design, school and family communication, progress monitor data, and implement the 2022 CCEIS Action Plan. Activity 6g: Implement a data dashboard to progress monitor CCEIS activities, objectives, and outcomes and create an accountability rubric for each CCEIS Promising School. Activity 6h: Identify barriers for attendance of Promising Scholars, through a psychiatric social work and culturally-relevant lens, and connect families with support and services to increase attendance rates.				

Outcome 2

Outcome 2	Indicator(s)/ Element(s)	Root Causes	Target Population
Increase Promising Scholar success with consistently applied and integrated Discipline/Positive Behavior Intervention Support/Restorative Practice (PBIS/RP) policies and supports, as measured by: ● Reducing single student African American/Black suspension rate at CCEIS Promising Schools by at least 15%, which corresponds to an overall rate decrease to at least 1.36%; ● Establishing a baseline of data collection system for behavior and discipline referrals for CCEIS Early Childhood Centers (EECs); and, ● Establishing baseline and benchmark datasets from LAUSD's implementation of school-wide PBIS and identifying areas of growth for each CCEIS Promising School.	Single student Black/African American suspension rates Data collection system in use	Systemic racism and cultural dissonance Lack of fidelity of discipline policies, practices and procedures	UTK-12th Promising Scholars: ● African American/Black: 484 ● American Indian/Alaskan Native: 1 ● Hispanic: 185 ● Pacific Islander: 1 Early Education Promising Scholars: ● African American/Black: 213 ● American Indian/Alaskan Native: 25 ● Asian: 2 ● Caucasian: 5 ● Students experiencing homelessness, foster, or child protective services placement:13 (already counted in demographic breakdown)

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Outcome 2, Objective 1: Ensure Promising Scholars are afforded equitable culturally responsive Positive Behavior Intervention Supports and Restorative Practice (PBIS/RP) interventions as alternatives to discipline or suspension. Activity 1a: Create culturally responsive PBIS/RP processes and support system, including a Rubric of Implementation (ROI)/Tiered Fidelity Index (TFI), in Promising Schools to review relevant policies, practices, and procedures. Activity 1b: Provide coaching and training for CCEIS Support and Implementation Teams and the CCEIS Community of Practice group that ensures an anti-racist and anti-biased culture of inclusion, equity, and access. Activity 1c: Establish a CCEIS Leadership Cadre that focuses on Equity, Climate, and Culture and provides recommendations to DOI and Division of Special Education on ongoing implementation of PBIS/RP.	CCEIS team, Leadership Cadre on Equity, Climate and Culture, Division of Instruction (DOI), Student Health and Human Services (SHHS), Black Student Achievement Plan (BSAP), Humanizing Education for Equitable Transformation (HEET)	Through June 2024	Average Single student African American/Black suspension rate RIO/TFI results Policy documentation Training surveys	CCEIS will fund interdepartmental staff additional time to analyze, revise, and publish relevant documents and corresponding professional development for district staff at and supporting CCEIS schools CCEIS will fund professional development of CCEIS and interdepartmental support staff
Outcome 2, Objective 2: Close gaps in foundational literacy skills and overall access to social, emotional, and behavioral supports to enable	CCEIS team, SOSAs (CCEIS, Student Health and Human Services, Community of schools),	Ongoing for continued activities and through	Recorded trainings and agendas	CCEIS will fund professional development, CCEIS salaried positions, and

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Promising Scholars full benefit of PBIS/RP. Activity 2a: Provide targeted interventions, at Accelerated Learning Academies, to increase foundational literacy skills and decrease discipline referrals. Activity 2b: Expand the menu of options for literacy interventions for Promising Schools and ensure a foundational understanding of the art and science of reading instruction and instructional techniques. Activity 2c: Deliver Tier 2 and Tier 3 interventions to Promising Scholars in social, emotional, and behavioral supports through adopted curriculum, materials, and resources. Activity 2d: Cross-train support personnel with SHHS to establish the use of common language to ensure staff is knowledgeable of LAUSD's disproportionately and its impact at Promising Schools.	school site School Wide Positive Behavior Support Team (SWPBIS) CCEIS Team Accelerated Academies Staff (Specialist, Coach, and Psychologist)	June 2024 for remaining activities	ALA pre- and post-assessment scores Online reporting for SEL curriculum usage DIBELS and Renaissance scores	additional time for staff outside of contractual days CCEIS will fund digital licenses, materials, assessment tool/s, and curriculum
Outcome 2, Objective 3: Increase use of and analyzing capabilities in measuring robust interventions for Promising Scholars in EECs.	Building Bridges School Readiness Program team, CCEIS team, and	By June 2024	Data platform, Aggregate data collected from SSPT,	CCEIS will fund professional development, CCEIS salaried positions.

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 3a: Research and adopt a data platform to capture SSPT, behavior referrals, and suspension data for EECs. Activity 3b: Expand literacy, social, emotional, and language-based curriculum, programming, and staff training to increase the kindergarten readiness of Promising Scholars. Activity 3c: Provide and document robust Tier 2 and Tier 3 social, emotional, behavioral, language, and sensory integration support in general education settings. Activity 3d: Aggregate data on literacy, social, emotional, and language development measures on the DRDP for Promising Scholars and ensure measurement of students' longitudinal progress.	Early Childhood Departmental partners		Behaviors and suspension referral, assessment tool/s, Desired Results Developmental Profile (DRDP)	Support for ongoing coaching, tutoring, and mentoring CCEIS will fund assessment tools, licenses, curricular, and material expenditures CCEIS will fund the purchase and maintenance of data collection system for CCEIS Early Education Centers
Outcome 2, Objective 4: Increase capacity of CCEIS Site Implementation Teams and Accelerated Literacy Academy (ALA) teams knowledge and use of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP).	Student Health and Human Services (SHHS) partners, CCEIS team, all district SOSAs supporting CCEIS sites, Psychiatric Social Workers (PSWs), School Mental Health	Through June 2024	Discipline and Suspension documentation, Assessment data, online reporting for SEL curriculum usage, referral data from	CCEIS will fund a contract for additional time to attend professional development to CCEIS staff supporting CCEIS sites

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4a: Analyze data on accessing, reading, and interpreting discipline data reports related to African American/Black students who have been impacted by trauma. Activity 4b: Collaborate and train with SHHS staff to build capacity on PBIS/RP.	SMHCs, ALA and CCEIS school psychologists		SMHC, DIBELS, and Renaissance scores	
Outcome 2, Objective 5: Increase implementation and consistent use of PBIS/RP as an alternative to discipline and suspension for Promising Scholars at CCEIS Promising Schools. Activity 5a: Review discipline and PBIS/RP policies, practices, and procedures from a cultural lens and provide written feedback to the Leadership Cadre on Equity, Climate, and Culture to determine updates to policies, practices, and and procedures. Activity 5b: Train for the implementation of any newly adopted policies, practices, and/or procedures at all CCEIS Promising Schools with all school-based teams. Activity 5c: Coach and guide CCEIS Support and School Implementation Teams consistent messaging,	Leadership Cadre team members from Division of Instruction (DOI), Black Student Achievement Plan (BSAP), Student Health and Human Services (SHHS), and the CCEIS team	Through June 2024	MyPLN training data for participants and staff surveys Results from the Leadership Cadre and Policy group Corresponding documentation, meeting notes, and agendas ROI/TF data and results	CCEIS will fund professional development, CCEIS salaried positions Supports ongoing coaching, tutoring, and mentoring Assessment tools, licenses, and material expenditures

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
implementation, and tracking of new policies, practices, and/or procedures.				

Outcome 3

Outcome 3	Indicator(s)/ Element(s)	Root Causes	Target Population
Increase school community stakeholder engagement, and build authentic partnerships with African American/Black families, as measured by: ● Creating a robust CCEIS Parent Collaborative group, consisting of at least 15 parents/guardians of Promising Scholars in each LD, who meet at least four times per school year to review supports in disrupting significant disproportionality through an equity lens; ● Increasing participation of parents/families of Promising Scholars at CCEIS-sponsored events to at least 15 parents/families per event; and, ● Establishing baseline and benchmark datasets from LAUSD's implementation of	Attendance Rates Discipline Ethnicity	Lack of authentic partnership with African American/Black parents and families leading to strained relationships and distrust	UTK-12th Promising Scholars: ● African American/Black: 484 ● American Indian/Alaskan Native: 1 ● Hispanic: 185 ● Pacific Islander: 1 Early Education Promising Scholars: ● African American/Black: 213 ● American Indian/Alaskan Native: 25 ● Asian: 2 ● Caucasian: 5 ● Students experiencing homelessness, foster, or child protective services placement:13 (already counted in

Outcome 3	Indicator(s)/ Element(s)	Root Causes	Target Population
the School Experience Survey at each CCEIS Promising School.			demographic breakdown)

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Outcome 3, Objective 1: Establish a parent/guardian led CCEIS Parent Collaborative group focused on African American/Black/Multiracial student access, supports, and achievement. Activity 1a: Develop LD-based CCEIS Parent Collaborative groups, with representation throughout Promising Schools, which will inform and provide feedback on the CCEIS Action Plan implementation and focus on the issues that impact African American/Black students' access and success gaps. Activity 1b: Ensure LD-based CCEIS Parent Collaborative groups meet at least quarterly, receive training and resources related to the 2022 CCEIS Action Plan, and give feedback on the CCEIS Action Plan and corresponding activities.	CCEIS Coordinators, CCEIS Parent Specialist, CCEIS Parent Coaches, and BSAP Administrators	February 2023 and ongoing throughout the year	Meeting agendas and corresponding materials Post-meeting surveys Promotional materials Survey from BSAP administrators Membership lists with contact information Parent surveys Focus group data	CCEIS will set aside funds to pay staff for organizing planning and conducting meetings after hours and for custodial costs CCEIS will fund outside supports for parent engagement
Outcome 3, Objective 2: Partner with BSAP Parent Engagement administrators to support all of their parent/family outreach, workshops,	CCEIS Coordinators, CCEIS Parent Specialist, CCEIS Parent Coaches, PSA	June 2024	Registration link Meeting agenda/material	CCEIS will fund additional time for staff to do phone

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
and activities at CCEIS sites for families of Promising Scholars. Activity 2a: Deliver up to 10 hours per week of outreach activities to engage with and enroll families of African American/Black Promising Scholars for CCEIS-led parent workshops, trainings, and meetings, at CCEIS Promising Schools. Activity 2b: Establish data points and focus areas for CCEIS School Implementation Teams to support having parents/families of Promising Scholars attend CCEIS- and school-sponsored meetings, trainings, and workshops. Activity 2c: Develop and conduct pre- and post-surveys, with a minimum of 15 parents, to identify issues that affect African American/Black students' access and achievement.	Administrators, and PSA Counselors		Post-meeting surveys Promotional materials Survey from BSAP administrators Membership lists with contact information Parent surveys Focus group data	banking for parent outreach CCEIS will set aside funds to pay staff for organizing planning and conducting meetings after hours and for custodial costs CCEIS will fund outside support for parent engagement
Outcome 3, Objective 3: Delivery parent training and coaching supports through an embedded parent component in Building Bridges School Readiness Program. Activity 3a: Establish orientation and outreach efforts for Promising Scholar	CCEIS Coordinator and Building Bridges School Readiness Program Staff	Through June 2024	Family asset and needs assessments and focus group qualitative data Event participation counts and rates	CCEIS will fund professional development, and CCEIS salaried positions CCEIS will fund assessment tools, curriculum

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
families participating in hybrid Family Fun Clinics. Activity 3b: Create and deliver culturally-relevant and play-based curriculum, parent training, and coaching for the Building Bridges School Readiness Program. Activity 3c: Conduct focus groups with families that have participated in the Building Bridges School Readiness Program hybrid and self-contained cohorts.			Survey results	connection materials, and additional materials identified in asset and needs assessment CCEIS will fund additional time for CCEIS staff and support staff to develop, train, and support all activities CCEIS will fund additional time for staff to do phone banking for parent outreach
Outcome 3, Objective 4: Develop a multidisciplinary work-group to provide families of Promising Scholars at CCEIS sites with tools, resources, and strategies to support increased attendance for students. Activity 4a: Deliver workshops for parents/families of Promising Scholars related to trauma resilience, and resources that support, at CCEIS Schools.	CCEIS Coordinators, CCEIS Parent Specialist, CCEIS Parent Coaches, SHHS-SMH Consultant, and SMH Coordinator Co-fund Pupil Services and Attendance (PSA) counselors or alternative staff	Through June 2024	Registration links Meeting agendas Materials Post-meeting survey results Promotional materials	CCEIS will fund the support for ongoing coaching, tutoring, and mentoring CCEIS will fund professional development, CCEIS salaried positions Assessment tools, licenses and

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
Activity 4b: Pilot and formalize the process and support of home visits to families of Promising Scholars at CCEIS Promising Schools.				material expenditures CCEIS will fund additional time for staff to do phone banking for parent outreach CCEIS will fund staff to conduct home visits for promising scholar families after contractual time
Outcome 3, Objective 5: Ensure the voice of African American/ Black families are included in all major district forums and effective home-school connections are promoted. Activity 5a: Establish a CCEIS Orientation for parents of Promising Scholars, which will be delivered throughout the local district over the course of the academic year. Activity 5b: Establish benchmark measures for advocacy efforts and actions needed to impact Promising Scholars, Promising Schools, and	CCEIS Coordinators, CCEIS Parent Specialist, CCEIS Parent Coaches, Parent Family Center Staff, PACE, and PCS Staff	Through June 2024	Family asset and needs assessments and focus group qualitative data Event participation counts and rates Survey results	CCEIS will set aside funds to pay staff for organizing planning and conducting meetings after hours and for custodial costs Additional time for staff to do outreach for phone banking

Objectives and Activities	Staff Responsible for Implementation and Monitoring	Timeline	Data Sources/ Methods for Evaluating Progress	Funding Sources and Types of Expenditures
education within LAUSD for African American/Black families.				

3.3 Complete Budget Forms

Complete both budget forms embedded below.

Budget Form 1: 2022 Budget Allocation

Provide the Fiscal Year 2021–22 allocation awarded for Resource Codes 3310 and 3315:

2021 Resource 3310 Allocation	2021 Resource 3315 Allocation
$131,450,855	$5,163,526

Provide the Fiscal Year 2022–23 allocation awarded for Resource Codes 3310 and 3315: Provide the 2022 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2022 Resource 3310 Allocation	2022 Resource 3315 Allocation
$131,450,855	$5,163,526

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2022–23 allocations the LEA was awarded for resource codes 3310 and 3315:

2022 CCEIS Resource 3312 **3312 = 15% of 3310**		2022 CCEIS Resource 3318 **3318 = 15% of 3315**		**Total 2022 CCEIS Budget (3312 + 3318)**
$19,717,628	plus	**$774,529**	equals	**$20,492,157**

The above 15 percent set-aside amounts will be the 2022-23 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports. Please use the Total 2022 CCEIS Budget indicated above to complete the 2022 Allowable Costs Budget form on the next page.

Budget Form 2: 2022 Allowable Costs Budget

Complete the table below to reflect the Total 2022 CCEIS Budget as reported on the 2022 Budget Allocation. CCEIS expenses for 2022 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at https://sites.ed.gov/idea/files/significant-disproportionality-qa-03-08-17-2.pdf.

The 2022 CCEIS period is July 1, 2022, through September 30, 2024. The CCEIS 15 percent set-aside must be fully expended by September 30, 2024.

<table>
<tr><th>2022 Object Line Codes</th><th>Brief Description of 2022 CCEIS Activities</th><th>Amount for each CCEIS Activity</th></tr>
<tr><td>1000–Certified Salaries</td><td>
<table>
<tr><th>Position*</th><th>FTE</th></tr>
<tr><td>System of support advisers 19 PK-12 to provide direct PBIS/RP student services to Promising Scholars and to support schools MTSS/SSPT/PBIS/RP strategies and supports</td><td>19</td></tr>
<tr><td>Specialists (Student Health and Human Services, School of Mental Health, Parent Engagement, Office of Access, Equity, and Acceleration, Division of Instruction, and Accelerated Literacy Academies (ALA)</td><td>3</td></tr>
<tr><td>Coordinator (SHHS) to support psychiatric social workers and supervise school mental health (SMH) consultants</td><td>0.5</td></tr>
<tr><td>CCEIS team implementation coordinators to develop, administer, and implement for sustainability the 2022 CCEIS Program Improvement Process and Action Plan to reduce disproportionate representation of the target student population</td><td>4</td></tr>
<tr><td>APEIS to support Multi-Tiered Systems of Support/Student Study and Progress Team (MTSS/SSPT) process to provide prevention and intervention supports for Promising Scholars at elementary sites</td><td>25</td></tr>
<tr><td>Occupational therapist to support Early</td><td>1</td></tr>
</table>
</td><td>$9,465,296</td></tr>
</table>

<table>
<tr><th>2022 Object Line Codes</th><th>Brief Description of 2022 CCEIS Activities</th><th>Amount for each CCEIS Activity</th></tr>
<tr><td></td><td>
<table>
<tr><td>Education wrap-around Tier 3 supports, the general education program, and to provide direct intervention/prevention services to students</td><td></td></tr>
<tr><td>Recreational therapist to support Early Education wrap-around Tier 3 supports, the general education program, and to provide direct intervention/prevention services to students</td><td>2</td></tr>
<tr><td>ALA-based school psychologist</td><td>1</td></tr>
<tr><td>Psychiatric social workers</td><td>5</td></tr>
<tr><td>ALA-based special education teachers</td><td>4</td></tr>
<tr><td>ALA-based general education teachers</td><td>4</td></tr>
<tr><td>ALA-based instructional coaches</td><td>2</td></tr>
<tr><td>Resource nurse (school nurse)</td><td>0.5</td></tr>
<tr><td>Speech and language therapist</td><td>2</td></tr>
<tr><td>CCEIS-based parent educator coaches</td><td>2</td></tr>
<tr><td>Mental health consultant to provide direct consultation and support to psychiatric social workers</td><td>1</td></tr>
</table>
*Additional time for professional development training for certificated staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.
</td><td></td></tr>
<tr><td>2000–Classified Salaries</td><td>
<table>
<tr><th>Position*</th><th>FTE</th></tr>
<tr><td>ALA-based paraprofessionals trained in literacy intervention to support interventions of Promising Scholars in the ALA program</td><td>4</td></tr>
<tr><td>Principal analyst to collect and monitor CCEIS Promising Scholar data to support the implementation of the 2022 CCEIS</td><td>1</td></tr>
</table>
</td><td>$799,055</td></tr>
</table>

<table>
<tr><th>2022 Object Line Codes</th><th>Brief Description of 2022 CCEIS Activities</th><th>Amount for each CCEIS Activity</th></tr>
<tr><td></td><td>
<table>
<tr><td>Action Plan</td><td></td></tr>
<tr><td>Senior office technician to support engagement and outreach to families and process time reporting for Promising School sites, CCEIS programs, and CCEIS staff</td><td>1</td></tr>
<tr><td>Senior financial analyst to guide CCEIS implementation teams and monitor expenditures and plan compliance</td><td>0.50</td></tr>
<tr><td>Early education teacher aides</td><td>10</td></tr>
<tr><td>Office technician (clerical) to support process time reporting for Promising School sites, CCEIS programs, and CCEIS staff</td><td>1</td></tr>
</table>

*Additional time for professional development training for certificated staff, planning, coaching, and providing direct student services will be added throughout the fiscal year, as needed.</td><td></td></tr>
<tr><td>3000–Employee Benefits</td><td>Benefits for LAUSD-based staff utilized under the 2022 CCEIS Action Plan.</td><td>$4,288,040</td></tr>
<tr><td>4000–Materials and Supplies</td><td>● Materials for menu of options ($250 per Promising Scholar)
● Parent Collaborative group general supplies ($1,000)
● Parent Family Centers ($2000)
● Materials for ALA sites
● Calm Healing Spaces maintenance materials (i.e., student interventions)
● PK’s Building Bridges School Readiness Program
● SOSA and PSW (supplies and materials of up to $1000 per SOSA/PSW)
● Continued SEL site licenses (kids and teens)
● Continued Learning Ally audiobooks license for literacy at CCEIS sites
● Literacy materials for Early Education Centers
● Materials for CCEIS 2022 Interdepartmental Team outreach</td><td>$1,133,854</td></tr>
</table>

2022 Object Line Codes	Brief Description of 2022 CCEIS Activities	Amount for each CCEIS Activity
5000–Services and Other Operating Costs	• Travel and conference attendance to support plan implementation • Toshiba contracts at $40,000 ($10,000 per contract/site) • Trauma-informed continued training • Professional development in race, equity, and culturally-linguistically responsive practices • Reading program supports and services • Early Childhood's Shoestring content expert and materials for Building Bridges School Readiness Program Saturday Intervention Program for Promising Scholars to support program development • Continued Lindamood-Bell for literacy • MTSS/SSPT Tier 2 and Tier 3 digital tracker for interventions • Tutoring and mentoring groups • Parent engagement trainings • Interdepartmental symposiums	$3,920,000
5100 Contract Services (ICR cannot be used for Object Code 5100)	• Implementation contract for technical assistance facilitator	$5,000
5800 Contract Services*	• Implementation contract technical assistance facilitator	$25,000
7300–Indirect Cost Rate (ICR) CDE-approved rate of 4.36%)		$855,912
Total Amount for 2022 CCEIS Activities. The amount must equal the Total 2022 CCEIS Budget as indicated on the 2022 Budget Allocation Summary.		$20,492,157

*Services for the same contract are capped at $25,000 in the 5800 Budget Line. The remainder must be moved into the 5100 Budget Line.

Signature of fiscal/business agents validate the accuracy of the information reported:

LEA Business Fiscal Officer (Print Name)	David Hart
LEA Business Fiscal Officer (Signature)	
Date Signed	

Contact Phone	

Note: This budget will be revised after actual allocations are finalized. The form for documenting revisions to the budget is a standalone document available on the 2022 CCEIS Padlet.

Phase Four: Implementing, Evaluating, and Sustaining

4.1-4.2 Implement Programmatic Improvement Action Plan and Evaluate Effectiveness

Describe the process for implementation and ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of students served, sending out feedback surveys, gathering and sharing data with Educational Partners, and adapting the Programmatic Improvement Action Plan based on data.
The core CCEIS Implementation Team, in collaboration with CCEIS liaisons from the Divisions of Instruction; Access, Equity and Acceleration; School of Mental Health; Parent and Community Engagement; Early Education; and Special Education, will be responsible for collecting, reviewing, and analyzing data quarterly to inform decisions and adjust the 2022 CCEIS Action Plan, as appropriate. System of support advisers, assistant principals of elementary instructional specialists, ALA-based coaches, psychological services, and psychiatric social workers, and school site administrators will support the collection and analysis of data at their respective sites to inform, guide, and maintain the focus of the core CCEIS Implementation Team. The data points will continue to be drawn from LAUSD literacy benchmarks and progress monitoring assessments; suspension and chronic absenteeism data; and the School Experience Survey. This will be monitored through MISIS or an early education platform that targets student data to monitor the successful implementation of the CCEIS Action Plan interventions and supports. Data analysis will be monitored and completed for each CCEIS Promising School and Promising Scholar.

4.3 Build Supports and Sustainability

Describe the process for adding support for the sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.
Multiple prongs are in place to support the sustainability of the CCEIS Action Plan. LAUSD's initiatives (detailed in this plan) outline activities to improve outcomes for African American/Black achievement overall. The CCEIS outcomes, objectives, and activities are in alignment with the following LAUSD's LCAP goals:

- 100% Graduation
- Proficiency for All
- Excellent Attendance
- Parent, Student, and Community Engagement
- School Safety and Climate
- Basic Services
- Black Student Achievement Plan

LAUSD is informed by a diverse population where 92,196 students are learning to speak English proficiently and 73.1% of the student population is Latinx, 10.5% is White, 7.5% is African American/Black, 2.0% is Filipino, 3.9% is Asian/Pacific Islander, and less than 1% is American Indian or Alaskan Native, Native Hawaiian or Native Pacific Islander. LAUSD embraces supports that aim to close the opportunity gap for students, including the targeted student populations identified.

The CCEIS Action Plan also aligns with LAUSD's strategic plan, which was designed to leverage the important work the District is leading and build upon that work in bold and innovative ways. This will, in turn, allow the District to be more responsive to the needs of students and the community of schools. The District is thoughtful and strategic in the approaches it takes, carefully considering the drivers that will be most impactful to improve student achievement and close opportunity and success gaps. The LAUSD strategic plan is guided by a set of core beliefs, which serve as the foundation for the District's work, and represents the values of equity, collaboration, and excellence.

The CCEIS Action Plan outcomes align with the five pillars of LAUSD's strategic plan and both are the driving force in closing success gaps for the targeted student population. The CCEIS outcome in literacy connects to pillar 1 of academic excellence by ensuring growth in literacy skills for Promising Scholars and building a literacy bridge in early childhood education.

The second pillar, focusing on joy and wellness, relates to the outcome of a Multi-Tiered Systems of Support in providing school mental health and social-emotional support to Promising Scholars at CCEIS schools. This includes increasing school connectedness in the overall school experience survey by providing professional development to staff at CCEIS schools on anti-bias, anti-racist, and culturally-responsive practices that support MTSS through a Universal Design for Learning to support attendance increase for Promising Scholars at CCEIS schools.

The third pillar, focusing on engagement and empowerment, relates to increasing genuine parent engagement and efforts to build authentic parent partnerships with African American/Black families through engaging families and community members to push the needle in disrupting disproportionality within LAUSD.

The fourth pillar, focusing on operational effectiveness, relates to humanizing the learning experience in positive behavior supports/restorative practices outcomes by decreasing suspension rates, ensuring district policies and practices are implemented with fidelity and consistency, and ensuring that budget allocations are appropriate to the targeted student population per the CCEIS Action Plan.

The last pillar, number five, invests in staff and, therefore, aligns with all CCEIS outcomes. This is demonstrated through professional development being provided to staff at CCEIS schools to support culturally-responsive teaching practices through a cultural lens in universal design for learning, modeling, and coaching in strategies that support student outcomes and close success gaps for the targeted student population. The CCEIS plan is organized as an extension of District actions and supplements these actions with additional interventions and supports for Promising Scholars identified at CCEIS Promising Schools.

Local district superintendents and community of school administrators support site principals to engage staff in the development of their School Plans for Student Achievement (SPSAs). The SPSA allows site teams to evaluate site resources and describe how the resources will be connected to improve student outcomes in alignment with both the LCAP. The CCEIS Action Plan provides Promising Schools additional focus area and a means to organize support in tailoring their respective SPSAs to leverage District-wide support.

To build collective leadership capacity, the District applies the framework for continuous improvement, to identify and monitor implementation and impact measures, and uses performance-feedback cycles to test and study improvement efforts. LAUSD leadership training includes practice in applying the continuous improvement framework to approach school challenges and identify areas for support through five questions focused on improvement:

- What do you want to learn from this cycle?
- What data will you collect to answer your questions?
- What do you think will happen?
- What were the results?
- What did you learn?

This process is used in evaluating progress markers for LCAP and CCEIS goals. District Anti-Racist work is in place to address implicit bias and move District staff to make changes in how decisions are approached and understood through a cultural lens. Equity work for the District at large includes professional development with a specific focus on learning to use and engage school teams in equity conversations, understanding transforming mindsets, establishing a positive, student-centered learning climate for our underperforming students that is culturally responsive, celebrating success, and reducing negative effects of bias and stereotype. CCEIS Leadership meetings will continue to meet quarterly.

The core CCEIS Implementation Team will be charged with collecting data, monitoring implementation of CCEIS activities and reporting back to the CCEIS Leadership Team. The team will meet monthly, create materials and develop procedures, and prepare for the Community of Practice monthly meetings. In collaboration with CCEIS liaisons from the Division of Instruction; Access, Equity and Acceleration; School of Mental Health; Black Student Achievement Plan; Parent and Community Engagement; Parent and Community Services; Early Childhood Education; and the Division of Special Education, the core CCEIS Implementation Team will provide a connection between the CCEIS Action Plan and school site SPSAs to ensure alignment and build sustainable practices. Specific emphasis will be placed on the following student outcomes: attendance, discipline, and academic and special education referrals.

The CCEIS activities lead to sustainability by building school site capacity to continue the work of student supports and maintain a robust multi-tiered system of support responsive to each student's behavior and academic needs. This is done through equity teams, collaborative meetings at identified CCEIS schools, and improvement cycles with leadership teams. Each of the actions will be modified, as needed, and will be based on students' responses to the interventions.

Community of Practice will ground teams in supporting the implementation of the practices/actions with fidelity, as well as monitoring Individual Learning Plans, amended SSPT goals, SSPT progress, and any corresponding adjustments to interventions.

Educational Partners meetings will be held quarterly to discuss data, implementation, interventions and activities, and impact on students' outcomes. Educational Partners feedback confirms support and interest; for example, "We can do this together." Funding will be reviewed regarding the CCEIS plan's measurable outcomes' success in addressing disproportionality. Target data will be collected, reviewed, and analyzed on a quarterly basis to determine whether the measurable outcomes are successful in reducing disproportionality.

Finally, at the end of the 2022-23 school year, 15 CCEIS original Promising Schools will transition to CCEIS Sustainability Schools. CCEIS Sustainability Schools will continue to be provided access to CCEIS training for parents and staff and will receive support with monitoring data for discipline and suspension rates. However, funding for staff and any site-based support would be funded by the school site directly.

Identify the General Education administrator responsible for implementing the CCEIS Programmatic Improvement Action Plan and will complete quarterly progress reports:

Staff Name	Title	Email
Pedro Garcia	Senior Executive Director of Instruction	pag0011@lausd.net

Identify the Fiscal staff responsible for completing the quarterly expenditure reports:

Staff Name	Title	Email
Mabel Capistrano	Special Education Fiscal Analyst	mabel.capistrano@lausd.net

4.4 Complete and Submit SPP-TAP Feedback Survey

List staff responsible for completing and submitting surveys provided by SPP-TAP at the end of the CCEIS period:

Staff Name	Title	LEA/Agency	Email
Amy Allina-Chambers	CCEIS Coordinator	LAUSD	amy.allina-chambers@lausd.net
Dr. Brenda Regalado	CCEIS Coordinator	LAUSD	bmr81161@lausd.net

CCEIS Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the CCEIS Plan.

School Board Chairperson

School Board Chairperson (Print Name)	Kelly Gonez
School Board Chairperson (Signature)	
Date Signed	

LEA Superintendent

LEA Superintendent (Print Name)	Alberto Carvalho
LEA Superintendent (Signature)	
Date Signed	

Chief of Special Education, Equity, and Access

Special Education Director (Print Name)	Anthony Aguilar
Special Education Director (Signature)	
Date Signed	

Senior Director of Special Education

Special Education Director (Print Name)	Dr. Maribel Luna
Special Education Director (Signature)	
Date Signed	

CCEIS Plan Signatures

By signing below, the authorized personnel validate the accuracy of the information reported and agree to implement the CCEIS Plan.

School Board Chairperson

School Board Chairperson (Print Name)	Kelly Gonez
School Board Chairperson (Signature)	
Date Signed	

LEA Superintendent

LEA Superintendent (Print Name)	Alberto M. Carvalho
LEA Superintendent (Signature)	
Date Signed	

Chief of Special Education, Equity, and Access

Special Education Director (Print Name)	Anthony Aguilar
Special Education Director (Signature)	
Date Signed	

Senior Director of Special Education

Special Education Director (Print Name)	Dr. Maribel Luna
Special Education Director (Signature)	
Date Signed	

Return to
Order of Business

TAB 21

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-005-22/23, **Version:** 1

Proposed Material Revision for WISH Community [PUBLIC HEARING]
November 15, 2022
Charter Schools Division

Action Proposed:

- Approve the material revision of the charter for WISH Community ("Charter School") to increase enrollment from 744 to 847 students.
- Adopt the denial of the material revision of the charter for WISH Community for an admissions preference for students with low incidence disabilities.

The recommendation is based on the information set forth in the attached Staff Assessment and Recommendation Report. Please also see the *Denial of the Requested Material Revision for WISH Community* for further detail.

Background:
WISH Community is a TK-8 school serving 847 students currently on the campuses of Orville Wright Engineering and Design Magnet Campus and Westchester Enriched Sciences Magnets, as co-locations through Proposition 39, at 6550 West 80th Street and 7400 West Manchester Avenue, respectively, both in Board District 4 and Local District West. WISH Community was approved by the LAUSD Board of Education on November 12, 2013. On October 23, 2018, the charter school was renewed for another five-year term to serve 744 students in grades TK-8.

On July 21, 2022, the Charter Schools Division commenced processing of WISH Community's complete material revision. WISH Community seeks to revise its current charter, which expires June 30, 2024. Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for WISH Community expires June 30, 2026.

The Westside Innovative School House (WISH), Inc. Board of Directors, the nonprofit organization that holds the charter, seeks the proposed increase in enrollment capacity to 1,000 students in order to better meet community demand for enrollment at WISH Community. Per the charter school, WISH Community reports waitlists ranging from 883 to over 1,300 students from 2017-2018 to 2022-2023. WISH Community has exceeded its approved enrollment capacity since 2018-2019 to present (fluctuating from 2 students to 103 students). In 2021, the Charter Schools Division (CSD) requested a plan from the charter school for realigning its enrollment to its charter. In response, WISH Community submitted a request for a material revision, and a brief plan, which noted that the Charter School would not enroll additional students that year and reduce enrollment through attrition. Most recently, however, the District received the Norm Enrollment report (signed by WISH Community leadership) for WISH Community for the 2022-2023 school year, which reported an enrollment of 847 students, an increase of 68 students from the prior year, and a total of 103 students above its approved enrollment capacity. The Charter School's Norm Enrollment of 847 appears to align with its material revision first year enrollment rollout, including respective grade level increases.

The Charter School continued to increase enrollment even though the District advised the Charter School to align its enrollment to its approved capacity pursuant to applicable District policy requirements. In consideration of the District policy requirements, the District issued a Notice to Cure to WISH Community, informing WISH Community that its charter is currently not in good standing with its authorizer, due to this breach of District policy, until such time the matter is fully cured. Furthermore, staff's recommendation is to approve an increase in Charter School's enrollment capacity by 103 students and not WISH Community's request of an increase of 256 students.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 and therefore recommends approval of the material revision of the charter to increase the enrollment capacity.

Staff has also determined that the charter school has not met the standards and criteria for approval of the material revision for an admissions preference for students with low incidence disabilities.

Grounds for Denial:
Staff of the Charter Schools Division, Office of the General Counsel, and the Division of Special Education (related to the admissions preference for students with low incidence disabilities) reviewed the proposed material revision of the charter for WISH Community and have assessed that the material revision for an admissions preference for students with low incidence disabilities does not meet the criteria for approval. As fully discussed in the attached *Denial of the Requested Material Revision for WISH Community*, based on review of the proposed material revision, staff has determined, in accordance with Education Code sections 47605(e)(2), and 47607(b), the following:

(1) Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.

(2) The Charter School has presented an unsound educational program for its targeted student population.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts staff's recommendation of approval of an increase in enrollment and denial of an admissions preference for students with low incidence disabilities, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

"No" - If the Board does not adopt staff's recommendation, and takes alternative action(s) related to the material revision request, Charter School would need to comply with the Board's action and direction, and continue to operate as a charter school under the terms of the revised charter, if applicable, for the remainder of the charter term. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised material revision to the charter that meets the standards and criteria described in Education Code section 47605, all applicable LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required

Language. Also within the 30-day timeline, Charter School must execute any and all documents and/or take all necessary and appropriate actions to give full force and effect to the terms, provisions, and intent of its revised material revision.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD special education local planning area (SELPA) Option 3. The Charter School's fair share contribution to special education will be 10% of the charter schools' AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision to increase enrollment capacity, and has determined that the Charter School has not met the requirements regarding the requested admissions preference.

Equity Impact:
Not applicable

Issues and Analysis:
If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - DFS Data and HP vs. LP Data Sets
Attachment C - Desegregation Impact Statement
Attachment D - Material Revision
Attachment E - Denial of the Requested Material Revision for WISH Community

Exhibits for perusal at the following link:
<https://drive.google.com/drive/folders/1r2sDdr9SndhfhqgOWnn89IUhliyjkFzU>

Informatives:
Not applicable

Submitted:
11/07/2022

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RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 005-22/23
November 15, 2022

School Name:	**WISH Community**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Westside Innovative School House, Inc.**		
Location Code:	**5252**		
Type of Site(s):	**(1) Proposition 39 Co-Location** **(2) Proposition 39 Co-Location**		
Site Address(es):	**(1) 6550 West 80th Street, Los Angeles, CA, 90045 (Orville Wright Engineering and Design Magnet Campus)** **(2) 7400 West Manchester Avenue, Los Angeles, CA, 90045 (Westchester Enriched Sciences Magnets Campus)**		
Board District(s):	**4**	Local District(s):	**West**
Grade Levels Served:	**TK-8**	Current Enrollment:	**847**
Grade Levels Authorized in Current Charter:	**TK-8**	Approved Enrollment in Current Charter:	**744 (see proposed change in "Action Proposed" below)**
CONSIDERATION:	**Material Revision**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2020 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	• **Approval to increase the enrollment capacity to 847** • **Denial of admissions preference for students with low incidence disabilities**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the request for material revision of the charter and the school's record of performance, staff has determined that the charter school has met the standards and criteria for approval to increase the enrollment capacity. ◆ *The charter school has presented a **sound educational program** for its targeted student population.* ◆ *The petition, as revised through the petition review and revisions process, contains **reasonably comprehensive descriptions of all required elements**, including the Federal, State, and District Required Language.* ◆ *Petitioners are **demonstrably likely to successfully implement the educational program** set forth in the petition.*		

	◆ *The petition contains* ***required affirmations, assurances, and declarations****.* ◆ *The petition contains* ***a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school*** *for purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code****.*** Staff has also determined that the charter school has not met the standards and criteria for approval of the material revision for an admissions preference for students with low incidence disabilities. ◆ Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition. ◆ The Charter School has presented an unsound educational program for its targeted student population. Please see the *Denial of the Requested Material Revision for WISH Community* for further detail.

STAFF ASSESSMENT

I. ACTION PROPOSED

For the proposed material revision of the charter for WISH Community ("Charter School"), a TK-8 span school located in Board District 4 and Local District West, staff recommends the following:

- Approval to increase the enrollment from 744 to 847 students.
- Denial of the admissions preference for students with low incidence disabilities.

The Westside Innovative School House (WISH), Inc. Board of Directors, the nonprofit organization that holds the charter, seeks the proposed increase in enrollment capacity to 1,000 students in order to better meet community demand for enrollment at WISH Community. Per the Charter School, WISH Community reports waitlists ranging from 883 to over 1,300 students from 2017-2018 to 2022-2023. WISH Community has exceeded its approved enrollment capacity since 2018-2019 to present (fluctuating from 2 students to 103 students). In 2021, the Charter Schools Division (CSD) requested a plan from the Charter School for realigning its enrollment to its charter. In response, WISH Community submitted a request for a material revision, and a brief plan, which noted that the Charter School would not enroll additional students that year and reduce enrollment through attrition. Most recently, however, the District received the Norm Enrollment report (signed by WISH Community leadership) for WISH Community for the 2022-2023 school year, which reported an enrollment of 847 students, an increase of 68 students from the prior year, and a total of 103 students above its approved enrollment capacity. The Charter School's Norm Enrollment of 847 appears to align with its material revision first year enrollment rollout, including respective grade level increases.

The Charter School continued to increase enrollment even though the District advised the Charter School to align its enrollment to its approved capacity pursuant to applicable District policy requirements. In consideration of the District policy requirements, the District issued a Notice to Cure to WISH Community, informing WISH Community that its charter is currently not in good standing with its authorizer, due to this breach of District policy, until such time the matter is fully cured. Furthermore, staff's recommendation is to approve an increase in Charter School's enrollment capacity by 103 students and not WISH Community's request of an increase of 256 students.

Moreover, the organization seeks to add an admissions preference for students with low incidence disabilities, "to ensure that students with "low incidence" disabilities and extensive support needs, who may otherwise have challenges in enrolling at WISH Community due to the high number of applicants and lottery process, are represented in the WISH Community and have strong peer role models in all ability levels." Staff acknowledges the charter school's stated interest and rationale, however, for reasons more fully set forth in the *Denial of the Request of the Material Revision for WISH Community,* staff recommends denial for this admissions preference.

II. CRITERIA FOR MATERIAL REVISIONS

Material Revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607), and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §47607(a)(3) and (b).) Staff must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. If the Material Revision contains a request to expand to one or more

additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(4).).

III. GENERAL SCHOOL INFORMATION

A. School History

	WISH Community
Initial Authorization:	On November 12, 2013, WISH Community (formerly called Westside Innovative School House Charter Middle, and Westside Innovative School House Secondary) was authorized by the LAUSD Board of Education to serve 224 students in grades 7-8.
Most Recent Renewal	The charter was renewed on October 23, 2018 for a five-year term (July 1, 2019- June 30, 2024) to serve up to 744 students in grades TK-8. Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for WISH Community expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not Applicable
Board Benchmarks in Current Charter Term:	On October 23, 2018, as part of the school's most recent renewal, the LAUSD Board of Education issued the following operational management benchmark to WISH Community: The school must provide an annual update to the Charter Schools Division (CSD) by December 1 of each year of the charter term demonstrating its progress related to the following: 1. The Charter School will submit a written report to the Charter Schools Division that provides evidence and data of its community outreach efforts and outcomes to increase student diversity for its significant subgroups, which includes English Learners, and Socioeconomically Disadvantaged, based on official student demographic information. WISH Community is in year three of its current charter term, and available data shows that the school met its benchmarks two out of the three years of the charter term (2019-2020 and 2021-2022). However, for the 2020-2021 school year, WISH Community partially met its benchmarks. Please see the "Staff Review and Assessment" section below.
Material Revision Application:	The processing of WISH Community's complete material revision application commenced on July 21, 2022. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through November 18, 2022.

B. Educational Program

	WISH Community
Key Features of Educational Program:	WISH Community offers a TK-8 educational program, which includes the following features: ◆ Co-teaching and collaboration, whereby Special and General Education teachers work as partners in planning, teaching and assessing each child. ◆ University Partnership with Loyola Marymount University (LMU) in which LMU's School of Education faculty provides ongoing professional development, coaching and mentoring for WISH Community faculty, staff and school leaders to improve the instructional model and practices. ◆ Universal Design for Learning (UDL) and Differentiated Instruction in which all WISH Community teachers are trained in a range of instructional strategies such as accountable talk, flexible grouping, and curriculum compacting to engage all students in the learning process and meet their diverse needs.
Master Plan for English Learners and Standard English Learners:	WISH Community implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	WISH Community participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

C. Student Enrollment and Population

WISH Community 2021-22 Enrollment by Ethnicity and Subgroup

Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
775	19.5%	8.0%	0.1%	8.5%	21.9%	3.9%	1.3%	0.1%	0.0%	22.5%	0.0%	0.3%	0.3%	19.9%	14.3%	8.0%	37.2%

Data Source: DataQuest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd

D. Charter School Operator

WISH Community is operated by Westside Innovative School House, Inc., a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval for the enrollment increase request;

however, staff has determined that the charter school has not met the standards and criteria regarding the admissions preference request. Staff analysis includes the following:

A. <u>Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?</u>

- Enrollment increase: The petition, as amended for the enrollment increase, presents a sound educational program; a reasonably comprehensive petition with the requisite affirmations and the Federal, State, and District Required Language; and petitioners are likely to successfully implement the educational program for its targeted student population. The petition, as proposed through its revisions, is consistent with applicable legal, District policy and other requirements and sufficiently addresses, including but not limited to, the identification of appropriate performance targets and description of an instructional program aligned to state performance standards and the salient needs of the target student population.

- Admissions preference: For reasons more fully set forth in the *Denial of the Requested Material Revision for WISH Community*, the charter school has not met this criterion.

The charter school's record of performance during the term of the charter is addressed below under the following specific factors:

1. *Student Achievement and Educational Performance*

a. <u>Summary</u>
In 2020, WISH Community was identified by the state as a Middle performing charter school. Updated performance classifications from the state are not available. Please see discussion of the charter school's record of academic performance below.

b. <u>Measurements of Academic Performance on the California School Dashboard</u>
As context, the state utilizes the colors received on all state indicators to determine the performance classification for charter schools. Please see the table below for more information on this school. The last available Dashboard data for this school are from 2018 and 2019, and are provided as context for the school's performance prior to the impacts to the administration of statewide assessments due to the COVID-19 pandemic.

WISH Community							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	No Color	No Color	No Color	N/A	N/A	N/A	--
2019	Blue	Green	No Color	N/A	Green	N/A	Green

Data Source: DataQuest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd
*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color

Please see attached *WISH Community* Data Set.

c. English Language Arts Academic Indicator
Distance from Standard Schoolwide and Numerically Significant Subgroups:

WISH Community- ELA (Grades 3-8) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	**School** 2018 Average DFS	**State** 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	**School** 2019 Average DFS	**State** 2019 Average DFS	School to State DFS Comparison
All Students	**451**	**No Color**	**58.6**	**-6.0**	**Higher**	**483**	**Blue**	**58.3**	**-2.5**	**Higher**
Asian	30	No Color	84.9	62.4	Higher	32	Blue	106.1	64.8	Higher
Black or African American	132	No Color	32.0	-51.8	Higher	155	Green	20.6	-47.6	Higher
Latino	102	No Color	43.1	-31.3	Higher	81	Blue	46.3	-26.6	Higher
Socioeconomically Disadvantaged	121	No Color	31.6	-34.7	Higher	125	Green	17.4	-30.1	Higher
Students with Disabilities	51	No Color	-29.1	-95.5	Higher	78	Yellow	-20.1	-88.1	Higher
White	178	No Color	83.4	27.7	Higher	200	Blue	84.3	30.7	Higher

Data Source: Data Quest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd/
For classification purposes of high, middle or low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018 and 2019, in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state's DFS. In both 2018 and 2019, the six (6) numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White) were higher than the state's DFS for those subgroups.

Internal Assessment Data

The charter school provided data from an i-Ready Diagnostic Growth Report for 2021-2022 (fall to spring administration).

Every Student Succeeds Act (ESSA) requires that all schools and student groups meet the 95 percent participation requirement for English language/arts/literacy (ELA) and Math. In reviewing the i-Ready data provided for Reading, WISH Community's fall 2021 to spring 2022 i-Ready Diagnostic assessment shows that grades 3-5 met the participation rate (98.66%), however, grades 6-8 did not meet the participation rate (86.88%).

For the numerically significant student groups for which data were provided (four out of six), in grades 3-5 in Reading, all four numerically significant student groups (Asian, Black or African American, Latino, and White) met the participation rate. However, for grades

6-8, none of the numerically significant student groups (Asian, Black or African American, Latino, and White) met the participation rate.

Based on staff's research (i.e., review of state-level and i-Ready information, conferral with i-Ready representatives), a school that has more than 50% of its students achieving 100% of their Annual Typical Growth[1] targets is demonstrating growth above the norm (with the ultimate goal for a school to meet 100% of students meeting their Annual Typical Growth targets). Thus, staff assessed the extent to which the charter school's results show at least 50% of all students as well as numerically significant student groups achieving 100% of Annual Typical Growth.

In reviewing the i-Ready data for Reading (notwithstanding the lower participation rate for grades 6-8), WISH Community's fall 2021 to spring 2022 i-Ready Diagnostic assessment shows that the percent of students that met the Annual Typical Growth was 63.80% in grades 3-5, and 54.00% in grades 6-8. Therefore, based on i-Ready's Annual Typical Growth, WISH Community had at least 50% of reported students achieving 100% of Annual Typical Growth in grades 3-5 and 6-8.

It is important to note that WISH Community was unable to provide i-Ready data for two numerically significant student groups, Socioeconomically Disadvantaged and Students with Disabilities, for grades 3-5 and 6-8. Per school leadership, "WISH is currently working with iReady and Clever to get the sensitive data markers shared between our SIS system and iReady using a SFTP (secure file transfer protocol)." CSD staff noted to school leadership the importance of resolving this issue, and reviewed the available data below as of the writing of this report to make an overall assessment.

As seen in the table below, WISH Community provided data for four numerically significant student groups (Asian, Black or African American, Latino, and White) for grades 3-5 and 6-8. For grades 3-5, all four of the numerically significant student groups had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth. For grades 6-8, three of four of the student groups (Asian, Latino, and White) had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth, with the exception of the Black or African American student group.

Grades	**Reading Percent of Students that Met the Annual Typical Growth**	**Students Assessed / Total**	**Participation Rate**
3-5	63.80%	221/224	98.66%
6-8	54.00%	247/285	86.66%

[1] i-Ready's Typical Growth marks the annual growth of an average student at a given placement. Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the i-Ready Diagnostic.

Numerically Significant Student Groups/Grades	Reading Percent of Students that Met the Annual Typical Growth	Students Assessed / Total	Participation Rate
Asian/3-5	73.91%	23/24	95.83%
Asian/6-8	60.00%	25/27	92.59%
Black or African American/3-5	55.55%	45/45	100.00%
Black or African American/6-8	46.00%	76/93	81.72%
Latino/3-5	66.66%	48/49	97.95%
Latino/6-8	50.00%	42/49	85.72%
Socioeconomically Disadvantaged/3-5	*	*	*
Socioeconomically Disadvantaged/6-8	*	*	*
Students with Disabilities/3-5	*	*	*
Students with Disabilities/6-8	*	*	*
White/3-5	64.13%	92/93	98.92%
White/6-8	60.00%	93/101	92.07%

Data Source: i-Ready reports provided by WISH Community
*i-Ready data was not provided by WISH Community, as noted above

d. Math Academic Indicator
Distance from Standard Schoolwide and Numerically Significant Subgroups:

WISH Community- Math (Grades 3-8) Academic Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	State 2018 Average DFS	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	State 2019 Average DFS	School to State DFS Comparison
All Students	**448**	**No Color**	**19.6**	**-36.4**	**Higher**	**483**	**Green**	**19.8**	**-33.5**	**Higher**
Asian	30	No Color	73.9	56.7	Higher	32	Blue	99.9	59.8	Higher
Black or African American	130	No Color	-12.9	-91.5	Higher	155	Orange	-25.7	-87.9	Higher
Latino	102	No Color	-4.2	-65.8	Higher	81	Green	0.8	-62.2	Higher
Socioeconomically Disadvantaged	120	No Color	-11.7	-67.4	Higher	125	Yellow	-24.1	-63.7	Higher
Students with Disabilities	48	No Color	-59.4	-125.3	Higher	78	Yellow	-42.8	-119.4	Higher
White	177	No Color	47.8	-1.0	Higher	200	Blue	49.8	1.4	Higher

Data Source: Data Quest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd/
For classification purposes of high, middle or low performance, the state removed four student subgroups (White, Asian, Two or More Races, Filipino). For the purpose of status and change, all numerically significant subgroups are included for the state, which include scores that span tested grades from K-12.

As seen in the above table, in 2018 and 2019, in Math, the charter school's DFS was higher than the state's DFS schoolwide and for its six (6) numerically significant subgroups (Asian, Black or African American, Latino, Socioeconomically Disadvantaged, Students with Disabilities, and White).

Internal Assessment Data

The charter school provided data from an i-Ready Diagnostic Growth Report for 2021-2022 (fall to spring administration).

Every Student Succeeds Act (ESSA) requires that all schools and student groups meet the 95 percent participation requirement for English language/arts/literacy (ELA) and Math. In reviewing the i-Ready data provided for Math, WISH Community's fall 2021 to spring 2022 i-Ready Diagnostic assessment shows that grades 3-5 met the participation rate (99.55%), however, grades 6-8 did not meet the participation rate (80.00%).

For the numerically significant student groups for which data were provided (four out of six), for grades 3-5 in Math, all four numerically significant student groups (Asian, Black or African American, Latino, and White) met the participation rate. However, for grades 6-8, none of the numerically significant student groups (Asian, Black or African American, Latino, and White) met the participation rate.

In reviewing the i-Ready data provided for Math (notwithstanding the lower participation rate for grades 6-8), WISH Community's fall 2021 to spring 2022 i-Ready Diagnostic assessment shows that the percent of students that met the Annual Typical Growth was 67.13% in grades 3-5, and 47.00% in grades 6-8. Therefore, based on i-Ready's Annual Typical Growth, WISH Community had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth for grades 3-5, however, grades 6-8 did not have 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth.

As noted above, i-Ready data was not provided by WISH Community for two numerically significant student groups, Socioeconomically Disadvantaged and Students with Disabilities, for grades 3-5 and 6-8. CSD staff noted to school leadership the importance of resolving this issue in Math as well, and reviewed the available data below as of the writing of this report to make an overall assessment.

As seen in the table below, WISH Community provided data for four numerically significant student groups (Asian, Black or African American, Latino, and White) for grades 3-5 and 6-8. For grades 3-5, all four of the numerically significant student groups had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth. For grades 6-8, two of four of the student groups (Asian and Latino) had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth, whereas, the Black or African American and White student groups did not meet as such.

Grades	Math Percent of Students that Met the Annual Typical Growth	Students Assessed / Total	Participation Rate
3-5	67.13%	223/224	99.55%
6-8	47.00%	228/285	80.00%

Numerically Significant Student Groups/Grades	Math Percent of Students that Met the Annual Typical Growth	Students Assessed / Total	Participation Rate
Asian/3-5	70.83%	24/24	100%
Asian/6-8	67.00%	21/27	77.77%
Black or African American /3-5	64.44%	45/45	100.00%
Black or African American/6-8	41.00%	76/93	81.72%
Latino/3-5	70.83%	48/49	97.95%
Latino/6-8	54.00%	37/49	75.51%
Socioeconomically Disadvantaged/3-5	*	*	*
Socioeconomically Disadvantaged/ 6-8	*	*	*
Students with Disabilities/3-5	*	*	*
Students with Disabilities/6-8	*	*	*
White/3-5	65.59%	93/93	100.00%
White/6-8	43.00%	81/101	80.19%

Data Source: i-Ready reports provided by WISH Community
*i-Ready data was not provided by WISH Community, as noted above

e. English Learner Progress Academic Indicator
Percent of English Learners Making Progress Towards English Proficiency:

WISH Community- English Learner Progress Indicator - CA School Dashboard Indicator					
	2019 School			2019 State	
Subgroup	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	--	--	No Data	48.3	Medium

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

As seen in the table above, there is no Performance Level on the English Learner Progress Indicator due to the low number of English Learners.

f. Standardized Assessments Participation Rates

In 2019, on the ELA and Math indicators, the charter school met the participation rates (95%) schoolwide and for all numerically significant subgroups.

g. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

WISH Community Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2018 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2019 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison
All Students	**749**	**No Color**	**2.0%**	**3.5%**	**Lower**	**761**	**Green**	**1.3%**	**3.4%**	**Lower**
Asian	62	No Color	0.0%	1.0%	Lower	60	Blue	0.0%	1.0%	Lower
Black or African American	197	No Color	3.0%	9.4%	Lower	211	Yellow	2.8%	8.8%	Lower
Latino	154	No Color	1.9%	3.6%	Lower	140	Green	1.4%	3.5%	Lower
Socioeconomically Disadvantaged	173	No Color	4.6%	4.4%	Higher	172	Orange	4.7%	4.3%	Higher
Students with Disabilities	99	No Color	4.0%	6.8%	Lower	114	Yellow	3.5%	6.2%	Lower
White	322	No Color	1.9%	3.0%	Lower	329	Blue	0.6%	2.9%	Lower

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

As indicated in the table above, for both 2018 and 2019, the school's percentage of students suspended at least once was lower than the state schoolwide and for the numerically significant subgroups (Asian, Black or African American, Latino, Students with Disabilities, and White), with the exception of the Socioeconomically Disadvantaged subgroup, which was higher.

h. Chronic Absenteeism Indicator
Percentage Schoolwide and Numerically Significant Subgroups:

WISH Community Chronic Absenteeism - CA School Dashboard Indicator										
Subgroup	Number of students enrolled who meet criteria	2018 Color	**School** 2018 Chronic Absenteeism Percentage	**State** 2018 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison	Number of students enrolled who meet criteria	2019 Color	**School** 2019 Chronic Absenteeism Percentage	**State** 2019 Chronic Absenteeism Percentage	School to State Chronic Absenteeism Comparison
All Students	**745**	**No Color**	**8.2%**	**9.0%**	**Lower**	**757**	**Green**	**7.1%**	**10.1%**	Lower
Asian	61	No Color	3.3%	3.2%	Higher	59	Green	3.4%	3.7%	Lower
Black or African American	195	No Color	7.7%	17.9%	Lower	210	Yellow	7.6%	20.6%	Lower
Latino	153	No Color	13.7%	9.7%	Higher	140	Yellow	12.9%	11.0%	Higher
Socioeconomically Disadvantaged	172	No Color	14.0%	11.4%	Higher	172	Orange	15.1%	12.9%	Higher
Students with Disabilities	99	No Color	14.1%	15.1%	Lower	113	Yellow	13.3%	16.3%	Lower
White	322	No Color	6.8%	7.7%	Lower	327	Green	4.9%	8.1%	Lower

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

As seen in the table above, in both 2018 and 2019, the charter school's Chronic Absenteeism percentage was lower than the state schoolwide. In 2018, the Black or African American, Students with Disabilities and White subgroups were lower than the state's for those same groups, while the Asian, Latino and Socioeconomically Disadvantaged subgroups were higher than the state for those subgroups. In 2019, the majority of the numerically significant subgroups' (Asian, Black or African American, Students with Disabilities and White) chronic absenteeism rates were lower while the Latino and Socioeconomically Disadvantaged subgroups were higher than the state's for those subgroups.

i. English Learner Performance
Reclassification Rates:

Year	Students Redesignated FEP	WISH Community	State	School to State RFEP Comparison
2019-20	18-19 EL #	10	1,195,988	Higher
	19-20 Reclass #	3	164,653	
	19-20 Reclass Rate	30.0	13.8	
2020-21	19-20 EL #	13	1,148,024	Lower
	20-21 Reclass #	0	79,667	
	20-21 Reclass Rate	0.0	6.9	

*Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde/ca/gov/ds/sd/sd/filesltel.asp

In 2019-2020, WISH Community's reclassification rate was 30.0%, which was higher than the state's reclassification rate of 13.8%. In 2020-2021, WISH Community's reclassification rate of 0.0% was lower than the state's rate of 6.9%.

Per school leadership, WISH Community shared that the teachers will continue to use Specially Designed Academic Instruction in English (SDAIE), accountable talk, and Reader's/Writer's workshop model strategies to support the growth of English Learners, and students who are identified with greater gaps will be given a mirroring folder for intervention or placed in the school's reading/writing intervention lab class for further instruction in reading.

WISH Community adheres to the District's reclassification criteria set forth in the *2018 Master Plan for English Learners and Standard English Leaners*.

Long-term English Learners and "At-Risk" Rates:

	2020-21				2021-22			
English Learners	WISH Commnity		State		WISH Community		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	1	2.3%	214,740	10.1%	3	5.9%	211,055	10.1%
LTEL 6+ Years	4	9.3%	361,482	17.1%	9	17.6%	379,290	18.1%

*Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde/ca/gov/ds/sd/sd/filesltel.asp

In 2020-2021, WISH Community's percentage of Long-term English Learners (LTELs) was 9.3%, compared to the state's rate of 17.1%. In 2021-2022, WISH Community's percentage was 17.6%, compared to state's 18.1%. In 2020-2021, WISH Community's percentage of "At-Risk" was 2.3%, compared to the state's 10.1%. In 2021-2022, WISH Community had 5.9% "At-Risk" compared to the state's 10.1%.

2. ***Annual Oversight Results***

a. Student Achievement and Educational Performance
WISH Community has achieved the ratings of *Accomplished* and *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a "No Rating" was issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Student Achievement and Educational Performance**	4 Accomplished	No Rating

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance
WISH Community has earned the ratings of *Proficient* and *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Governance**	3 Proficient	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations
WISH Community has earned the ratings of *Accomplished* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Organizational Management, Programs, and Operations**	4 Accomplished	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

WISH Community 2021-22 Enrollment by Ethnicity and Subgroup																	
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
WISH Community	775	19.5%	8.0%	0.1%	8.5%	21.9%	3.9%	1.3%	0.1%	0.0%	22.5%	0.0%	0.3%	0.3%	19.9%	14.3%	8.0%	37.2%
Statewide	5,892,240	57.8%	N/A	0.5%	9.5%	5.1%	19.1%	2.3%	0.5%	2.9%	55.9%	0.7%	0.4%	1.0%	59.6%	12.7%	4.3%	21.7%
Los Angeles Unified	548,338	80.2%	8.5%	0.1%	3.5%	7.3%	21.3%	1.8%	0.7%	1.4%	74.5%	0.1%	0.2%	1.0%	81.4%	13.6%	1.7%	10.2%

ii. Special Education

WISH Commnity 2021-22 Enrollment by Disability																		
School	OCT 2021 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
WISH Community	775	111	14.3%	60.4%	39.6%	35	0	0	3	0	1	2	21	3	32	14	0	0
Statewide	5,892,240	745,513	12.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	548,338	74,435	13.6%	69.2%	30.8%	14,986	4	240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

According to 2021 CALPADS Fall 1 Certified Student Profile List Report, WISH Community has a 14.3% Special Education enrollment, which is higher than both the state's percentage of 12.7%, and the District's percentage of 13.6%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

WISH Community has indicated its intent to submit a request for use of District facilities in the 2023-2024 school year via Proposition 39. The organization has also noted that while it has researched some potential private site options, its intention is to utilize space pursuant to Proposition 39. The District has shared with WISH Community that an increase in enrollment may result in a different space offer than what was offered for the 2022-2023 school year, including, but not limited to, additional and/or differing school sites, should the charter school submit a legally sufficient facilities request.

Regarding the Board benchmark for the school, WISH Community has provided the annual applicable written report to the Charter Schools Division with evidence and

data of its community outreach efforts and outcomes to increase student diversity, as noted in the benchmark. WISH Community is in year three of its current charter term. Available CALPADS Census data shows that the school met its benchmarks two out of the three years of the charter term (2019-2020 and 2021-2022). Specifically, for the 2019-2020 school year, the Socioeconomically Disadvantaged and English Learner student groups increased from 1.3% to 1.7% and 20.7% to 20.9%, respectively, from 2018-2019 to 2019-2020. Additionally, for 2021-2022, the Socioeconomically Disadvantaged and English Learner student groups increased from 17.4% to 19.9% and 1.8% to 3.9%, respectively, from 2020-2021 and 2021-2022. However, for the 2020-2021 school year, WISH Community partially met its benchmarks, in which the English Learner student group population increased from 1.7% in 2019-2020 to 1.8% in 2020-2021, whereas, for the Socioeconomically Disadvantaged student group, the student population decreased from 20.9% in 2019-2020 to 17.4% in 2020-2021.

d. Fiscal Operations

WISH Community has earned the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years and has no unresolved fiscal issues pending.

The rating of "2" (*Developing)* in the category of Fiscal Operations for 2020-2021 was primarily attributed to WISH's lack of adherence to its own policies & procedures, such as the lack of board approvals and/or purchase orders for certain expenditures incurred.

During the 2021-2022 oversight visit, the CSD noted that the school's internal controls and processes were generally in place and implemented in practice.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Fiscal Operations**	2 Developing	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

3. ***Fiscal Management and Performance***

a. Fiscal Condition

WISH Community's fiscal condition is positive. According to WISH's 2020-2021 independent audit report, the school had positive net assets of $2,059,495 and net income of $971,584. The 2021-2022 Unaudited Actuals projected positive net assets and net income.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Unaudited Actuals)
Net Assets	$975,229	$1,103,321	$1,087,911	$2,059,495	$2,267,594
Net Income/Loss	$366,990	$128,092	($15,410)*	$971,584	$208,099
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

*The net loss reported for Fiscal Year 2019-2020 was primarily due to WISH Community paying a higher portion of the shared expenses due to WISH Academy High's lower-than-expected average daily attendance (ADA).

b. 2020-2021 Independent Audit Report
Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information
The school reported Norm Enrollment of 746, 778, 772, 779, and 847 for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023, respectively. As noted above, the District has issued a Notice to Cure to Charter School regarding its current enrollment relative to its approved charter.

On April 20, 2020, WISH applied for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration and received the funds of $1,420,400 on May 8, 2020. The loan and interest amounts were forgiven on August 17, 2021.

Per the LAUSD Charter Schools Accounting Unit, WISH Community currently does not owe any Proposition 39 over-allocated space reimbursement fees to LAUSD.

WISH reports that neither of its schools pays management fees. Some staff positions (e.g., the Executive Director, Finance Manager, Compliance Manager, Director of Special Services, and the School Psychologist), and some costs (e.g., fees related to the schools' back office services provider, general insurance, contracted payroll services, the student information system, audits, general legal services, and website maintenance), are allocated on a pro-rated basis, and are calculated based on the ADA for each of the WISH schools.

B. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?
Yes, the petition contains the required declaration.

ATTACHMENT D

MATERIAL REVISION TO CHARTER OF WISH COMMUNITY

This Material Revision to the Charter of WISH Community ("Material Revision") is made between the Los Angeles Unified School District ("District" or "LAUSD"), a California public school district, and Westside Innovative School House, Inc. ("WISH"), a California non-profit corporation, operating a California public charter school known as WISH Community ("Charter School" and/or "WISH CS"). District and WISH are also referred to individually as "Party," and collectively as "Parties."

This Material Revision is to be read in conjunction with and shall expressly revise the charter of WISH CS which was authorized by the LAUSD Board of Education ("Board of Education") and renewed on **October 23, 2018**, for a five-year term, from 2019 to 2024 ("Charter").

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2022-2023 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Ed. Code § 47600 et seq;

B. **WHEREAS**, as set forth in Ed. Code § 47607, material revisions of charters are governed by the standards and criteria described in Ed. Code § 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, Charter School is currently authorized to serve students in grades TK – 8 with an enrollment capacity of 744;

D. **WHEREAS**, in accordance with California law and *LAUSD Policy and Procedures for Charter Schools* ("LAUSD Policy"), for charter schools occupying LAUSD facilities, an increase above the enrollment capacity which could impact the usage of the site, the District considers such increase as constituting a material revision to the approved charter;

E. **WHEREAS**, the Charter School's governing board convened a meeting on July 11, 2022, and adopted a resolution ("the Resolution") proposing to revise the Charter as follows:

> "Increase total enrollment from 744 students to 1,000 students in order to better meet community demand for enrollment at [WISH CS]."

F. **WHEREAS**, the Resolution sets forth the bases for the proposed revision as: "[WISH CS] has been at its enrollment capacity for four years and has had sizeable wait lists every year [ranging from 1,105 to 883, from school years 2017-18 to 2021-22, respectively]. Currently the wait list for enrollment for 2022-23 includes more than 1100 and the demand shows no signs of flagging, as WISH continues to perform extremely well and to receive national, state, and local recognition for its instructional model. [WISH CS] is informed and

believes that sufficient facilities exist at its two current locations to accommodate these additional students, particularly in light of the projected gradual increase over the span of five (5) years and the recent changes in how LAUSD allocates pace to charters."

The Resolution is attached herewith as **Attachment A**, and incorporated as part of this Material Revision;

G. WHEREAS, the Norm Enrollment report for WISH CS for the 2022-2023 school year shows an enrollment of 847 students, which is a total of 103 students above its approved enrollment capacity without obtaining the necessary District prior approval;

H. WHEREAS, upon considering the proposed increase in enrollment capacity to 1,000 and the current Norm Enrollment of 847, along with other factors, including LAUSD Policy requirements, District staff recommends approval of the increase in the Charter School's enrollment capacity to be for 847 students; and

I. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws.

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. **Enrollment Capacity**: All references throughout the Charter to the enrollment capacity of the Charter School as 744 shall be deleted and replaced with **847**. Further, the chart on page 41 of the Charter representing the Enrollment Plan for the Charter School shall be updated to reflect that the enrollment capacity for the remainder of the Charter term is 847:

2. **Budget**: All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections attached herewith as **Attachment B**, and part of this Material Revision.

3. **Updated District Required Language**: The Charter shall be revised to update and incorporate the Board of Education approved "Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020", attached herewith as **Attachment C**, and part of this Material Revision.

4. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

5. All other provisions set forth in the Charter shall remain in effect and enforceable.

6. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

7. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: November___, 2022 WESTSIDE INNOVATIVE SCHOOL HOUSE, INC.

By: _____

Title: _____
Authorized Representative of WISH

DATED: November___, 2022 LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____
Authorized Representative of Los Angeles Unified School District

Attachments:

- **A.** The Resolution dated July 11, 2022.
- **B.** Updated WISH CS' Budget, Financial, and Cash Flow Projections.
- **C.** Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated August 11, 2020.

Attachments for perusal at the following link:
https://drive.google.com/drive/folders/1PVaa9jTHUFpBDsr0DuzNYfb4gk5HiTR-?usp=sharing

ATTACHMENT E

**DENIAL OF THE
REQUESTED MATERIAL REVISION FOR
WISH COMMUNITY
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT 005-22/23
Date: November 15, 2022

I. BACKGROUND

WISH Community ("Charter School") is a TK-8 span school authorized to serve 744 students currently on the campuses of Orville Wright Engineering and Design Magnet Campus and Westchester Enriched Sciences Magnets, as co-locations through Proposition 39, at 6550 West 80th Street and 7400 West Manchester Avenue, respectively, both in Board District 4 and Local District West. WISH Community's petition was originally approved by the Los Angeles Unified School District ("LAUSD" or "District") Board of Education ("Board") on November 12, 2013, and renewed on October 23, 2018 and was set to expire on June 30, 2024. However, Assembly Bill ("AB") 130 extended the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for Charter School expires on June 30, 2026.

At the time of WISH Community's renewal in 2018, WISH Community's charter specified that an admissions preference for students with moderate to severe disabilities shall only be operative and implemented contingent upon the fulfillment of one of the following conditions: 1) express approval of a state waiver allowing the preference; (2) written confirmation from the California Attorney General that state law permits the use of lotteries in favor of such students; or, (3) passage of state legislation or adoption of state regulations expressly permitting the preference. (*See* WISH Community's petition, pg. 179.) Absent the fulfillment of one of the conditions, the preference would not apply for the term of the Charter School's charter. Accordingly, these established conditions remain in WISH Community's operative charter, and to date, the Charter School has not met any of the aforementioned conditions.

On July 13, 2022, WISH Community submitted a material revision application to the District seeking, among other requested changes, to add an admissions preference for students with "low incidence disability who require significant support needs up to 3% of enrollment, consistent with overall population ratios."

In accordance with the Charter Schools Act (Ed. Code § 47600 *et seq*.) and the *LAUSD Policy and Procedures for Charter Schools* ("District policy"), preferences must be non-discriminatory, and consistent with federal law, the California Constitution, and Education Code section 200. Aside from mandatory preferences, each type of preference must be granted at the sole discretion of the LAUSD Board,[1] and on an individual school basis, if consistent with the law. Petitioners seeking an admissions preference are encouraged to consider existing data regarding matriculation

[1] Examples of discretionary preferences include, but are not limited to: siblings of pupils admitted or attending the charter school, and children of the charter school's teachers, staff, and founders.

patterns, as well as equitable access to enrollment, before seeking approval of the preference from LAUSD. Charter schools may not discourage enrollment or encourage disenrollment for reasons related to academic performance, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, or sexual orientation, religion, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth, or because of association with a person or group with one or more of these actual or perceived characteristics. Any proposed change that would constitute a material revision of the charter must be approved by the LAUSD Board before the change can be implemented.

Based on review of the application for material revision and supporting documents relating to the admissions preferences for students with low incidence disabilities, the District has substantial concerns with this admissions preference, as presented. If the LAUSD Board denies the Charter School's request for material revision of its charter, the Charter School must continue to operate under the terms of its current LAUSD Board approved charter.

The discussion below outlines the applicable law and standard for material revisions and analysis concerning whether WISH Community's material revision request satisfies the requirements under the Charter Schools Act and District policy.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY AND STANDARD FOR MATERIAL REVISIONS AND ADMISSIONS PREFERENCES

A. Basis for Material Revisions

Material revisions are governed by the same standards and criteria that apply to new petitions and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code §47607(a)(2) and (a)(3).) Accordingly, the District determines whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. District policy considers the following to be among, but not limited to, those changes constituting a material revision:

- Expansion to one or more additional sites (requires Community Impact Assessment if outside the community)
- Change in location/address outside the community (requires Community Impact Assessment)
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
  - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment capacity as approved in the charter
  - For schools occupying LAUSD facilities, an increase above the enrollment capacity which could impact the usage of the site
- Changes to admission preferences or procedures
- Changes to the governance and/or corporate structure and affiliations including, but not limited to:

- Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members
- Corporate mergers

- Changes to the instructional and/or education model or design, other than changes required by law, including changes or adding a nonclassroom-based program.
- Change from independent charter school to affiliated charter school status.

B. Basis for Admissions Preferences

Admissions preferences are extended according to specified parameters set forth in law and District policy. Education Code section 47605(e)(2) states, in part:

> "If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
>
> (i) Each type of preference shall be approved by the chartering authority at a public hearing.
> (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
> (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation."

As established above, preferences must be non-discriminatory, and consistent with federal law, the California Constitution, and Education Code section 200. If consistent with the law, the LAUSD Board has discretion to permit preferences on an individual school basis.

III. SUMMARY OF BASIS FOR DENIAL OF WISH COMMUNITY'S MATERIAL REVISION APPLICATION AND DISTRICT STAFF RECOMMENDATION

Based on a review of WISH Community's material revision application and its supporting materials, Staff recommends that the LAUSD Board ***deny*** WISH Community's material revision application seeking to add an admissions preference for students with low incidence disabilities and adopt the *Denial of the Requested Material Revision for WISH Community* on the basis that:

- WISH Community presents an unsound educational program as the proposed implementation of a preference for students with low incidence disabilities raises concerns as to the appropriateness of the Charter School's admissions process; and

- WISH Community is demonstrably unlikely to successfully implement an admissions preference for students with low incidence disabilities.

Staff conducted a review of WISH Community's proposed admissions preference to determine whether WISH Community's material revision request would satisfy the requirements under the Charter Schools Act and District policy. The following outlines the specific basis for the recommendation of denial:

A. WISH Community's Material Revision Request Presents an Unsound Educational Program in its Proposed Implementation for the Students to be Enrolled in the Charter School and is Demonstrably Unlikely to Successfully Implement the Admissions Preference for Students with Low Incidence Disabilities

1. WISH Community has Not Met the Conditions Identified in the Approved Charter to Allow an Admissions Preference for Students with Low Incidence Disabilities

WISH Community's charter includes an admissions preference in Element 8 for students with moderate to severe disabilities. Specifically, WISH Community's charter contains the following footnote on page 179, which remains in effect to date:

> "Consistent with federal guidance and ensuring equitable access for all students, preference for students with moderate/severe disabilities shall only be operative and implemented contingent upon fulfillment of one of the following conditions: (1) express approval of a state waiver allowing the preference; (2) written confirmation from the California Attorney General that state law permits the use of lotteries in favor of such students; or, (3) passage of state legislation or adoption of state regulations expressly permitting the preference. Absent the fulfilment of one of the conditions, the preference shall not apply for the term of this charter"[2]

While the above conditions pertain to a preference for students with moderate to severe disabilities, those conditions were designed and put in place to ensure equitable access to education for all students including students without a disability and other students with perceived or actual disabilities. As such, the District's expectation was that WISH Community's proposed admissions preference for low incidence disabilities would also meet the very same conditions presently imposed on WISH Community's charter. Thus, absent the fulfilment of one of the conditions above, the preference for students with low incidence disabilities could not apply (or be incorporated) to the Charter School's charter.

In order to pursue this admissions preference for students with low incidence disabilities, WISH Community attempted to meet condition (1) above by seeking an expressed approval by the California Department of Education (CDE) [in seeking to waive relevant provisions of the Education Code] with respect to students with low incidence disabilities. On February 11, 2022, the CDE's Special Education Division indicated that with respect to "WISH's proposed lottery

preference for students with significant support needs, the California Department of Education sees no statutory impediment to the approval or implementation of the preference." [Exhibit 1, CDE Special Education Division correspondence.] However, the CDE's Special Education Division in its February 11, 2022 correspondence neither granted nor authorized an express approval of a state waiver to allow WISH Academy High to proceed with its proposed admissions preference as consistent with the terms of its operative charter. Moreover, the February 11, 2022 correspondence does not address WISH Community's specific implementation plan, details of which were provided to the District in response to its questions months after the letter was provided. As noted in these bases for denial, at primary issue are substantial concerns with the proposed implementation plan by the Petitioner of the requested admissions preference. In its March 24, 2022 correspondence, the CDE addressed WISH Community and confirmed that Education Code sections 200 and 47605[3] were not waivable but also specifically confirmed that "a waiver is unnecessary following your submission of a waiver request for California Education Code (EC) Section 220, in order to implement a lottery admission preference to support a representative cross-section of students with disabilities." [Exhibit 2, CDE Waiver Office correspondence.] However, the CDE also indicated in the March 2022 correspondence that if WISH Community and the District planned to proceed with the lottery admissions preference, the school needed to comply with state and federal statutory and constitutional requirements regarding nondiscrimination.[4] Accordingly, the conditions remain in WISH Community's operative charter, and to date, none of them have been met by the Charter School to implement a preference for either students with moderate to severe disabilities or low incidence disabilities.

2. WISH Community's Proposed Admissions Preference and Implementation Plan for Students with Low Incidence Disabilities Substantially Impairs the Objectives and Goal of Supporting All Students with Disabilities

The Charter School provided responses to the District's inquiries related to the Charter School's proposed admissions preference. In reviewing the Charter School's responses regarding the admissions process and how the admissions preference would be operationalized at the school,

[2] Federal non-regulatory guidance states that weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students) are permitted only in certain circumstances and that a preference for students with disabilities could be permissible if permissible under state law. (See Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014, fy14cspnonregguidance.doc (live.com).) The federal nonregulatory guidance states that permission could be evidenced by the fact that weighted lotteries are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students. Thus, the conditions contained in WISH Community's charter's footnote are consistent with this federal nonregulatory guidance.

[3] CDE's reference to Education Code section 47605 not being waivable should be narrowly understood (and not construed broadly) as applying to only those applicable nondiscriminatory provisions relating to admissions preferences.

[4] In 2019, the CDE confirmed to the District (who sought a waiver request at that time) that Education Code section 220 was not waivable. *[Exhibit 4*, CDE State Board of Education Liaison Office correspondence.] Even though the CDE indicated that there "are many ways that WISH Academy High, WISH Community School, and the Los Angeles Unified School District can reach a desired outcome," it also indicated that every local education agency has the responsibility to not discriminate against any individual based on the California Constitution.

staff has raised concerns about the soundness of the educational program and the Charter School's ability to effectively implement its educational program. [Exhibit 3, WISH Responses Regarding Implementation.] The below examples (though not exhaustive) summarize and demonstrate how the Charter School's proposed admissions preference, as presented in WISH Community's application materials and responses, could substantially impair the objectives and goal of supporting all students with disabilities.

- Charter School states that "those students who seek preference in the lottery under this provision will be asked to provide appropriate documentation of their eligibility for the preference immediately after the lottery. Any student that is determined to be ineligible for the low incidence disability preference will be added to the end of the wait list for that grade; if another student with low incidence disability is on the wait list for that grade, he/she will be offered the space instead." [Exhibit 3, p.2.] First, WISH Community's proposed admissions practice raises concerns as to whether all students with disabilities would be afforded equitable access to the school's program. Second, any pre-enrollment inquiry about a student's disability during the Charter School's admissions process could be construed as unnecessary different treatment and inappropriately screening applicants.

- Charter School states that "student/families will not be asked to provide documentation verifying that the student qualifies for the low incidence disability preference. Parents/guardians requesting this preference will be asked to sign the lottery form attesting to the veracity of the request." [Exhibit 3, p.6.] However, seeking parents/guardians to attest to their child's disability could be construed as using criteria that screens outs or excludes prospective students with disabilities from the applicant pool.

- Charter School states that "(If a student does not yet have an IEP, either because they are newcomers to the U.S. or they have not accessed early intervention services, WISH will evaluate documentation from the child's licensed pediatrician.) Following receipt of the IEP/504 plan (or other documentation) during the enrollment process, WISH Community's Executive Director and Director of Special Services will evaluate the pupil's records and confirm that he/she meets the qualifications for the Low Incidence Disability preference. This review will be conducted within 10 business days of the post-lottery enrollment deadline." [Exhibit 3, p.6.] First, the IEP team, not WISH Community's admissions staff, makes the determination as to whether a student is eligible for special education and related services. Second, WISH Community's proposed admissions practice raises concerns as to whether all students with disabilities would be afforded equitable access to the school's program. Third, any pre-enrollment inquiry about a student's disability during the Charter School's application and admissions process could be construed as unnecessary different treatment.

- Charter School states that "Following the lottery, all students who are offered enrollment under the Low Incidence Disability preference will be asked to provide confidential documentation that confirms the student's eligibility for the

preference. As noted above, the Lottery Coordinator will provide these records (IEP, 504 Plan or pediatrician records) to the Executive Director and Director of Special Services, who will verify whether the student meets the Low Incidence Disability criteria and families will be informed of their decision within 10 business days after the WISH enrollment deadline." [Exhibit 3, pp.8-9.] Here, with respect to pediatrician records, a physician cannot prescribe special education for a student; an IEP team makes the eligibility determination.

- Charter School states that "the pupil's parents/guardians will be notified via email or text that the review has been completed and either: (a) confirming the student's enrollment at WISH; or (b) notifying the family that the review concluded the student is not eligible for the preference and that as a result, he/she has been placed at the end of the wait list for that grade level. There will be no right of appeal, and the Executive Director's decision on this issue is final." [Exhibit 3, p.6.] Here, the lack of a right to appeal concerning a prospective student's eligibility raises concerns as to whether WISH Community's admission process would maintain an adequate system of procedural safeguards to appropriately support students with disabilities.

IV. CONCLUSION

As established above, and consistent with the Charter Schools Act and District policy, WISH Community presents an unsound educational program as the proposed implementation of a preference for students with low incidence disabilities raises concerns as to the appropriateness of the Charter School's admissions process and is demonstrably unlikely to successfully implement an admissions preference for students with low incidence disabilities. Therefore, Staff recommends that the LAUSD Board adopt the *Denial of the Requested Material Revision for WISH Community* as its own. Staff requests that pursuant to the above grounds for denial, the LAUSD Board adopt the *Denial of the Requested Material Revision for WISH Community* and deny the material revision request for this admissions preference for WISH Community.

Exhibits available for perusal at the following link:

https://drive.google.com/drive/folders/1r2sDdr9SndhfhqgOWnn89IUhliyjkFzU

Return to
Order of Business

TAB 22

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-065-22/23, **Version:** 1

Denial of the Proposed Material Revision for WISH Academy High [PUBLIC HEARING]
November 15, 2022
Charter Schools Division

Action Proposed:
Adopt the denial of the material revision of the charter for WISH Academy High ("Charter School"), for an admissions preference for students with low incidence disabilities. The recommendation for denial is based on the information set forth in the attached Staff Assessment and Recommendation Report and the *Denial of the Requested Material Revision for WISH Academy High.*

Background:
WISH Academy High is a 9-12 school serving 281 students on the campus of Westchester Enriched Sciences Magnets, currently as a co-location through Proposition 39, at 7400 West Manchester Avenue in Board District 4 and Local District West. WISH Academy High was approved by the LAUSD Board of Education on March 8, 2016. On October 23, 2018, the charter school was renewed for another five-year term to serve 500 students in grades 9-12.

On July 21, 2022, the Charter Schools Division commenced processing of WISH Academy High's complete material revision. WISH Academy High seeks to revise its current charter, which expires June 30, 2024. Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for WISH Academy High expires June 30, 2026.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has not met the standards and criteria set forth in Education Code section 47605 and therefore recommends denial of the material revision of the charter.

Grounds for Denial:
Staff of the Charter Schools Division, Office of the General Counsel, and the Division of Special Education reviewed the proposed material revision of the charter for WISH Academy High and have assessed that the material revision does not meet the criteria for approval. As fully discussed in the attached *Denial of the Requested Material Revision for WISH Academy High*, based on review of the proposed material revision, staff has determined, in accordance with Education Code sections 47605(e)(2) and 47607(b), the following:

(1) Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition; and

(2) The Charter School has presented an unsound educational program for its targeted student population.

Expected Outcomes:
Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial of the material revision of the charter, Charter School would continue to operate as a charter school under the terms of its current charter for the remainder of the charter term.

"No" - If the Board does not adopt the recommendation of denial of the material revision of the charter, and instead takes specific action to approve the proposed material revision of the charter, Charter School would continue to operate as a charter school, as amended, under the terms of its current charter. Within 30 days, the Board requires that the charter school submit to the Charter Schools Division a revised material revision to the charter that meets the standards and criteria described in Education Code section 47605, all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language. Also, within the 30-day timeline, Charter School must execute any and all documents and/or take all necessary and appropriate actions to give full force and effect to the terms, provisions, and intent of its revised material revision.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

Charter School has selected to join the LAUSD special education local planning area (SELPA) Option 3. The Charter School's fair share contribution to special education will be 10% of the charter schools' AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from the Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Charter-operated Program special education director. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter

School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:
As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter School has not met the requirements for approval of the material revision.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached *Denial of the Requested Material Revision for WISH Academy High*.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - DFS Data, HP vs. LP Data Sets
Attachment C - Denial of the Requested Material Revision for WISH Academy High

Exhibits for perusal at the following link:
<https://drive.google.com/drive/folders/1T-lqZYcnXT_THyD3h2NzhgH0iQjOQtVj>

Informatives:
Not applicable

Submitted:
11/07/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 065-22/23
November 15, 2022

School Name:	**WISH Academy High**		
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Westside Innovative School House, Inc.**		
Location Code:	**7557**		
Type of Site(s):	**Proposition 39 Co-Location**		
Site Address(es):	**7400 West Manchester Avenue, Los Angeles, CA, 90045 (Westchester Enriched Sciences Magnets Campus)**		
Board District(s):	**4**	Local District(s):	**West**
Grade Levels Served:	**9-12**	Current Enrollment:	**281**
Grade Levels Authorized in Current Charter:	**9-12**	Approved Enrollment in Current Charter:	**500**
CONSIDERATION:	**Material Revision to add an admissions preference for students with low incidence disabilities**		
CDE PERFORMANCE LEVEL: (PER CDE'S 2020 CLASSIFICATION)	**Middle Performing**		
STAFF RECOMMENDATION:	**Denial**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the request for material revision of the charter and the school's record of performance, staff has determined that the charter school has not met the standards and criteria for approval. ◆ Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition. (Ed. Code, § 47605(c)(2).) ◆ The Charter School has presented an unsound educational program for its targeted student population. (Ed. Code, § 47605(c)(1).)		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the proposed material revision of the charter for WISH Academy High ("WISH Academy" and "Charter School"), a 9-12 school located in Board District 4 and Local District West, for an admissions preference for students with low incidence disabilities.

The Westside Innovative School House (WISH), Inc. Board of Directors, the nonprofit organization that holds the charter, seeks to add an admissions preference to serve a higher number of students with "low incidence" disabilities. For reasons more fully set forth in the *Denial of the Requested Material Revision for WISH Academy High*, staff recommends denial for this admissions preference.

II. CRITERIA FOR MATERIAL REVISIONS

Material Revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607), and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code, §47607(a)(3) and (b).) Staff must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. If the Material Revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(4).)

III. GENERAL SCHOOL INFORMATION

A. School History

	WISH Academy High
Initial Authorization:	On March 8, 2016, WISH Academy High was authorized by the LAUSD Board of Education to serve 500 students in grades 9-12 for a three-year term from July 1, 2016 – June 30, 2019.
Most Recent Renewal	The charter was renewed on October 18, 2018 for a five-year term (July 1, 2019 – June 30, 2024) to serve up to 500 students in grades 9-12. Effective July 1, 2021, Assembly Bill 130 [codified, in part, as Education Code section 47607.4] extends the terms of all charter schools whose terms expire on or between January 1, 2022 and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for WISH Academy High expires June 30, 2026.

	WISH Academy High
Approved Material Revisions of Current Charter:	Not Applicable
Board Benchmarks in Current Charter Term:	Not Applicable
Material Revision Application:	The processing of WISH Academy High's complete material revision application commenced on July 21, 2022. Pursuant to the *LAUSD Policy and Procedures for Charter Schools*, the 120-day timeline (for presenting the material revision once processing commences) runs through November 18, 2022.

B. <u>Educational Program</u>

	WISH Academy High
Key Features of Educational Program:	WISH Academy High offers a 9-12 educational program, based on the following key features: ◆ Co-teaching and collaboration, whereby, Special and General Education teachers work as partners in planning, teaching and assessing of each child. ◆ University Partnership with Loyola Marymount University (LMU) in which LMU's School of Education faculty provides ongoing professional development, coaching and mentoring for WISH Academy High faculty, staff and school leaders to improve the instructional model and practices. ◆ Universal Design for Learning (UDL) and Differentiated Instruction in which all WISH Academy High teachers are trained in a range of instructional strategies such as accountable talk, flexible grouping, and curriculum compacting to engage all students in the learning process and meet their diverse needs.
Master Plan for English Learners and Standard English Learners:	WISH Academy High implements the Master Plan for English Learners and Standard English Learners.
Special Education SELPA	WISH Academy High participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

C. Student Enrollment and Population

WISH Academy High 2021-22 Enrollment by Ethnicity and Subgroup																	
Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
251	36.3%	15.1%	0.4%	4.0%	40.6%	2.4%	0.8%	0.8%	0.8%	24.3%	0.0%	0.0%	0.0%	37.1%	29.5%	6.4%	23.5%

Data Source: DataQuest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd

D. Charter School Operator

WISH Academy High is operated by Westside Innovative School House (WISH), Inc., a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the material revision application, staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

A. Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

For reasons more fully set forth in the *Denial of the Requested Material Revision for WISH Academy High*, the charter school has not met some of these criteria.

The charter school's record of performance during the term of the charter is addressed below under the following specific factors:

1. *Student Achievement and Educational Performance*

a. Summary

WISH Academy High has been identified by the state as a Middle performing charter school. Per the California Department of Education (CDE), a charter school that meets neither the High nor Low performance levels is automatically placed in the Middle performance category. WISH Academy High implemented a slow-growth model when the charter was originally authorized in 2016, having rolled out its 11th grade program in the 2019-2020 school year. Thus, the first opportunity for state testing with the CAASPP (SBAC) was the 2019-2020 school year. Given that WISH Academy High does not have at least two years of data, the charter school does not have published academic California School Dashboard outcomes with the exception of the suspension rate and graduation rate.

Please see discussion of the charter school's record of academic performance below.

b. Measurements of Academic Performance on the California School Dashboard

WISH Academy High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	No Color	N/A	N/A	N/A	N/A
2019	N/A	N/A	No Color	N/A	N/A	N/A	Green

Data Source: DataQuest, Student and Downloadable Data File https://www.cde.ca.gov/ds/sd/sd
*For the ELPI, the state uses status level as a proxy for color on the 2019 Dashboard where there are at least 30 students tested. (Note: There is no status level for 2018). NPC: No performance color

Please see attached *WISH Academy High* Data Set.

c. English Language Arts Academic Indicator
Not Available

Internal Assessment Data

It is important to note that WISH Academy High was unable to provide complete Renaissance STAR data for both ELA and Math. Per school leadership, WISH Academy High experienced "mapping errors" with their new student information system in a number of data areas including student demographic information and racial ethnicity markers.

The Renaissance STAR data submitted did not contain the information necessary to make a determination of academic performance, including participation rates, lack of complete reports, incorrect reports provided, and low number of students reported to be tested (in order to protect the anonymity of less than 11 students made the data not possible to share in this report). CSD staff noted to school leadership the importance of resolving these issues.

d. Math Academic Indicator
Not Available

e. English Learner Progress Academic Indicator
Percent of English Learners Making Progress Towards English Proficiency:

WISH Academy High- English Learner Progress Indicator - CA School Dashboard Indicator					
	2019 School			2019 State	
Subgroup	Number of English Learner Students	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learner	--	--	**No Data**	**48.3**	**Medium**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

As seen in the table above, there is no Performance Level on the English Learner Progress Indicator due to the low number of English Learners.

f. Standardized Assessments Participation Rates
Not Available

g. College/Career Academic Indicator
Not Available

h. Suspension Rate Indicator
Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Subgroups:

WISH Academy High - Suspension Rate Indicator - CA School Dashboard Indicator										
Subgroup	Number of Students	2018 Color	School 2018 Students suspended at least once	State 2018 Students suspended at least once	School to State Suspensions Comparison	Number of Students	2019 Color	School 2019 Students suspended at least once	State 2019 Students suspended at least once	School to State Suspensions Comparison
All Students	**80**	**No Color**	**3.8%**	**3.5%**	**Higher**	**133**	**Green**	**1.5%**	**3.4%**	**Lower**
Asian	7	No Color	--	1.0%	--	9	No Color	--	1.0%	--
Black or African American	31	No Color	9.7%	9.4%	Higher	53	Blue	0.0%	8.8%	Lower
Latino	28	No Color	0.0%	3.6%	--	45	No Color	2.2%	3.5%	Lower
Socioeconomically Disadvantaged	36	No Color	5.6%	4.4%	Higher	46	Green	2.2%	4.3%	Lower
Students with Disabilities	18	No Color	5.6%	6.8%	--	36	No Color	2.8%	6.2%	Lower
White	13	No Color	0.0%	3.0%	--	22	No Color	4.5%	2.9%	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

As indicated in the table above, in 2018, the school's percentage of students suspended at least once was higher than the state schoolwide and for the two numerically significant subgroups (Black or African American and Socioeconomically Disadvantaged). However, in 2019, the school's percentage of students suspended at least once was lower than the state schoolwide and for the four numerically significant subgroups (Black or African American, Latino, Socioeconomically Disadvantaged, and Students with Disabilities).

i. Graduation Rate Indicator [HS Only]
As seen in the table below, in 2021, the school's percentage of graduated students was 95.5%, which was higher than the state's percentage of graduated students. WISH Academy High's students must meet A-G requirements with a grade of "C" or better.

Graduation Rate Indicator - CA School Dashboard Indicator													
LD	BD	Loc Code	School	Subgroup	2018		2019		2020*		2021*	
					Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students
W	**4**	**7557**	**WISH Academy High**	**All Students**	--	--	--	--	--	--	**64**	**95.5%**
Los Angeles Unified					**31,962**	**82.7%**	**31,649**	**82.1%**	**26,171**	**84.4%**	**25,526**	**83.8%**
Statewide					**518,317**	**83.5%**	**508,055**	**85.8%**	**430,928**	**86.6%**	**433,552**	**86.8%**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

j. Chronic Absenteeism Indicator
Not Applicable

k. English Learner Performance
Reclassification Rates:

Year	WISH Academy High	School	State	School to State RFEP Comparison
2019-20	18-19 EL #	5	1,195,988	Higher
	19-20 Reclass #	1	164,653	
	19-20 Reclass Rate	20.0	13.8	
2020-21	19-20 EL #	3	1,148,024	Lower
	20-21 Reclass #	0	79,667	
	20-21 Reclass Rate	0.0	6.9	

*Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde/ca/gov/ds/sd/sd/filesltel.asp

In 2019-2020, WISH Academy High's reclassification rate was 20.0%, which was higher than the state's reclassification rate of 13.8%. In 2020-2021, WISH Academy High's reclassification rate of 0.0% was lower than the state's rate of 6.9%.

Per school leadership, WISH Academy High shared that the teachers will continue to use Specially Designed Academic Instruction in English (SDAIE), accountable talk, and Reader's/Writer's workshop model strategies to support the growth of English Learners, and students who are identified with greater gaps will be given a mirroring folder for intervention or placed in the school's reading/writing intervention lab class for further instruction in reading.

WISH Academy High adheres to the District's reclassification criteria set forth in the *2018 Master Plan for English Learners and Standard English Leaners*.

Long-term English Learners and "At-Risk" Rates:

	2020-21				2021-22			
English Learners	WISH Academy High		State		WISH Academy High		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
At-Risk 4-5 Years	1	3.0%	214,740	10.1%	0	0.0%	211,055	10.1%
LTEL 6+ Years	3	9.1%	361,482	17.1%	6	18.8%	379,290	18.1%

*Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde/ca/gov/ds/sd/sd/filesltel.asp

In 2020-2021, WISH Academy High's percentage of Long-term English Learners (LTELs) was 9.1%, compared to the state's rate of 17.1%. In 2021-2022, WISH Academy High's percentage was 18.8%, compared to the state's 18.1%. In 2020-2021, WISH Academy High's percentage of "At-Risk" was 3.0%, compared to the state's 10.1%. In 2021-2022, WISH Academy High had 0.0% "At-Risk" compared to the state's 10.1%.

2. ***Annual Oversight Results***

a. Student Achievement and Educational Performance

WISH Academy High has achieved the rating of *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a "No Rating" was issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report.

In 2020-2021, WISH Academy was in its fourth year of operation with 9th-12th grade students, and as there was limited school data to report due to lack of 2019-2020 SBAC testing, a "No Rating" was issued in the Student Achievement and Educational Performance category for the 2020-2021 Annual Performance-Based Oversight Report.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Student Achievement and Educational Performance**	No Rating	No Rating

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

b. Governance

WISH Academy High has earned the ratings of *Proficient* and *Accomplished* in the category of Governance on its annual oversight evaluation reports over the past two years and has no unresolved governance issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Governance**	3 Proficient	4 Accomplished

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

c. Organizational Management, Programs, and Operations

WISH Academy High has earned the rating of *Proficient* in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports for the last two years and has no unresolved operations issues pending.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Organizational Management, Programs, and Operations**	3 Proficient	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

i. Access and Equity

2021-22 Enrollment by Ethnicity and Subgroup																	
School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
WISH Academy High	251	36.3%	15.1%	0.4%	4.0%	40.6%	2.4%	0.8%	0.8%	0.8%	24.3%	0.0%	0.0%	0.0%	37.1%	29.5%	6.4%	23.5%
Statewide	5,892,240	57.8%	N/A	0.5%	9.5%	5.1%	19.1%	2.3%	0.5%	2.9%	55.9%	0.7%	0.4%	1.0%	59.6%	12.7%	4.3%	21.7%
Los Angeles Unified	548,338	80.2%	8.5%	0.1%	3.5%	7.3%	21.3%	1.8%	0.7%	1.4%	74.5%	0.1%	0.2%	1.0%	81.4%	13.6%	1.7%	10.2%

ii. Special Education

2021-22 Enrollment by Disability																	
School	OCT 2021 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
WISH Academy High	251	74	29.5%	62.2%	37.8%	19	0	0	1	0	1	5	17	1	29	0	0	0
Statewide	5,892,240	745,513	12.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Los Angeles Unified	548,338	74,435	13.6%	69.2%	30.8%	14,986	4	240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

According to 2021 CALPADS Fall 1 Certified Student Profile List Report, WISH Academy High has a 29.5% Special Education enrollment, which is higher than both the state's percentage of 12.7%, and the District's percentage of 13.6%. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information
None

d. Fiscal Operations
WISH Academy has earned the ratings of *Developing* and *Proficient* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years and has no unresolved fiscal issues pending.

The rating of "2" (*Developing)* in the category of Fiscal Operations for 2020-2021 was primarily attributed to WISH's lack of adherence to its own policies & procedures, such as the lack of board approvals and/or purchase orders for certain expenditures incurred. During the 2021-2022 oversight visit, the CSD noted that the school's internal controls and processes were generally in place and implemented in practice.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of **Fiscal Operations**	2 Developing	3 Proficient

*Note: The annual oversight rating represents the Charter Schools Division staff evaluation of the school's performance as outlined in the Annual Performance-Based Oversight Visit Report on or about the date of the annual oversight visit.

3. ***Fiscal Management and Performance***

a. Fiscal Condition

WISH Academy's fiscal condition is positive. According to WISH's 2020-2021 independent audit report, the school had positive net assets of $212,325 and net income of $177,667. The 2021-2022 Unaudited Actuals projected positive net assets and net income.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Unaudited Actuals)
Net Assets	$34,776	$43,402	$34,658	$212,325	$263,231
Net Income/Loss	$38,117	$8,626	($8,744)*	$177,667	$50,906
Transfers In/Out	$0	$0	$0	$0	$0
Prior Year Adjustment(s)	$0	$0	$0	$0	$0

*The net loss reported for Fiscal Year 2019-2020 was primarily due to under-enrollment by 29 students, which resulted in approximately $290K less in Local Control Funding Formula (LCFF) revenues than had been budgeted.

b. 2020-2021 Independent Audit Report

Audit Opinion: Unmodified
Material Weaknesses: None Reported
Deficiencies/Findings: None Reported
Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The school reported Norm Enrollment of 125, 194, 273, 254, and 281 for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023, respectively.

On April 20, 2020, WISH applied for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration and received the funds of $1,420,400 on May 8, 2020. The loan and interest amounts were forgiven on August 17, 2021.

On August 12, 2022, the LAUSD Chief Financial Officer issued a letter to notify WISH Academy of the $225,252 amount owed to LAUSD in Proposition 39 over-allocated space reimbursement fees, pertaining to the 2021-2022 school year. This amount was due to the District 30 days from the issuance of this letter. On September 29, 2022, District Real Estate & Asset Management staff informed the CSD of receipt of WISH Academy's full payment.

WISH reports that neither of its schools pays management fees. Some staff positions (e.g., the Executive Director, Finance Manager, Compliance Manager, Director of Special Services, and the School Psychologist), and some costs (e.g., fees related to the schools' back office services provider, general insurance, contracted payroll services, the student information system, audits, general legal services, and website maintenance), are allocated on a pro-rated basis, and are calculated based on the average daily attendance (ADA) for each of the WISH schools.

B. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?

This criterion has not been determined to be a basis for denial.

ATTACHMENT B

WISH Academy High

Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	School 2018 Average DFS	Change	Change Level	State 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level	State 2019 Average DFS	Change	Change Level	School to State DFS Comparison
W	**4**	**7557**	**WISH Academy High**	**All Students**	**0**	**--**	**--**	**--**	**--**	**-6.0**	**2.2**	**Maintained**	**--**	**0**	**--**	**--**	**--**	**--**	**-2.5**	**3.7**	**Increased**	**--**
				American Indian or Alaska Native	0	--	--	--	--	-36.8	2.3	Maintained	--	0	--	--	--	--	-34.1	2.1	Maintained	--
				Asian	0	--	--	--	--	62.4	2.0	Maintained	--	0	--	--	--	--	64.8	3.1	Increased	--
				Black or African American	0	--	--	--	--	-51.8	0.9	Maintained	--	0	--	--	--	--	-47.6	3.7	Increased	--
				English Learner	0	--	--	--	--	-47.1	3.3	Increased	--	0	--	--	--	--	-45.1	3.1	Increased	--
				Filipino	0	--	--	--	--	44.0	2.7	Maintained	--	0	--	--	--	--	46.7	3.6	Increased	--
				Foster Youth	0	--	--	--	--	-79.2	1.4	Maintained	--	0	--	--	--	--	-71.9	5.7	Increased	--
				Homeless	0	--	--	--	--	-51.0	3.3	Increased	--	0	--	--	--	--	-46.7	3.8	Increased	--
				Latino	0	--	--	--	--	-31.3	3.2	Increased	--	0	--	--	--	--	-26.6	4.5	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-21.3	0.7	Maintained	--	0	--	--	--	--	-19.5	1.8	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-34.7	4.0	Increased	--	0	--	--	--	--	-30.1	4.4	Increased	--
				Students with Disabilities	0	--	--	--	--	-95.5	2.1	Maintained	--	0	--	--	--	--	-88.1	7.8	Increased	--
				Two or More Races	0	--	--	--	--	28.6	2.3	Maintained	--	0	--	--	--	--	30.3	2.0	Maintained	--
				White	0	--	--	--	--	27.7	0.8	Maintained	--	0	--	--	--	--	30.7	3.4	Increased	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	English Language Arts Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2019	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																				
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	**School** 2018 Average DFS	Change	Change Level	**State** 2018 Average DFS	Change	Change Level	School to State DFS Comparison	Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level	**State** 2019 Average DFS	Change	Change Level	School to State DFS Comparison
W	**4**	**7557**	**WISH Academy High**	**All Students**	**0**	**--**	**--**	**--**	**--**	**-36.4**	**1.3**	**Maintained**	**--**	**0**	**--**	**--**	**--**	**--**	**-33.5**	**2.9**	**Maintained**	**--**
				American Indian or Alaska Native	0	--	--	--	--	-73.0	-0.7	Maintained	--	0	--	--	--	--	-69.6	2.8	Maintained	--
				Asian	0	--	--	--	--	56.7	2.4	Maintained	--	0	--	--	--	--	59.8	3.9	Increased	--
				Black or African American	0	--	--	--	--	-91.5	0.2	Maintained	--	0	--	--	--	--	-87.9	2.8	Maintained	--
				English Learner	0	--	--	--	--	-69.9	1.5	Maintained	--	0	--	--	--	--	-68.6	2.2	Maintained	--
				Filipino	0	--	--	--	--	13.1	2.8	Maintained	--	0	--	--	--	--	18.0	5.6	Increased	--
				Foster Youth	0	--	--	--	--	-114.0	-0.5	Maintained	--	0	--	--	--	--	-107.2	5.1	Increased	--
				Homeless	0	--	--	--	--	-81.0	1.5	Maintained	--	0	--	--	--	--	-77.7	2.9	Maintained	--
				Latino	0	--	--	--	--	-65.8	1.7	Maintained	--	0	--	--	--	--	-62.2	3.4	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	-52.0	-0.7	Maintained	--	0	--	--	--	--	-49.8	2.1	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	-67.4	2.3	Maintained	--	0	--	--	--	--	-63.7	3.4	Increased	--
				Students with Disabilities	0	--	--	--	--	-125.3	0.8	Maintained	--	0	--	--	--	--	-119.4	6.6	Increased	--
				Two or More Races	0	--	--	--	--	1.9	1.9	Maintained	--	0	--	--	--	--	2.5	0.9	Maintained	--
				White	0	--	--	--	--	-1.0	0.6	Maintained	--	0	--	--	--	--	1.4	2.7	Maintained	--

Participation Rate Report below displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Academic Indicator is adjusted downward.

	Mathematics Indicator Participation Rate By Group													
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Island	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2018	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Percent of students tested in 2019	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Participation Rate Met 2019	--	--	--	--	--	--	--	--	--	--	--	--	--	--

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

** Whole number rounding is used for the participation rate.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator																	
					2018 School				2018 State		2019 School				2019 State	
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2018 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Color	Percentage of English Learners making progress towards English proficiency	Performance Level	Percentage of English Learners making progress towards English proficiency	Performance Level
W	4	7557	WISH Academy High	English Learner	--						--	No Color	--	No Data	48.3	Medium

Note: LEAs and schools that did not test at least 95 percent of their English learner population on the English Language Proficiency Assessments for California (ELPAC) are assigned a "Low" Status, unless they have a "Very Low" Status. Number of English Learners: '0 to 10'=Fewer than 11 EL students have an overall PL on ELPAC SA in both prior and current years (Status rate and level are suppressed) '11 to 29'=Number of EL students with overall PL on ELPAC SA in both prior and current years is 11 thru 29 (Status rate and level are reported but are not used for accountability) '30 and Up'=At least 30 EL students have an overall PL on ELPAC SA in both prior and current years (status rate and level are reported and will be used for accountability)

	ELPAC Participation Rate
Percent of students tested in 2018	N/A
Participation Rate Met 2018	N/A
Percent of students tested in 2019	80%
Participation Rate Met 2019	No

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2018 Student English Language Acquisition Results		
WISH Academy High		State
Level 4 - Well Developed	#VALUE!	30.6%
Level 3 - Moderately Developed	#VALUE!	34.6%
Level 2 - Somewhat Developed	#VALUE!	20.2%
Level 1 - Beginning Stage	#VALUE!	14.6%

2019 Student English Language Acquisition Results		
WISH Academy High		State
ELs Who Progressed at Least One ELPI Level	#VALUE!	42.9%
ELs Who Maintained ELPI Level 4	#VALUE!	5.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	#VALUE!	31.5%
ELs Who Decreased at Least One ELPI Level	#VALUE!	20.1%

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

Academic Performance - College / Career

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator - CA School Dashboard Indicator																					
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	**School** 2018 percentage of prepared students	Change	Change Level	**State** 2018 percentage of prepared students	Change	Change Level	School to State CCI Comparison	Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level	**State** 2019 percentage of prepared students	Change	Change Level	School to State CCI Comparison
W	**4**	**7557**	**WISH Academy High**	**All Students**	**0**	**--**	**--**	**--**	**--**	**42.2%**	**1.1%**	**Maintained**	**--**	**0**	**--**	**--**	**--**	**--**	**44.1%**	**1.8%**	**Maintained**	**--**
				American Indian or Alaska Native	0	--	--	--	--	25.2%	0.1%	Maintained	--	0	--	--	--	--	25.9%	0.5%	Maintained	--
				Asian	0	--	--	--	--	74.1%	0.7%	Maintained	--	0	--	--	--	--	74.0%	-0.2%	Maintained	--
				Black or African American	0	--	--	--	--	21.2%	0%	Maintained	--	0	--	--	--	--	23.7%	2.4%	Increased	--
				English Learner	0	--	--	--	--	14.5%	1.9%	Maintained	--	0	--	--	--	--	16.8%	2.1%	Increased	--
				Filipino	0	--	--	--	--	62.7%	-0.3%	Maintained	--	0	--	--	--	--	64.5%	1.7%	Maintained	--
				Foster Youth	0	--	--	--	--	10.4%	1.3%	Maintained	--	0	--	--	--	--	13.3%	2.8%	Increased	--
				Homeless	0	--	--	--	--	24.3%	-1.3%	Maintained	--	0	--	--	--	--	25.9%	1.4%	Maintained	--
				Latino	0	--	--	--	--	33.8%	1.2%	Maintained	--	0	--	--	--	--	36.1%	2.2%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	31.7%	0.5%	Maintained	--	0	--	--	--	--	33.5%	1.7%	Maintained	--
				Socioeconomically Disadvantaged	0	--	--	--	--	33.7%	1.5%	Maintained	--	0	--	--	--	--	35.8%	2.0%	Increased	--
				Students with Disabilities	0	--	--	--	--	9.2%	1.9%	Maintained	--	0	--	--	--	--	10.8%	1.5%	Maintained	--
				Two or More Races	0	--	--	--	--	48.6%	1.7%	Maintained	--	0	--	--	--	--	49.7%	0.9%	Maintained	--
				White	0	--	--	--	--	52.2%	1.2%	Maintained	--	0	--	--	--	--	53.8%	1.4%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
LD	BD	Loc Code	School	Subgroup	Number of Students	2018 Color	Students suspended at least once	Change	Change Level	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison	Number of Students	2019 Color	Students suspended at least once	Change	Change Level	Students suspended at least once	Change	Change Level	School to State Suspensions Comparison
W	**4**	**7557**	**WISH Academy High**	**All Students**	**80**	**No Color**	**3.8%**	**--**	**No Data**	**3.5%**	**-0.1%**	**Maintained**	**Higher**	**133**	**Green**	**1.5%**	**-2.2%**	**Declined**	**3.4%**	**-0.1%**	**Maintained**	**Lower**
				American Indian or Alaska Native	0	--	--	--	--	7.2%	0.3%	Declined	--	0	--	--	--	--	7.2%	0.1%	Maintained	--
				Asian	7	No Color	--	--	No Data	1.0%	0.0%	Maintained	--	9	No Color	--	--	No Data	1.0%	-0.1%	Maintained	--
				Black or African American	31	No Color	9.7%	--	No Data	9.4%	0.4%	Declined	Higher	53	Blue	0.0%	-9.7%	Declined	8.8%	-0.6%	Declined	Lower
				English Learner	7	No Color	--	--	No Data	3.0%	-0.1%	Maintained	--	4	No Color	--	--	No Data	3.1%	0.1%	Maintained	--
				Filipino	0	--	--	--	--	1.3%	-0.1%	Maintained	--	0	--	--	--	--	1.3%	0.0%	Maintained	--
				Foster Youth	0	--	--	--	--	15.2%	0.1%	Maintained	--	1	No Color	--	--	No Data	14.6%	-0.6%	Declined	--
				Homeless	0	--	--	--	--	5.6%	-0.1%	Maintained	--	1	No Color	--	--	No Data	6.2%	0.5%	Increased	--
				Latino	28	No Color	0.0%	--	No Data	3.6%	-0.1%	Maintained	--	45	No Color	2.2%	2.2%	Increased	3.5%	-0.1%	Maintained	Lower
				Native Hawaiian or Pacific Islander	0	--	--	--	--	4.7%	0.3%	Declined	--	0	--	--	--	--	4.5%	-0.2%	Maintained	--
				Socioeconomically Disadvantaged	36	No Color	5.6%	--	No Data	4.4%	-0.2%	Maintained	Higher	46	Green	2.2%	-3.4%	Declined	4.3%	-0.1%	Maintained	Lower
				Students with Disabilities	18	No Color	5.6%	--	No Data	6.8%	0.3%	Declined	--	36	No Color	2.8%	-2.8%	Declined	6.2%	-0.6%	Declined	Lower
				Two or More Races	1	No Color	--	--	No Data	3.4%	0.0%	Maintained	--	4	No Color	--	--	No Data	3.3%	-0.1%	Maintained	--
				White	13	No Color	0.0%	--	No Data	3.0%	-0.1%	Maintained	--	22	No Color	4.5%	4.5%	Increased	2.9%	-0.2%	Maintained	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator																					
LD	BD	Loc Code	School	Subgroup	Number of Students with Scores	2018 Color	Percentage of graduated students	Change	Change Level	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison	Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level	Percentage of graduated students	Change	Change Level	School to State Graduated Students Comparison
W	**4**	**7557**	**WISH Academy High**	**All Students**	**0**	**--**	**--**	**--**	**--**	**83.5%**	**-0.9%**	**Maintained**	**--**	**0**	**--**	**--**	**--**	**--**	**85.8%**	**2.7%**	**Increased**	**--**
				American Indian or Alaska Native	0	--	--	--	--	74.4%	1.8%	Declined	--	0	--	--	--	--	78.3%	4.7%	Increased	--
				Asian	0	--	--	--	--	93.4%	0%	Maintained	--	0	--	--	--	--	93.9%	0.6%	Maintained	--
				Black or African American	0	--	--	--	--	72.1%	3.4%	Declined	--	0	--	--	--	--	78.6%	6.7%	Increased	--
				English Learner	0	--	--	--	--	70.9%	0%	Maintained	--	0	--	--	--	--	72.6%	1.7%	Increased	--
				Filipino	0	--	--	--	--	92.7%	-0.9%	Maintained	--	0	--	--	--	--	93.9%	1.3%	Increased	--
				Foster Youth	0	--	--	--	--	59.0%	1.0%	Increased	--	0	--	--	--	--	64.0%	5.0%	Increased	--
				Homeless	0	--	--	--	--	76.0%	2.5%	Declined	--	0	--	--	--	--	77.7%	2.2%	Increased	--
				Latino	0	--	--	--	--	81.2%	-0.8%	Maintained	--	0	--	--	--	--	83.7%	3.0%	Increased	--
				Native Hawaiian or Pacific Islander	0	--	--	--	--	81.0%	2.6%	Declined	--	0	--	--	--	--	85.0%	4.3%	Increased	--
				Socioeconomically Disadvantaged	0	--	--	--	--	80.8%	-0.4%	Maintained	--	0	--	--	--	--	83.2%	2.8%	Increased	--
				Students with Disabilities	0	--	--	--	--	71.4%	0.7%	Maintained	--	0	--	--	--	--	70.6%	1.3%	Declined	--
				Two or More Races	0	--	--	--	--	84.7%	-0.7%	Maintained	--	0	--	--	--	--	86.9%	2.6%	Increased	--
				White	0	--	--	--	--	87.7%	1.2%	Declined	--	0	--	--	--	--	89.1%	1.7%	Increased	--

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

WISH Academy High

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select subgroups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The California Department of Education collects some data on GATE programs through the California Longitudinal Pupil Achievement Data System (CALPADS); however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2021-22 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
W	**4**	**7557**	**WISH Academy High**	**251**	36.3%	15.1%	0.4%	4.0%	40.6%	2.4%	0.8%	0.8%	0.8%	24.3%	0.0%	0.0%	0.0%	37.1%	29.5%	6.4%	23.5%
Statewide				**5,892,240**	**57.8%**	**N/A**	**0.5%**	**9.5%**	**5.1%**	**19.1%**	**2.3%**	**0.5%**	**2.9%**	**55.9%**	**0.7%**	**0.4%**	**1.0%**	**59.6%**	**12.7%**	**4.3%**	**21.7%**
Los Angeles Unified				**548,338**	**80.2%**	**8.5%**	**0.1%**	**3.5%**	**7.3%**	**21.3%**	**1.8%**	**0.7%**	**1.4%**	**74.5%**	**0.1%**	**0.2%**	**1.0%**	**81.4%**	**13.6%**	**1.7%**	**10.2%**

2020-21 Enrollment by Ethnicity and Subgroup

LD	BD	Loc Code	School	Enrollment	F/R Meal	GATE	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Migrant Education	Native Hawaiian or Pacific Islander	Not Reported	Socio-economically Disadvant-aged	Students with Disabilities	Two or More Races	White
W	**7557**	**7557**	**WISH Academy High**	**272**	24.3%	8.1%	0.4%	5.9%	41.9%	1.5%	0.4%	0.7%	0.4%	25.4%	0.0%	0.0%	1.1%	25.4%	23.9%	6.3%	18.8%
Statewide				**6,002,523**	**58.9%**	**N/A**	**0.5%**	**9.5%**	**5.2%**	**17.7%**	**2.4%**	**0.4%**	**0.6%**	**55.3%**	**0.8%**	**0.4%**	**0.9%**	**60.3%**	**12.6%**	**4.1%**	**21.7%**
Los Angeles Unified				**574,996**	**81.3%**	**9.7%**	**0.2%**	**3.6%**	**7.6%**	**18.8%**	**1.9%**	**0.7%**	**1.2%**	**74.2%**	**0.2%**	**0.2%**	**0.5%**	**81.6%**	**13.4%**	**1.6%**	**10.2%**

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp

WISH Academy High
RECLASSIFICATION RATES

This reports shows a two year comparison of the number of English Learners (ELs) on Census Day, the number of students reclassified since the prior Census Day, and the reclassification rate for each specified year. The reclassification rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

LD	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
W	4	7557	WISH Academy High	2019-20	18-19 EL #	5	1,195,988	Higher
					19-20 Reclass #	1	164,653	
					19-20 Reclass Rate	20.0	13.8	
				2020-21	19-20 EL #	3	1,148,024	Lower
					20-21 Reclass #	0	79,667	
					20-21 Reclass Rate	0.0	6.9	

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp

WISH Academy High

"At-Risk" and Long-Term English Learners (LTEL)

Note: The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

					2020-21				2021-22			
					School		State		School		State	
LD	BD	Loc Code	School	English Learners	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	**4**	**7557**	**WISH Academy High**	**EL 0-3 Years**	**0**	**0.0%**	**463,337**	**21.9%**	**0**	**0.0%**	**497,471**	**23.8%**
				At-Risk 4-5 Years	1	3.0%	214,740	10.1%	0	0.0%	211,055	10.1%
				LTEL 6+ Years	3	9.1%	361,482	17.1%	6	18.8%	379,290	18.1%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	22,731	1.1%	0	0.0%	39,832	1.9%
				EL total	4	12.1%	1,062,290	50.2%	6	18.8%	1,127,648	53.9%
				RFEP	29	87.9%	1,053,625	49.8%	26	81.3%	963,056	46.1%
				Total (Ever)	33	100.0%	2,115,915	100.0%	32	100.0%	2,090,704	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesltel.asp

WISH Academy High
Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by LEAs (Local Education Agencies). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended

Note: Students with disabilities counts and percentages in this report may be higher or lower for some schools when comparing this report counts with 2021-22 Enrollment by Subgroup counts posted in DataQuest by the CDE due to the accuracy of all data associated with the applicable CALPADS submission. CALPADS certification is a two-step process with Level-2 certification reserved for the district superintendents, charter school administrators, or their designees. High incidence eligibilities are indicated by an asterisk (*). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

2021-22 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2021 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	**4**	**7557**	**WISH Academy High**	251	74	29.5%	62.2%	37.8%	19	0	0	1	0	1	5	17	1	29	0	0	0
Statewide				**5,892,240**	**745,513**	**12.7%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Los Angeles Unified				**548,338**	**74,435**	**13.6%**	**69.2%**	**30.8%**	**14,986**	**4**	**240**	**1,278**	**1**	**1,052**	**3,564**	**10,139**	**1,429**	**29,207**	**12,183**	**69**	**267**

2020-21 Enrollment by Disability

LD	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	**4**	**7557**	**WISH Academy High**	272	65	23.9%	67.7%	32.3%	15	0	0	0	0	0	4	20	1	22	2	0	0
Statewide				**6,002,523**	**749,295**	**12.5%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Los Angeles Unified				**574,996**	**79,753**	**13.9%**	**69.5%**	**30.5%**	**15,545**	**32**	**444**	**1,268**	**157**	**1,239**	**3,595**	**10,830**	**1,681**	**31,987**	**12,593**	**71**	**311**

Data Source: Data Quest, Student and School Downloadable Data Files https://www.cde.ca.gov/ds/sd/sd/filesenr.asp and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

WISH Academy High
California School Dashboard Graduation Rate Multi-Year Summary Report

This report displays the CA Dashboard graduation rate. While the data is similar, this report is not comparable with the Four-Year Cohort reports on DataQuest. For the differences between this report and the reports on DataQuest, please refer to the bottom of the report.

Graduation Rate Indicator - CA School Dashboard Indicator													
LD	BD	Loc Code	School	Subgroup	2018		2019		2020*		2021*	
					Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students	Numbers of Graduates	Percentage of graduated students
W	4	7557	WISH Academy High	All Students	--	--	--	--	--	--	64	95.5%
Los Angeles Unified					31,962	82.7%	31,649	82.1%	26,171	84.4%	25,526	83.8%
Statewide					518,317	83.5%	508,055	85.8%	430,928	86.6%	433,552	86.8%

*** 2020 and 2021 graduation rates come from Dashboard additional reports. These two reports were calculated using Dashboard rules.**

Data for the California School Dashboard vs DataQuest School Graduation Rate	
California School Dashboard	**DataQuest**
The combined four- and five-year graduation rate, first reported on the 2019 Dashboard, is a calculation rate for comprehensive charter and non-charter high schools. It includes students who graduated in fouryears or five-years with a traditional high school diploma in the selected academic year. These graduates are: • Fourth-year graduates from the most current graduation class, and • Fifth-year graduates from the prior graduation class	The four-year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. It contains students from all schools within the district – Traditional, Alternative, Charter, Non-Charter. There is no comparable "combined" or "blended" graduation rate report on DataQuest

Data Sources: California School Dashboard Research data files.

AB 1505 **Renewal Criteria Analysis** - "**High Performing**" or "**Low Performing**" School

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

KEY	
Color	**CA Dashboard Indicator rating.**
	For student groups, colors represent numerically significant subgroups [i.e. 30 or more, (15+ for Foster Youth and Homeless students)]. ELPI use status level as a proxy for color on the 2019 Dashboard.
NPC	**No Performance Color** when student groups are not numerically significant.
--	0
Missing Data	**CALPADS error; Test Irregularities; or No CDE data**
N/A	**Not Applicable** (e.g., elementary school not needing to have CCI data or Graduation Rate data)

CRITERIA TO QUALIFY AS "**HIGH PERFORMING" (HP) or "LOW PERFORMING" (LP)**

HP1a [LP1a] - *Does the charter school have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding renewal?*

That is, a charter school must have been assigned a color (performance level) for at least two of the four measurements of academic performance (ELA, Math, EL Progress, College/Career) in each of the two years preceding renewal. **YES** – **NO**

WISH Academy High				
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator
2018	N/A	N/A	No Color	N/A
2019	N/A	N/A	No Color	N/A

1. If **"YES"** - proceed to **HP1b [LP1b]** below.

2. If **"No"** - you cannot do an analysis for "High Performing" or "Low Performing." Proceed to the "Middle Performing" analysis.

HP1b [LP1b] - *Did the charter school receive the two highest [LP1b – two lowest] performance levels schoolwide on all state indicators included on the California Dashboard (all **blue** and/or **green**) [LP1b – all **red** and/or **orange**] for which it receives performance levels in each of the two consecutive years immediately preceding renewal?* **YES** – **NO**

WISH Academy High							
Years	ELA	Math	EL Progress Indicator *	College / Career Indicator	Chronic Absent.	Graduation Rate	Suspension Rate
2018	N/A	N/A	No Color	N/A	N/A	N/A	N/A
2019	N/A	N/A	No Color	N/A	N/A	N/A	Green

1. ☐ If **"YES"** to **HP1b (two highest performance levels)** - the school is "High Performing" and may be recommended for a 7-year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

2. ☐ If **"YES"** to **LP1b (two lowest performance levels)** - the school is "Low Performing" and may be recommended for a 0 or 2 - year renewal after a full analysis is done on all performance areas (e.g., governance, operations, fiscal, etc.). No additional review is needed.

However, MAY RENEW ONLY upon making both of the following written factual findings:

1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school;
AND

2) There is clear and convincing evidence, demonstrated by verified data, showing either:

a. The 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 equal to similar peers.

3. ☐ If "NO" - then proceed to HP2a [LP2a] below

a. If the charter school receives a combination of performance colors (red, orange, yellow, green, and blue) proceed to HP2a [LP2a] below.

*** *HP1b* -**

*** *LP1b* -**

HP2a [LP2a] - *Does the charter school have performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal?* **YES – NO**

Indicator	Number of Subgroups	Subroups
ELA 2018	0	
ELA 2019	0	
Math 2018	0	
Math 2019	0	
EL Progress 2018	N/A	N/A
EL Progress 2019 *	1	English Learner
College/Career 2018	N/A	N/A
College/Career 2019	N/A	N/A

1. ☐ If **"YES"** – proceed to **HP2b [LP2b]** below.

2. ☐ If **"No"** – A charter school without *performance levels on at least two of the four measurements of academic performance for at least two subgroups in each of the two consecutive years immediately preceding renewal* cannot be considered within the "High Performing" or "Low Performing" renewal criteria. Proceed to the "Middle Performing" analysis.

*

HP2b [LP2b] - *Did the charter school receive performance levels schoolwide (all students) that are the same or higher [LP2b – same or lower] than the state average for all four measurements of academic performance?* **YES – NO**

Indicator	WISH Academy High		State		Status Comparison to State Average
	Performance Level	Status	Performance Level	Status	
ELA 2018	N/A	N/A	Orange	-6.0	N/A
ELA 2019	N/A	N/A	Green	-2.5	N/A
Math 2018	N/A	N/A	Orange	-36.4	N/A
Math 2019	N/A	N/A	Orange	-33.5	N/A
EL Progress 2018	No Color	N/A	No Color	N/A	--
EL Progress 2019 *	No Color	N/A	Yellow	48.3%	N/A
College/Career 2018	N/A	N/A	Yellow	42.2%	N/A
College/Career 2019	N/A	N/A	Yellow	44.1%	N/A

1. ☐ If **"YES"** to **HP2b (received performance levels schoolwide that are the same or higher than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607 (c)(2)(A)(ii). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607 (c)(2)(A)(ii). Move on to **HP2c.**

2. ☐ If **"YES"** to **LP2c (received performance levels schoolwide that are the same or lower than the state average for all four measurements)** - the school meets the criteria in the first part of section 47607.2 (a)(1)(B). Proceed to the subgroup comparison analysis pursuant to the latter half of section 47607.2 (a)(1)(B). Move on to **LP2c.**

3. ☐ If "No" – If all of the performance levels schoolwide are the "Same" or a combination of "Higher" and "Lower" proceed to the "Middle Performing" analysis.

· ***HP2b*** **-**

·***LP2b*** **-**

HP2c [LP2c] - For the state subgroups that are performing below the state average in each of the four measurements of academic performance in each respective year, did the majority of the school's subgroups receive performance levels that are higher [lower] than the state average? **YES – NO**

ELA													
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	Orange	-6.0		--	--	--	Green	-2.5	
English Learner	--	--	--	Yellow	-47.1		--	--	--	Yellow	-45.1	
Foster Youth	--	--	--	Red	-79.2		--	--	--	Orange	-71.9	
Homeless	--	--	--	Yellow	-51.0		--	--	--	Yellow	-46.7	
Socioeconomically Disadvantaged	--	--	--	Yellow	-34.7		--	--	--	Yellow	-30.1	
Students with Disabilities	--	--	--	Red	-95.5		--	--	--	Orange	-88.1	
African American	--	--	--	Orange	-51.8		--	--	--	Yellow	-47.6	
American Indian or Alaska Native	--	--	--	Orange	-36.8		--	--	--	Orange	-34.1	
Asian	--	--	--	Blue	62.4		--	--	--	Blue	64.8	

ELA												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
Filipino	--	--	--	Green	44.0		--	--	--	Blue	46.7	
Latino	--	--	--	Yellow	-31.3		--	--	--	Yellow	-26.6	
Native Hawaiian or Pacific Islander	--	--	--	Orange	-21.3		--	--	--	Orange	-19.5	
White	--	--	--	Green	27.7		--	--	--	Green	30.7	
Two or More Races	--	--	--	Green	28.6		--	--	--	Green	30.3	

MATH												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	Orange	-36.4		--	--	--	Orange	-33.5	
English Learner	--	--	--	Orange	-69.9		--	--	--	Orange	-68.6	
Foster Youth	--	--	--	Red	-114.0		--	--	--	Orange	-107.2	
Homeless	--	--	--	Orange	-81.0		--	--	--	Orange	-77.7	
Socioeconomically Disadvantaged	--	--	--	Orange	-67.4		--	--	--	Yellow	-63.7	
Students with Disabilities	--	--	--	Red	-125.3		--	--	--	Orange	-119.4	
African American	--	--	--	Orange	-91.5		--	--	--	Orange	-87.9	
American Indian or Alaska Native	--	--	--	Orange	-73.0		--	--	--	Orange	-69.6	
Asian	--	--	--	Blue	56.7		--	--	--	Blue	59.8	
Filipino	--	--	--	Green	13.1		--	--	--	Green	18.0	
Latino	--	--	--	Orange	-65.8		--	--	--	Yellow	-62.2	
Native Hawaiian or Pacific Islander	--	--	--	Orange	-52.0		--	--	--	Orange	-49.8	
White	--	--	--	Yellow	-1.0		--	--	--	Green	1.4	
Two or More Races	--	--	--	Green	1.9		--	--	--	Green	2.5	

EL Progress Indicator * (ELPI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Pref. Level	Status	Perf. Level	Status			Status Level	Status	Status Level	Status	
English Learner	0	N/A	N/A	NPC	N/A		--	No Color	--	Yellow	48.3%	--

College / Career Indicator (CCI)												
Subgroup	2018					Status Comparison to State Average	2019					Status Comparison to State Average
	# of Stud.	School		State			# of Stud.	School		State		
		Perf. Level	Status	Perf. Level	Status			Perf. Level	Status	Perf. Level	Status	
All Students	--	--	--	Yellow	42.2%		--	--	--	Yellow	44.1%	
English Learner	--	--	--	Orange	14.5%		--	--	--	Yellow	16.8%	
Foster Youth	--	--	--	Orange	10.4%		--	--	--	Yellow	13.3%	
Homeless	--	--	--	Orange	24.3%		--	--	--	Orange	25.9%	
Socioeconomically Disadvantaged	--	--	--	Orange	33.7%		--	--	--	Green	35.8%	
Students with Disabilities	--	--	--	Red	9.2%		--	--	--	Orange	10.8%	
African American	--	--	--	Orange	21.2%		--	--	--	Yellow	23.7%	
American Indian or Alaska Native	--	--	--	Orange	25.2%		--	--	--	Orange	25.9%	
Asian	--	--	--	Blue	74.1%		--	--	--	Blue	74.0%	
Filipino	--	--	--	Green	62.7%		--	--	--	Green	64.5%	
Latino	--	--	--	Orange	33.8%		--	--	--	Green	36.1%	
Native Hawaiian or Pacific Islander	--	--	--	Orange	31.7%		--	--	--	Orange	33.5%	
White	--	--	--	Yellow	52.2%		--	--	--	Yellow	53.8%	
Two or More Races	--	--	--	Yellow	48.6%		--	--	--	Yellow	49.7%	

* A charter school is considered high performing and eligible for presumptive renewal if all state indicators have blue/green colors and the ELPI has a “High” or “Very High” Status with 30 or more students in the 2019 Dashboard. A charter school is considered low performing and eligible for presumptive non-renewal if all state indicators have red/orange and the ELPI has a “Low” or “Very Low” Status with 30 or more students in the 2019 Dashboard.

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 and 2018 revised on 03/11/2019 https://www.cde.ca.gov/ta/ac/cm/

ATTACHMENT C

DENIAL OF THE
REQUESTED MATERIAL REVISION FOR
WISH ACADEMY HIGH
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 065-22/23
Date: November 15, 2022

I. BACKGROUND

WISH Academy High ("Charter School") is a 9-12 school authorized to serve 500 students located at 7400 West Manchester Avenue, Los Angeles, CA, 90045 in Board District 4 and Local District West. WISH Academy High's petition was originally approved by the Los Angeles Unified School District ("LAUSD" or "District") Board of Education ("Board") on March 8, 2016, and renewed on October 18, 2018 and was set to expire on June 30, 2024. However, Assembly Bill ("AB") 130 extended the terms of all charter schools whose terms expire on or between January 1, 2022, and June 30, 2025, inclusive, by two years. Thus, by operation of law, the charter term for Charter School expires on June 30, 2026.

At the time of WISH Academy High's renewal in 2018, WISH Academy High's charter specified that an admissions preference for students with moderate to severe disabilities shall only be operative and implemented contingent upon the fulfillment of one of the following conditions: (1) express approval of a state waiver allowing the preference; (2) written confirmation from the California Attorney General that state law permits the use of lotteries in favor of such students; or, (3) passage of state legislation or adoption of state regulations expressly permitting the preference. (*See* WISH Academy High's petition, pg. 163.) Absent the fulfilment of one of the conditions, the preference would not apply for the term of the Charter School's charter. Accordingly, these established conditions remain in WISH Academy High's operative charter, and to date, the Charter School has not met any of the aforementioned conditions.

On July 13, 2022, WISH Academy High submitted a material revision application to the District seeking to add an admissions preference for students with "low incidence disability who require significant support needs up to 3% of enrollment, consistent with overall population ratios."

In accordance with the Charter Schools Act (Ed. Code § 47600 *et seq*.) and the *LAUSD Policy and Procedures for Charter Schools* ("District policy"), preferences must be non-discriminatory, and consistent with federal law, the California Constitution, and Education Code section 200. Aside from mandatory preferences, each type of preference must be granted at the sole discretion of the LAUSD Board,[1] and on an individual school basis, if consistent with the law. Petitioners seeking an admissions preference are encouraged to consider existing data regarding matriculation patterns, as well as equitable access to enrollment, before seeking approval of the preference from LAUSD. Charter schools may not discourage enrollment or encourage disenrollment for reasons

[1] Examples of discretionary preferences include, but are not limited to: siblings of pupils admitted or attending the charter school, and children of the charter school's teachers, staff, and founders.

related to academic performance, gender, gender identity, gender expression, nationality, immigration status, race, ethnicity, or sexual orientation, religion, or because the pupil is disabled, academically low-achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth, or because of association with a person or group with one or more of these actual or perceived characteristics. Any proposed change that would constitute a material revision of the charter must be approved by the LAUSD Board before the change can be implemented.

Based on review of the application for material revision and supporting documents relating to the admissions preferences for students with low incidence disabilities, the District has substantial concerns with this preference, as presented. If the LAUSD Board denies the Charter School's request for material revision of its charter, the Charter School must continue to operate under the terms of its current LAUSD Board approved charter.

The discussion below outlines the applicable law and standard for material revisions and analysis concerning whether WISH Academy High's material revision request satisfies the requirements under the Charter Schools Act and District policy.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY AND STANDARD FOR MATERIAL REVISIONS AND ADMISSIONS PREFERENCES

A. Basis for Material Revisions

Material revisions are governed by the same standards and criteria that apply to new petitions and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Ed. Code §47607(a)(2) and (a)(3).) Accordingly, the District determines whether the charter, as amended, would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. District policy considers the following to be among, but not limited to, those changes constituting a material revision:

- Expansion to one or more additional sites (requires Community Impact Assessment if outside the community)
- Change in location/address outside the community (requires Community Impact Assessment)
- Addition or reduction of grades or grade levels served (expansion of additional grade levels requires a Community Impact Assessment)
- Increased enrollment:
    - For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment capacity as approved in the charter
    - For schools occupying LAUSD facilities, an increase above the enrollment capacity which could impact the usage of the site

- Changes to admission preferences or procedures

- Changes to the governance and/or corporate structure and affiliations including, but not limited to:

  - Changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members; and changes to the number of board members

  - Corporate mergers

- Changes to the instructional and/or education model or design, other than changes required by law, including changes or adding a nonclassroom-based program.

- Change from independent charter school to affiliated charter school status.

B. Basis for Admissions Preferences

Admissions preferences are extended according to specified parameters set forth in law and District policy. Education Code section 47605(e)(2) states, in part:

> "If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
>
> (i) Each type of preference shall be approved by the chartering authority at a public hearing.
>
> (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
>
> (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation."

As established above, preferences must be non-discriminatory, and consistent with federal law, the California Constitution, and Education Code section 200. If consistent with the law, the LAUSD Board has discretion to permit preferences on an individual school basis.

III. SUMMARY OF BASIS FOR DENIAL OF WISH ACADEMY HIGH'S MATERIAL REVISION APPLICATION AND DISTRICT STAFF RECOMMENDATION

Based on a review of WISH Academy High's material revision application and its supporting materials, Staff recommends that the LAUSD Board ***deny*** WISH Academy High's material revision application seeking to add an admissions preference for students with low incidence disabilities, and adopt the *Denial of the Requested Material Revision for WISH Academy High* on the basis that:

- WISH Academy High presents an unsound educational program as the proposed implementation of a preference for students with low incidence disabilities raises concerns as to the appropriateness of the Charter School's admissions process; and

- WISH Academy High is demonstrably unlikely to successfully implement an admissions preference for students with low incidence disabilities.

Staff conducted a review of WISH Academy High's proposed admissions preference to determine whether WISH Academy High's material revision request would satisfy the requirements under the Charter Schools Act and District policy. The following outlines the specific basis for the recommendation of denial:

WISH Academy High's Material Revision Request Presents an Unsound Educational Program for the Students to be Enrolled in the Charter School and is Demonstrably Unlikely to Successfully Implement the Admissions Preference for Students with Low Incidence Disabilities

1. WISH Academy High has Not Met the Conditions Identified in the Approved Charter to Allow an Admissions Preference for Students with Low Incidence Disabilities

WISH Academy High's charter includes an admissions preference in Element 8 for students with moderate to severe disabilities. Specifically, WISH Academy High's charter contains the following footnote on page 183, which remains in effect to date:

> "Consistent with federal guidance and ensuring equitable access for all students, preference for students with moderate/severe disabilities shall only be operative and implemented contingent upon fulfillment of one of the following conditions: (1) express approval of a state waiver allowing the preference; (2) written confirmation from the California Attorney General that state law permits the use of lotteries in favor of such students; or, (3) passage of state legislation or adoption of state regulations expressly permitting the preference. Absent the fulfilment of one of the conditions, the preference shall not apply for the term of this charter"[2]

[2] Federal non-regulatory guidance states that weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students) are permitted only in certain circumstances and that

While the above conditions pertain to a preference for students with moderate to severe disabilities, those conditions were designed and put in place to ensure equitable access to education for all students including students without a disability and other students with perceived or actual disabilities. As such, the District's expectation was that WISH Academy High's proposed admissions preference for low incidence disabilities would also meet the very same conditions presently imposed on WISH Academy High's charter. Thus, absent the fulfilment of one of the conditions above, the preference for students with low incidence disabilities could not apply (or be incorporated) to the Charter School's charter.

In order to pursue this admissions preference for students with low incidence disabilities, WISH Academy High attempted to meet condition (1) above by seeking an expressed approval by the California Department of Education (CDE) [in seeking to waive relevant provisions of the Education Code] with respect to students with low incidence disabilities. On February 11, 2022, the CDE's Special Education Division indicated that with respect to "WISH's proposed lottery preference for students with significant support needs, the California Department of Education sees no statutory impediment to the approval or implementation of the preference." [Exhibit 1, CDE Special Education Division correspondence.] However, the CDE's Special Education Division in its February 11, 2022 correspondence neither granted nor authorized an express approval of a state waiver to allow WISH Academy High to proceed with its proposed admissions preference as consistent with the terms of its operative charter. Moreover, the February 11, 2022 correspondence does not address WISH Academy High's specific implementation plan, details of which were provided to the District in response to its questions months after the letter was provided. As noted in these bases for denial, at primary issue are substantial concerns with the proposed implementation plan by the Petitioner of the requested admissions preference. In its March 24, 2022 correspondence, the CDE addressed WISH Academy High and confirmed that Education Code sections 200 and 47605[3] were not waivable but also specifically confirmed that "a waiver is unnecessary following your submission of a waiver request for California Education Code (EC) Section 220, in order to implement a lottery admission preference to support a representative cross-section of students with disabilities." [Exhibit 2, CDE Waiver Office correspondence.] However, the CDE also indicated in the March 2022 correspondence that if WISH Academy High and the District planned to proceed with the lottery admissions preference, the school needed to comply with state and federal statutory and constitutional requirements regarding nondiscrimination.[4] Accordingly, the conditions remain in WISH Academy High's

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a preference for students with disabilities could be permissible if permissible under state law. (See Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014, fy14cspnonregguidance.doc (live.com).) The federal nonregulatory guidance states that permission could be evidenced by the fact that weighted lotteries are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students. Thus, the conditions contained in WISH Academy High's charter's footnote are consistent with this federal nonregulatory guidance.

[3] CDE's reference to Education Code section 47605 not being waivable should be narrowly understood (and not construed broadly) as applying to only those applicable nondiscriminatory provisions relating to admissions preferences.

[4] In 2019, the CDE confirmed to the District (who sought a waiver request at that time) that Education Code section 220 was not waivable. [*Exhibit 4*, CDE State Board of Education Liaison Office correspondence.] Even though the CDE indicated that there "are many ways that WISH Academy High, WISH Community School, and the Los Angeles

operative charter, and to date, none of them have been met by the Charter School to implement a preference for either students with moderate to severe disabilities or low incidence disabilities.

2. WISH Academy High's Proposed Admissions Preference and Implementation Plan for Students with Low Incidence Disabilities Substantially Impairs the Objectives and Goal of Supporting All Students with Disabilities

The Charter School provided responses to the District's inquiries related to the Charter School's proposed admissions preference. In reviewing the Charter School's responses concerning the admissions process and how the admissions preference would be operationalized at the school, staff has raised concerns about the soundness of the educational program and the Charter School's ability to effectively implement its educational program. [Exhibit 3, WISH Responses Regarding Implementation.] The below examples (though not exhaustive) summarize and demonstrate how the Charter School's proposed admissions preference, as presented in WISH Academy High's application materials and responses, could substantially impair the objectives and goal of supporting all students with disabilities.

- Charter School states that "those students who seek preference in the lottery under this provision will be asked to provide appropriate documentation of their eligibility for the preference immediately after the lottery. Any student that is determined to be ineligible for the low incidence disability preference will be added to the end of the wait list for that grade; if another student with low incidence disability is on the wait list for that grade, he/she will be offered the space instead." [Exhibit 3, p.2.] First, WISH Academy High's proposed admissions practice raises concerns as to whether all students with disabilities would be afforded equitable access to the school's program. Second, any pre-enrollment inquiry about a student's disability during the Charter School's admissions process could be construed as unnecessary different treatment and inappropriately screening applicants.

- Charter School states that "student/families will not be asked to provide documentation verifying that the student qualifies for the low incidence disability preference. Parents/guardians requesting this preference will be asked to sign the lottery form attesting to the veracity of the request." [Exhibit 3, p.6.] However, seeking parents/guardians to attest to their child's disability could be construed as using criteria that screens outs or excludes prospective students with disabilities from the applicant pool.

- Charter School states that "(If a student does not yet have an IEP, either because they are newcomers to the U.S. or they have not accessed early intervention services, WISH will evaluate documentation from the child's licensed pediatrician.) Following receipt of the IEP/504 plan (or other documentation) during the enrollment process, WISH Academy High's Executive Director and Director of Special Services will evaluate the pupil's records and confirm that

Unified School District can reach a desired outcome," it also indicated that every local education agency has the responsibility to not discriminate against any individual based on the California Constitution.

he/she meets the qualifications for the Low Incidence Disability preference. This review will be conducted within 10 business days of the post-lottery enrollment deadline." [Exhibit 3, p.6.] First, the IEP team, not WISH Academy High's admissions staff, makes the determination as to whether a student is eligible for special education and related services. Second, WISH Academy High's proposed admissions practice raises concerns as to whether all students with disabilities would be afforded equitable access to the school's program. Third, any pre-enrollment inquiry about a student's disability during the Charter School's application and admissions process could be construed as unnecessary different treatment.

- Charter School states that "Following the lottery, all students who are offered enrollment under the Low Incidence Disability preference will be asked to provide confidential documentation that confirms the student's eligibility for the preference. As noted above, the Lottery Coordinator will provide these records (IEP, 504 Plan or pediatrician records) to the Executive Director and Director of Special Services, who will verify whether the student meets the Low Incidence Disability criteria and families will be informed of their decision within 10 business days after the WISH enrollment deadline." [Exhibit 3, pp.8-9.] Here, with respect to pediatrician records, a physician cannot prescribe special education for a student; an IEP team makes the eligibility determination.

- Charter School states that "the pupil's parents/guardians will be notified via email or text that the review has been completed and either: (a) confirming the student's enrollment at WISH; or (b) notifying the family that the review concluded the student is not eligible for the preference and that as a result, he/she has been placed at the end of the wait list for that grade level. There will be no right of appeal, and the Executive Director's decision on this issue is final." [Exhibit 3, p.6.] Here, the lack of a right to appeal concerning a prospective student's eligibility raises concerns as to whether WISH Academy High's admissions process would maintain an adequate system of procedural safeguards to appropriately support students with disabilities.

IV. CONCLUSION

As established above, and consistent with the Charter Schools Act and District policy, WISH Academy High presents an unsound educational program as the proposed implementation of a preference for students with low incidence disabilities raises concerns as to the appropriateness of the Charter School's admissions process and is demonstrably unlikely to successfully implement an admissions preference for students with low incidence disabilities. Therefore, Staff recommends that the LAUSD Board adopt the *Denial of the Requested Material Revision for WISH Academy High* as its own. Staff requests that pursuant to the above grounds for denial, the LAUSD Board adopt the *Denial of the Requested Material Revision for WISH Academy High* and deny the material revision request for WISH Academy High.

Exhibits available for perusal at the following link:

https://drive.google.com/drive/folders/1T-lqZYcnXT_THyD3h2NzhgH0iQjOQtVj

Return to
Order of Business

TAB 23

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-101-22/23, **Version:** 1

Denial of the Proposed New Charter Petition for Equitas Academy 7 [PUBLIC HEARING]
November 15, 2022
Charter Schools Division

Action Proposed:
Adopt the denial of the new charter petition for Equitas Academy 7 ("Charter School"), proposed to be located in Board District 5 and Local District Central, and adoption of the attached *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7*.

Background:
On September 8, 2022, the District commenced processing of Equitas Academy 7's charter school petition application to the Charter Schools Division seeking to open and operate an independent charter school. The 90-day statutory timeline for Board action on this petition runs through December 7, 2022.

A Public Hearing was held on October 11, 2022.

Equitas Academy Charter School, Inc. currently operates six LAUSD-authorized independent charter schools: Equitas Academy Charter, Equitas Academy 2, Equitas Academy 3 Charter, Equitas Academy 4, Equitas Academy 5, and Equitas Academy 6.

Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that the charter school petition has not met the requirements set forth in Education Code section 47605 and therefore recommends denial of the petition.

Due Diligence:
Current Equitas Academy 7 governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leaders, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District's Board of Education website at https://achieve.lausd.net/Page/18644.

Statutory Framework:
Education Code section 47605(c) sets forth grounds for denying a new charter petition. Section 47605(c) states, in part, that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:"

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)
(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)
(3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)
(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)
(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in Section 47605, subdivision (c)(5)]. (Ed. Code, § 47605(c)(5).)
(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)
(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)
(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code §47605(c)(8).)

Grounds for Denial:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the new charter petition application for Equitas Academy 7 and have assessed that the petition application does not meet the criteria for approval. As fully discussed in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7*, based on review of the petition and supporting documentation, staff has determined, in accordance with Education Code section 47605(c), the following:

(1) The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.
(2) The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in the petition.
(3) The Charter School is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate.

Expected Outcomes:
Denial will prevent the establishment of Equitas Academy 7 as an LAUSD-authorized charter school at this time.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Equitas Academy 7*, Charter School would not be authorized to open or operate as a charter school. The petitioners may submit an appeal to the Los Angeles County Board of Education and if denied at the county level may appeal to the State Board of Education on limited grounds specified by law.

"No" - If the Board does not adopt the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Equitas Academy 7*, and instead takes specific action to approve the new charter petition, Charter School would be authorized to operate as a charter school for the charter term

beginning July 1, 2023. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State, and District Required Language.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

If Charter School chooses a non-LAUSD SELPA and signs the applicable Memorandum of Understanding (MOU), the charter school may request specific special education and related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Equitas Academy 7's potential fiscal impact to existing District schools in the proposed target community.

Assuming that approximately 30% of the students who plan to attend Equitas Academy 7 would have attended an existing LAUSD school, and assuming that Equitas Academy 7 meets 69% of its enrollment projections, the expected enrollment loss for the District's schools could be $509,235 (100 students) in first year and increasing to $5,092,353 (1,000 students) by the proposed charter school's renewal year (i.e., Fiscal Year 2026-2027). Staff estimates that the average revenue per student is $26,171 in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94% District average daily attendance (ADA) ratio by this amount over the period of the proposed charter school equals to $14,156,742. Because District revenue is associated with ADA rather than enrollment (See 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend the charter school. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue. Based on the above analysis, Equitas Academy 7's new petition, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the Koreatown/Pico-Union Community of Schools.

Currently, there are 57 other charter schools serving one or more similar grade level(s) (ranging from TK-12) within the community of Equitas Academy 7's proposed location.

Student Impact:
As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's new petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the new petition.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7*.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Schools within the Community Data; Schools within the Community Subgroup Medians Data Sets
Attachment C - 3-Mile Radius Map
Attachment D - Equitas Academy 7 Schools Within the Community List with Enrollment Data
Attachment E - *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7*
Attachment F - Equitas Academy 7 Community Impact Assessment

Exhibits for perusal at the following link:
https://drive.google.com/drive/folders/1VjJhzk9y47uqwH1r4uUvHlZF0nuijlqX

Informatives:
Not applicable

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
NEW CHARTER PETITION

Board of Education Report 101-22/23
November 15, 2022

School Name:	**Equitas Academy 7**		BOARD IS REQUIRED TO TAKE ACTION BY: **December 7, 2022**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Equitas Academy Charter School, Inc.**		
Location Code:	**Not Available**		
Type of Site(s):	**Private**		
Proposed Site Address:	**1612 Pico Blvd., Los Angeles, CA, 90015**		
Board District(s):	**5**	Local District(s):	**Central**
Grade Levels Proposed to be Served:	**TK-12**	Enrollment Proposed in Charter Petition:	**1,000**
CONSIDERATION:	**New Charter Petition**		
PROPOSED CHARTER TERM	**July 1, 2022 - June 30, 2027**		
STAFF RECOMMENDATION:	**Denial**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the new petition application, staff has determined that the proposed charter school has not met the standards and criteria for approval. ◆ The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition. ◆ The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in the petition. ◆ The Charter School is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate. Please see *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the charter petition for Equitas Academy 7 ("Charter School"). The school is proposed to be located in Board District 5 and Local District Central, for five (5) years beginning July 1, 2022 – June 30, 2027, to serve 100 students in grades TK-8 in the first year of operation, and up to 1,000 students in grades TK-12 by the end of the charter term.

II. CRITERIA FOR NEW PETITIONS

District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in Education Code section 47605. Staff must determine whether the submitted petition would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)

4) The petition does not contain an affirmation of each of the conditions described in subdivision(e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)

5) The petition does not contain reasonably comprehensive descriptions of the 15 elements set forth in Section 47605, subdivision (c)(5). (Ed. Code, § 47605(c)(5).)

6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)

7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code, § 47605(c)(8).)

Please see the *LAUSD Policy and Procedures for Charter Schools* for more information.

III. GENERAL SCHOOL INFORMATION

A. School History

	Equitas Academy 7
Initial Authorization:	Not Applicable
Most Recent Renewal:	Not Applicable
Approved Material Revisions of Current Charter:	Not Applicable
Board Benchmarks in Current Charter Term:	Not Applicable
Submission of New Petition Application:	The District commenced processing of the new petition application on September 8, 2022. The 90-day statutory timeline for Board action on the petition runs through December 7, 2022.

B. Educational Program

	Equitas Academy 7
Key Features of Educational Program:	Equitas Academy 7 proposes to offer a TK-12 educational program, which includes the following features: ◆ TK-12 Blended Learning Model focusing on opportunities for students to interact with online content through a fluid student schedule, which will allow for nonclassroom-based settings, and will provide access to special services and supplemental programs. ◆ Students will experience Social Emotional Learning (SEL) supports and counseling throughout the school day. Counseling supports will also include access to high school and college counseling. ◆ Classroom instruction and environments will reflect the school's commitment to diversity, equity, and anti-racism. The learning space in the classroom will promote the students' academic development, citizenship, and life skills.
Master Plan for English Learners and Standard English Learners:	Equitas Academy 7 plans to implement its own Master Plan for English Learners and Standard English Learners which includes the following features: ◆ Teachers will implement daily designated and integrated English Language Development (ELD) instruction based on a structured English immersion (SEI) program, which entails vocabulary building, academic English development, peer learning, and progress monitoring.

	Equitas Academy 7
	◆ The school proposes to use level-guided reading groups, intentional language scaffolds, frequent assessments and feedback, and reading interventions to support English Learners (ELs) in developing their listening, speaking, reading and writing skills. (The *Equitas Academy English Learner Master Plan* identifies grades TK-8, but does not address English Learners in grades 9-12).
Special Education SELPA	Equitas Academy 7 has not indicated its intent regarding a Special Education Local Plan Area (SELPA) selection.

C. Student Enrollment and Population

Equitas Academy 7 proposes to serve students at 1612 Pico Blvd., Los Angeles, CA 90015.

D. Charter School Operator

Equitas Academy 7 proposes to be operated by Equitas Academy Charter School, Inc., a California nonprofit public benefit corporation that also operates six other LAUSD-authorized charter schools.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the new petition application, staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

A. Does the new petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

No, for reasons more fully set forth in the *Findings of Fact in Support of Denial of the New Petition for Equitas Academy 7*, petitioners have not fully met these criteria.

1. *Student Achievement and Educational Performance*

a. Summary

As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category.

b. Measurements of Academic Performance on the California School Dashboard

Not Available

c. English Language Arts Academic Indicator

Not Available

d. Math Academic Indicator

Not Available

e. English Learner Progress Academic Indicator
Not Available

f. Standardized Assessments Participation Rates
Not Available

g. College/Career Academic Indicator
Not Available

h. Suspension Rate Indicator
Not Available

i. Graduation Rate Indicator [HS Only]
Not Available

j. Chronic Absenteeism Indicator
Not Available

k. English Learner Performance
Not Available

2. ***Annual Oversight Results***

a. Student Achievement and Educational Performance

As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category. However, Equitas Academy Charter School, Inc. currently has six schools authorized by the LAUSD Board of Education with a record of performance in this category.

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a *No Rating* was issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Reports.

On the 2020-2021 Annual Performance-Based Oversight Reports, Equitas Academy Charter (TK-4), Equitas Academy 2 (5-8), Equitas Academy 3 Charter (TK-4), and Equitas Academy 4 (5-8) earned the rating of *Proficient* in the area of Student Achievement and Educational Performance. In 2020-2021, Equitas Academy 5 (TK-4) received a *No Rating* score in the area of Student Achievement and Educational Performance due to slow growth roll out plan resulting in lack of testing data for those grade levels. Equitas Academy 6's *No Rating* was a result of the charter school commencing operations in the second year of the charter term which was 2020-2021.

b. Governance

As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category. However, the LAUSD authorized charter schools under Equitas Academy Charter School, Inc. earned a rating of *Accomplished* in both 2020-2021 and 2021-2022.

c. Organizational Management, Programs, and Operations
As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category. However, the LAUSD authorized charter schools under Equitas Academy Charter School, Inc. earned a rating of *Accomplished* in 2020-2021and *Proficient* in 2021-2022.

i. Access and Equity
Not Available

ii. Special Education
Not Available

iii. Additional Information
Equitas Academy Charter School, Inc. currently operates six charter schools authorized by the LAUSD Board of Education:

- Equitas Academy Charter (TK-4) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Equitas Academy 2 (5-8) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Equitas Academy 3 Charter (TK-4) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Equitas Academy 4 (5-8) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Equitas Academy 5 (TK-4) does not have a performance classification.
- Equitas Academy 6 (TK-4) does not have a performance classification.

d. Fiscal Operations
As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category. On the 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports, Equitas Academy Charter (TK-4), Equitas Academy 2 (5-8), Equitas Academy 3 Charter (TK-4), and Equitas Academy 4 (5-8) earned the rating of *Accomplished* in the area of Fiscal Operations. Equitas Academy 5 (TK-4) earned the rating of *Proficient* for both years. Equitas Academy 6 (TK-4) earned the ratings of *Developing* and *Proficient* on its Annual Performance-Based Oversight Reports for the past two years. The rating of *Developing* was a result of the charter school being in its first year of operation.

3. ***Fiscal Management and Performance***
As a proposed new charter school, Equitas Academy 7 does not have a record of performance in this category. Please see *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7 f*or further detail.

a. Summary
Not Applicable

b. Fiscal Condition
Not Applicable

c. 2020-2021 Independent Audit Report
Not Applicable

d. Other Significant Fiscal Information
According to Equitas Academy Charter School, Inc.'s independent audit report for the fiscal year ended June 30, 2021, Equitas Academy Charter School, Inc., its related entities, and its charter schools reported positive net assets of $12,054,005 and net income of $1,833,214. Equitas Academy Charter School, Inc. without its related entities and its charter schools, reported negative net assets of ($1,173,152) and a net loss of ($815,742). Equitas Academy Charter School, Inc. attributes the reported net loss in Fiscal Year 2020-2021 to additional expenses and consulting fees resulting from the COVID-19 pandemic. Equitas Academy Charter School, Inc. attributes the negative net assets in Fiscal Year 2020-2021 primarily to the PPP loan proceeds of $2,580,023 that were recorded as liabilities on Equitas Academy Charter School, Inc.'s books in the 2020-2021 fiscal year, but were subsequently forgiven and recognized as income in the 2021-2022 fiscal year. Equitas Academy Charter School, Inc.'s 2020-2021 independent audit report reflects net operational income, and positive net assets as of June 30, 2021, for its existing Equitas charter schools:

(1) Equitas Academy Charter (first year of operation: 2009-2010)
(2) Equitas Academy 2 (first year of operation: 2013-2014)
(3) Equitas Academy 3 Charter (first year of operation: 2015-2016)
(4) Equitas Academy 4 (first year of operation: 2017-2018)
(5) Equitas Academy 5 (first year of operation: 2019-2020)
(6) Equitas Academy 6 (first year of operation: 2020-2021)

According to Equitas Academy Charter School, Inc., the Equitas schools under the organization's management pay annual management fees ranging from 8% to 18% to Equitas Academy Charter School, Inc. for administrative services such as: executive leadership, external relations and communications, grant writing, compliance and oversight, fiscal management, talent recruitment, contract agreements, student data systems, and human resources. These management fees are calculated based on each Equitas school's enrollment and growth stage on an annual basis.

Equitas Academy 7's budget and cash flow projections submitted with its new petition project positive net income and cash balances for the first five years of operation. Equitas Academy 7 provided supporting documentation for the proposed school's startup funds, which the petitioner indicates will consist of proceeds from the charter operator's Line of Credit with Charter Impact Partners in the amount of $400,000, as reflected in the budget submitted with the petition.

B. Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?
This criterion has not been determined to be a finding.

C. Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community?
No, for reasons more fully set forth in the *Findings of Fact in Support of Denial of the New Petition for Equitas Academy 7,* petitioners have not met this criteria.

Pursuant to Education Code section 47605(c)(7) and the *LAUSD Policy and Procedures for Charter Schools*, this analysis considered the fiscal impact of the proposed new charter school; the extent to which the proposed new charter school would substantially undermine existing services and academic offerings or programmatic offerings; whether the proposed new school would duplicate a program currently being offered in reasonable proximity; and whether the school district is positioned to absorb the fiscal impact of the proposed new charter school.

Community and Schools within the Community

Per the *LAUSD Policy and Procedures for Charter Schools*, "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.

Analysis of data provided by the Office of Master Planning and Demographics (MPD), reveals that there are 150 existing schools within the community as defined above (93 District schools and 57 charter schools).

1. ***Enrollment Trends of the Existing District and Charter Schools***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.

2. ***Fiscal Impact***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.

3. ***Additional Considerations***
   a. Community Engagement
      Per the *LAUSD Policy and Procedures for Charter Schools*, the petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community which the charter school seeks to locate. As part of the submitted materials, Petitioners are to include publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) and a summary of the responses received from stakeholders as part of the petitioner's assessment of the impact to the community, which will be shared with the LAUSD Board.

      Please see *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.

   b. Academic Performance
      To assess the current academic performance levels of the existing Schools Within the Community (SWC), consisting of 93 District schools and 57 charter schools (not including Equitas Academy 7) that serve any of the same grade levels proposed to be served by the Charter School, staff reviewed the record of performance on the applicable 2019 California School Dashboard indicators both schoolwide and for each numerically significant subgroup served as compared to state averages.

Performance Levels of Schools within the Community Compared to State Averages:
Comparison of the Schools within the Community to the state averages on the seven applicable 2019 California School Dashboard indicators schoolwide, revealed the following performance:

- ELA: 33 of 145 SWC are outperforming the state average DFS of -2.5
- Math: 47 of 145 SWC are outperforming the state average DFS of -33.5
- ELPI: 52 of 143 SWC are outperforming the state average of 48.3%
- Chronic Absenteeism: 24 of 114 SWC are outperforming the state average of 10.1% (have a rate lower than 10.1%)
- Suspension: 142 of 151 SWC are outperforming the state average of 3.4% (have a rate lower than 3.4%)
- Graduation Rate: 20 of 39 SWC are outperforming the state average of 85.8%
- College and Career Indicator (CCI): 18 of 39 SWC are outperforming the state average of 44.1%

In summary, the majority of the SWC underperformed the state in 5 of 7 of the applicable indicators (ELA, Math, ELPI, Chronic Absenteeism, and CCI). Please see *Equitas Academy 7's Schools within the Community Data Set*.

SWC Subgroup Medians Comparison to State Averages:
The SWC's numerically significant subgroups include the Asian, Black or African American, English Learner, Filipino, Homeless, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White subgroups. Comparison of the SWC's numerically significant subgroup median to the state averages on the seven applicable 2019 California Schools Dashboard indicator, revealed the following: [ELPI is not included in this analysis, as it applies to only one subgroup and is already considered in the schoolwide analysis.]

Schools within Community Medians	ELA		Math		Chronic Absenteeism		Suspension		Graduation Rate		CCI	
Subgroup	SWC	State	SWC	State	SWC	State	SWC	State	SWC	State	SWC	State
Asian	+32.4	+64.8	+43.1	+59.8	--	3.7%	--	1.0%	--	93.9%	--	74.0%
Black or African American	-45.2	-47.6	-74.1	-87.9	--	20.6%	--	8.8%	--	78.6%	--	23.7%
English Learner	-53.7	-45.1	-65.4	-68.6	13.1%	9.9%	0.0%	3.1%	--	72.6%	--	16.8%
Filipino	+12.4	+46.7	+9.1	+18	--	5.2%	--	1.3%	--	93.9%	--	64.5%
Homeless	-86.6	-46.7	-96.3	-77.7	--	21.1%	--	6.2%	--	77.7%	--	25.9%
Latino	-29.8	-26.6	-55.0	-62.2	14.5%	11.0%	0.1%	3.5%	90.0%	83.7%	44.9%	36.1%
Socioeconomically Disadvantaged	-30.2	-30.1	-53.4	-63.7	15.0%	12.9%	0.2%	4.3%	89.2%	83.2%	46.0%	35.8%
Students with Disabilities	-109.5	-88.1	-127.9	-119.4	20.8%	16.3%	0.0%	6.2%	--	70.6%	--	10.8%
Two or More Races	+64.4	-10.0	+23.1	+2.5	--	9.8%	--	3.3%	--	86.9%	--	49.7%
White	+72.0	+30.7	+34.4	+1.4	--	8.1%	--	2.9%	--	89.1%	--	53.8%
Number of Outperforming Numerically Significant Subgroups	**3**	**7**	**6**	**4**	**0**	**4**	**4**	**0**	**2**	**0**	**2**	**0**

--Number of students counted for this indicator were <30, therefore total # of subgroups comparisons varied by indicator

As seen in the table above:

- ELA: 3 of 10 SWC numerically significant subgroups medians outperformed the state subgroup average performance
- Math: 6 of 10 SWC numerically significant subgroups medians outperformed the state subgroup average performance
- Chronic Absenteeism: 0 of 4 SWC numerically significant subgroups medians outperformed the state subgroup average performance
- Suspension: 4 of 4 SWC numerically significant subgroups medians outperformed the state subgroup average performance
- Graduation Rate: 2 of 2 SWC numerically significant subgroups medians outperformed the state subgroup average performance
- CCI: 2 of 2 SWC numerically significant subgroups medians outperformed the state subgroup average performance

In summary, the SWC's numerically significant subgroups outperformed the state in 4 of the 6 applicable indicators (Math, Suspension, Graduation Rate, and CCI). Please see *Equitas Academy 7's Schools within the Community Subgroup Medians Data Set*.

c. Facilities Plan

Please see *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.

4. *Duplication of Programs*

Please see *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* for further detail.

Community Impact Analysis Conclusion

Taken as a whole, and balancing various factors, and for reasons more fully set forth in the *Findings of Fact in Support of the Denial of the New Charter Petition for Equitas Academy 7*, Staff assesses that Equitas Academy 7 is demonstrably unlikely to successfully serve the interests of the entire community in which it proposes to locate.

Schools Within the Community*
Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	374	Orange	-52.3	-7.2	Declined
C	2	7274	Twentieth Street Elementary	All Students	261	Orange	-20.4	1.6	Maintained
C	1	7301	Twenty-Fourth Street Elementary	All Students	205	Orange	-65.3	-24.0	Declined Significantly
C	2	7288	Twenty-Eighth Street Elementary	All Students	317	Yellow	-69.9	7.2	Increased
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	603	Yellow	-6.5	14.3	Increased
W	1	6781	Sixth Avenue Elementary	All Students	231	Yellow	-65.2	20.6	Increased Significantly
C	2	5505	Ninth Street Elementary	All Students	138	Yellow	-31.0	7.6	Increased
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	82	Yellow	-8.2	22.2	Increased Significantly
C	2	8009	John Adams Middle	All Students	840	Yellow	-35.9	14.4	Increased
C	2	2041	Alexandria Avenue Elementary	All Students	306	Yellow	-36.8	13.9	Increased
C	2	2369	Ambassador School-Global Education	All Students	161	Orange	-52.4	2.6	Maintained
C	2	7771	Ambassador-Global Leadership	All Students	255	Yellow	-54.9	4.6	Increased
E	2	2137	Ann Street Elementary	All Students	44	Red	-78.9	-26.0	Declined Significantly
W	1	2192	Arlington Heights Elementary	All Students	190	Yellow	-51.1	4.0	Increased
C	2	8543	Belmont Senior High	All Students	188	Red	-48.6	-8.1	Declined
C	2	8057	Berendo Middle	All Students	754	Yellow	-64.9	7.4	Increased
W	1	7164	Birdielee V. Bright Elementary	All Students	276	Orange	-16.7	1.7	Maintained
C	2	2699	Cahuenga Elementary	All Students	208	Orange	-10.6	-12.2	Declined
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	271	Yellow	-12.6	11.1	Increased
C	5	8094	George Washington Carver Middle	All Students	691	Orange	-72.3	15.6	Increased Significantly
C	2	2863	Castelar Street Elementary	All Students	282	Green	4.2	8.6	Increased
C	2	8045	Sal Castro Middle	All Students	287	Yellow	-60.9	9.5	Increased

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8062	William Jefferson Clinton Middle	All Students	736	Orange	-72.4	15.5	Increased Significantly
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	547	Red	-72.1	-5.4	Declined
C	2	3192	Commonwealth Avenue Elementary	All Students	295	Orange	-12.1	-11.9	Declined
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	97	Orange	-28.7	-47.3	Declined Significantly
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	287	Yellow	6.1	-6.2	Declined
C	5	3356	Dayton Heights Elementary	All Students	223	Yellow	-13.2	4.9	Increased
C	2	2386	Frank del Olmo Elementary	All Students	337	Orange	-30.6	-8.8	Declined
C	2	8738	Downtown Business High	All Students	206	Green	89.9	-18.6	Declined Significantly
C	2	8710	Early College Academy-LA Trade Tech College	All Students	35	No Color	-62.9	42.3	Increased Significantly
C	2	2383	Esperanza Elementary	All Students	389	Yellow	-50.8	9.4	Increased
C	1	8132	Foshay Learning Center	All Students	1,123	Yellow	-39.6	13.9	Increased
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	385	Yellow	-32.3	20.1	Increased Significantly
C	5	4681	Harmony Elementary	All Students	273	Orange	-75.6	6.2	Increased
W	2	2042	Harvard Elementary	All Students	178	Orange	-48.7	-12.1	Declined
C	2	4548	Hobart Boulevard Elementary	All Students	339	Orange	-50.7	-14.6	Declined
C	2	4589	Hoover Street Elementary	All Students	354	Green	15.7	-0.9	Maintained
C	2	2944	Dolores Huerta Elementary	All Students	212	Orange	-34.1	2.6	Maintained
C	5	8714	Thomas Jefferson Senior High	All Students	139	Red	-71.5	-8.3	Declined
C	2	2943	Quincy Jones Elementary	All Students	130	Yellow	-21.9	19.0	Increased Significantly
C	2	2701	Charles H. Kim Elementary	All Students	266	Green	14.8	9.4	Increased
C	2	8064	Young Oak Kim Academy	All Students	826	Yellow	-65.2	11.0	Increased
C	1	6534	Martin Luther King Jr. Elementary	All Students	186	Orange	-68.0	-15.5	Declined Significantly
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	52	Orange	-57.9	25.9	Increased Significantly
C	2	8501	Los Angeles High School of the Arts	All Students	95	Orange	-27.7	-5.9	Declined
C	2	2543	Lafayette Park Primary Center	All Students	81	Orange	-23.5	2.6	Maintained
C	2	2393	Lake Street Primary	All Students	78	Orange	-23.5	2.6	Maintained
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	298	Orange	-61.0	2.0	Maintained
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	316	Blue	32.0	18.7	Increased Significantly

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8058	John H. Liechty Middle	All Students	881	Yellow	-55.8	19.3	Increased Significantly
C	7	4680	Ricardo Lizarraga Elementary	All Students	290	Yellow	-53.3	9.5	Increased
C	5	4904	Logan Academy of Global Ecology	All Students	241	Orange	-57.9	-10.2	Declined
C	2	4982	Los Angeles Elementary	All Students	339	Orange	-39.2	-2.5	Maintained
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	220	Yellow	-54.5	4.4	Increased
C	1	5113	John W. Mack Elementary	All Students	153	Orange	-84.8	17.7	Increased Significantly
C	2	5055	Magnolia Avenue Elementary	All Students	436	Yellow	-51.2	5.0	Increased
C	1	8743	Manual Arts Senior High	All Students	318	Red	-77.7	-29.0	Declined Significantly
C	2	7220	Maple Primary Center	All Students	84	Orange	-23.5	2.6	Maintained
C	2	4983	Mariposa-Nabi Primary Center	All Students	51	Red	-71.7	-24.4	Declined Significantly
C	5	5205	Mayberry Street Elementary	All Students	127	Red	-72.0	-2.3	Maintained
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	193	Green	9.9	4.7	Increased
C	1	5247	Menlo Avenue Elementary	All Students	219	Orange	-26.7	-5.0	Declined
C	5	5288	Micheltorena Street Elementary	All Students	173	Green	-3.9	3.7	Increased
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	161	Green	8.8	8.4	Increased
C	5	7614	NAVA College Preparatory Academy	All Students	109	Orange	-34.7	-21.6	Declined Significantly
C	2	5173	Dr. Julian Nava Learning Academy	All Students	729	Orange	-60.4	-5.2	Declined
C	5	5466	Nevin Avenue Elementary	All Students	280	Orange	-44.5	-6.1	Declined
C	2	7783	New Open World Academy K-12	All Students	570	Yellow	-48.4	4.4	Increased
C	2	5699	Norwood Street Elementary	All Students	230	Orange	-57.3	-1.0	Maintained
C	2	2392	Olympic Primary Center	All Students	164	Orange	-23.5	2.6	Maintained
C	2	8853	Orthopaedic Hospital	All Students	168	Green	66.4	12.4	Increased
W	1	4980	Pio Pico Middle	All Students	466	Orange	-44.5	-14.5	Declined
C	2	3247	Betty Plasencia Elementary	All Students	265	Orange	-25.4	-15.6	Declined Significantly
C	2	2384	Leo Politi Elementary	All Students	312	Yellow	-49.6	18.5	Increased Significantly
C	2	6370	Rosemont Avenue Elementary	All Students	190	Yellow	-30.6	28.6	Increased Significantly
C	2	8544	Edward R. Roybal Learning Center	All Students	170	Green	32.7	2.9	Maintained
C	2	6507	San Pedro Street Elementary	All Students	344	Orange	-32.2	0.5	Maintained

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8716	Santee Education Complex	All Students	401	Yellow	19.9	-9.5	Declined
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	90	Orange	-49.1	4.6	Increased
C	2	8206	School for the Visual Arts and Humanities	All Students	78	Green	16.2	61.9	Increased Significantly
C	2	7219	Trinity Street Elementary	All Students	192	Yellow	-53.8	5.9	Increased
C	2	7780	UCLA Community K-12	All Students	449	Orange	-24.2	2.3	Maintained
C	2	7356	Union Avenue Elementary	All Students	505	Orange	-25.1	1.2	Maintained
C	1	7479	Vermont Avenue Elementary	All Students	251	Orange	-28.5	2.9	Maintained
C	2	8462	Virgil Middle	All Students	1,085	Orange	-34.7	-3.3	Declined
C	5	7589	Wadsworth Avenue Elementary	All Students	272	Yellow	-46.7	12.7	Increased
C	1	7151	Lenicia B. Weemes Elementary	All Students	224	Yellow	-68.5	15.8	Increased Significantly
C	2	8748	West Adams Preparatory High	All Students	294	Orange	-20.9	-3.9	Declined
C	7	7654	West Vernon Avenue Elementary	All Students	335	Yellow	-30.5	6.8	Increased
C	2	2542	Charles White Elementary	All Students	181	Yellow	-63.7	5.8	Increased
W	2	2619	Wilshire Park Elementary	All Students	211	Green	8.0	3.3	Increased
W	2	7808	Wilton Place Elementary	All Students	231	Orange	-40.7	-4.3	Declined
C	7	2015	Accelerated	All Students	533	Orange	-16.5	-0.9	Maintained
C	2	2013	Accelerated Charter Elementary	All Students	261	Green	-3.2	15.0	Increased Significantly
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	278	Yellow	-17.2	10.8	Increased
C	2	8823	Alliance Dr. Olga Mohan High	All Students	93	Green	53.7	-4.5	Declined
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	568	Green	24.6	12.9	Increased
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	130	Green	57.0	-2.9	Maintained
C	2	7685	Alliance Ted K. Tajima High	All Students	106	Green	61.7	-27.1	Declined Significantly
C	2	8818	Animo Jackie Robinson High	All Students	147	Orange	-7.8	-7.0	Declined
C	5	5981	Animo Jefferson Charter Middle	All Students	528	Yellow	-41.3	3.9	Increased
C	5	8817	Animo Ralph Bunche Charter High	All Students	123	Orange	-11.0	2.1	Maintained
C	7	8828	Wallis Annenberg High	All Students	103	Yellow	3.8	-33.8	Declined Significantly
C	2	5987	Camino Nuevo Charter Academy #2	All Students	486	Orange	-22.4	1.4	Maintained
C	2	2017	Camino Nuevo Charter Academy	All Students	366	Yellow	-10.3	23.3	Increased Significantly

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	5	2251	Camino Nuevo Charter Academy #4	All Students	399	Yellow	-8.7	7.7	Increased
C	2	2157	Camino Nuevo Elementary School #3	All Students	514	Yellow	-47.2	16.1	Increased Significantly
C	2	7624	Camino Nuevo High #2	All Students	110	Blue	35.4	59.8	Increased Significantly
C	5	3284	Center for Advanced Learning	All Students	177	Orange	-31.0	-13.2	Declined
C	2	8719	Central City Value	All Students	92	Green	39.8	-2.8	Maintained
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	446	Green	19.5	2.9	Maintained
W	1	2271	City Language Immersion Charter	All Students	184	Orange	-10.3	-0.2	Maintained
C	1	5983	Crown Preparatory Academy	All Students	422	Yellow	-14.9	27.4	Increased Significantly
C	2	4765	Downtown Value	All Students	322	Orange	-20.4	-4.0	Declined
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	124	Green	49.3	5.5	Increased
	2	7551	Equitas Academy 4	All Students	132	Yellow	-1.0	-25.3	Declined Significantly
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	149	Green	17.0	-1.9	Maintained
C	2	5190	Equitas Academy #2	All Students	380	Orange	-7.1	-1.1	Maintained
E	2	2280	Equitas Academy #3 Charter	All Students	78	No Color	44.3		No Data
C	2	5220	Everest Value	All Students	173	Orange	-8.2	-4.8	Declined
C	5	4034	Gabriella Charter	All Students	308	Green	22.2	-12.6	Declined
	2	7552	Gabriella Charter 2	All Students	40	No Color	-7.1		No Data
C	2	2281	Global Education Academy 2	All Students	64	Yellow	-39.3	25.3	Increased Significantly
C	1	2025	Global Education Academy	All Students	117	Green	23.2	-4.5	Declined
C	5	5187	KIPP Scholar Academy	All Students	368	Green	-3.5	11.7	Increased
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	128	Yellow	-50.3	10.6	Increased
W	4	4783	Larchmont Charter	All Students	784	Blue	52.7	2.0	Maintained
W	1	8013	Magnolia Science Academy 6	All Students	151	Orange	-16.3	-12.9	Declined
W	1	7674	Math and Science College Preparatory	All Students	132	Blue	67.5	20.9	Increased Significantly

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	School 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	2023	N.E.W. Academy of Science and Arts	All Students	171	Orange	-15.3	-0.4	Maintained
C	2	8260	New Designs Charter	All Students	506	Orange	-11.4	-1.8	Maintained
W	1	5583	New Heights Charter	All Students	272	Green	6.4	4.6	Increased
C	2	8775	New Village Girls Academy	All Students	16	No Color	-65.8		No Data
E	2	2615	Para Los Niños Charter	All Students	183	Orange	-42.4	-40.5	Declined Significantly
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	144	Orange	-23.5	2.6	Maintained
C	2	8016	Para Los Niños Middle	All Students	290	Red	-77.2	-14.4	Declined
C	2	5177	Rise Kohyang Middle	All Students	381	Yellow	0.6	-0.6	Maintained
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--
XR	3	7579	Rise Kohyang High	All Students	79	No Color	61.3		No Data
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	330	Red	-73.7	-4.7	Declined
C	1	2451	STEM Preparatory Elementary	All Students	25	No Color	-11.5		No Data
C	2	7029	Synergy Charter Academy	All Students	155	Green	21.6	-8.9	Declined
C	2	8018	Synergy Kinetic Academy	All Students	468	Orange	-25.9	-4.5	Declined
C	2	7597	University Preparatory Value High	All Students	104	Orange	-30.9	-66.1	Declined Significantly
C	2	5984	Vista Charter Middle	All Students	387	Yellow	-25.7	15.4	Increased Significantly
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--
Schools Within the Community* Median					**231**	**Yellow**	**-25.9**	**2.6**	**Maintained**
State of California					**3,189,965**	**Green**	**-2.5**	**3.7**	**Increased**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*
Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	375	Orange	-61.8	-3.9	Declined
C	2	7274	Twentieth Street Elementary	All Students	260	Yellow	-22.4	1.3	Maintained
C	1	7301	Twenty-Fourth Street Elementary	All Students	205	Orange	-55.8	-11.1	Declined
C	2	7288	Twenty-Eighth Street Elementary	All Students	319	Orange	-64.1	1.1	Maintained
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	604	Yellow	-30.6	13.7	Increased
W	1	6781	Sixth Avenue Elementary	All Students	228	Yellow	-78.8	14.0	Increased
C	2	5505	Ninth Street Elementary	All Students	138	Yellow	-34.1	20.2	Increased Significantly
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	82	Orange	-101.5	-0.3	Maintained
C	2	8009	John Adams Middle	All Students	841	Orange	-75.6	-7.4	Declined
C	2	2041	Alexandria Avenue Elementary	All Students	305	Yellow	-51.0	20.4	Increased Significantly
C	2	2369	Ambassador School-Global Education	All Students	161	Orange	-61.5	-2.9	Maintained
C	2	7771	Ambassador-Global Leadership	All Students	254	Red	-116.7	-6.7	Declined
E	2	2137	Ann Street Elementary	All Students	44	Yellow	-60.6	6.4	Increased
W	1	2192	Arlington Heights Elementary	All Students	189	Orange	-65.2	-2.6	Maintained
C	2	8543	Belmont Senior High	All Students	188	Red	-134.1	-8.8	Declined
C	2	8057	Berendo Middle	All Students	752	Red	-120.5	-7.7	Declined
W	1	7164	Birdielee V. Bright Elementary	All Students	276	Yellow	-36.9	16.1	Increased Significantly
C	2	2699	Cahuenga Elementary	All Students	208	Green	3.4	-7.7	Declined
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	271	Yellow	-36.2	7.8	Increased
C	5	8094	George Washington Carver Middle	All Students	691	Orange	-108.2	9.4	Increased
C	2	2863	Castelar Street Elementary	All Students	282	Green	-1.5	12.3	Increased
C	2	8045	Sal Castro Middle	All Students	286	Orange	-99.0	7.8	Increased
C	2	8062	William Jefferson Clinton Middle	All Students	732	Orange	-122.1	9.1	Increased

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	546	Red	-131.2	-13.6	Declined
C	2	3192	Commonwealth Avenue Elementary	All Students	295	Yellow	-21.5	-5.3	Declined
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	95	Red	-128.6	-42.2	Declined Significantly
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	291	Orange	-103.7	-22.5	Declined Significantly
C	5	3356	Dayton Heights Elementary	All Students	221	Green	-16.8	17.8	Increased Significantly
C	2	2386	Frank del Olmo Elementary	All Students	337	Orange	-38.8	-6.9	Declined
C	2	8738	Downtown Business High	All Students	207	Blue	44.8	5.6	Increased
C	2	8710	Early College Academy-LA Trade Tech College	All Students	35	--	-145.6	-24.9	Declined Significantly
C	2	2383	Esperanza Elementary	All Students	388	Yellow	-65.0	5.4	Increased
C	1	8132	Foshay Learning Center	All Students	1,128	Yellow	-81.6	21.3	Increased Significantly
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	385	Yellow	-61.8	8.3	Increased
C	5	4681	Harmony Elementary	All Students	271	Yellow	-92.8	4.7	Increased
W	2	2042	Harvard Elementary	All Students	179	Yellow	-43.1	5.7	Increased
C	2	4548	Hobart Boulevard Elementary	All Students	339	Orange	-48.9	0.3	Maintained
C	2	4589	Hoover Street Elementary	All Students	352	Green	6.1	-2.8	Maintained
C	2	2944	Dolores Huerta Elementary	All Students	212	Yellow	-27.2	5.3	Increased
C	5	8714	Thomas Jefferson Senior High	All Students	139	Red	-148.3	-7.8	Declined
C	2	2943	Quincy Jones Elementary	All Students	130	Yellow	-33.9	11.0	Increased
C	2	2701	Charles H. Kim Elementary	All Students	266	Green	6.3	5.9	Increased
C	2	8064	Young Oak Kim Academy	All Students	830	Red	-96.5	-5.3	Declined
C	1	6534	Martin Luther King Jr. Elementary	All Students	186	Orange	-82.4	-16.6	Declined Significantly
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	53	Orange	-116.6	34.8	Increased Significantly
C	2	8501	Los Angeles High School of the Arts	All Students	95	Yellow	-114.0	6.2	Increased
C	2	2543	Lafayette Park Primary Center	All Students	81	Green	-17.1	5.0	Increased
C	2	2393	Lake Street Primary	All Students	78	Green	-17.1	5.0	Increased
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	298	Yellow	-69.2	4.3	Increased
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	317	Green	22.6	14.2	Increased
C	2	8058	John H. Liechty Middle	All Students	884	Orange	-110.1	8.0	Increased
C	7	4680	Ricardo Lizarraga Elementary	All Students	289	Yellow	-52.1	22.6	Increased Significantly
C	5	4904	Logan Academy of Global Ecology	All Students	240	Orange	-85.4	-1.3	Maintained

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	4982	Los Angeles Elementary	All Students	339	Orange	-48.5	-4.1	Declined
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	221	Orange	-51.9	-2.0	Maintained
C	1	5113	John W. Mack Elementary	All Students	153	Yellow	-85.5	13.4	Increased
C	2	5055	Magnolia Avenue Elementary	All Students	436	Yellow	-58.6	11.1	Increased
C	1	8743	Manual Arts Senior High	All Students	319	Red	-156.2	-22.2	Declined Significantly
C	2	7220	Maple Primary Center	All Students	84	Green	-17.1	5.0	Increased
C	2	4983	Mariposa-Nabi Primary Center	All Students	51	Orange	-51.4	-10.3	Declined
C	5	5205	Mayberry Street Elementary	All Students	127	Orange	-103.9	3.0	Increased
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	195	Orange	-66.7	1.5	Maintained
C	1	5247	Menlo Avenue Elementary	All Students	219	Yellow	-29.7	5.0	Increased
C	5	5288	Micheltorena Street Elementary	All Students	173	Yellow	-13.6	2.7	Maintained
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	161	Green	-21.8	11.2	Increased
C	5	7614	NAVA College Preparatory Academy	All Students	108	Orange	-115.3	11.6	Increased
C	2	5173	Dr. Julian Nava Learning Academy	All Students	729	Red	-108.1	-5.1	Declined
C	5	5466	Nevin Avenue Elementary	All Students	280	Orange	-50.4	1.2	Maintained
C	2	7783	New Open World Academy K-12	All Students	570	Orange	-87.5	-0.5	Maintained
C	2	5699	Norwood Street Elementary	All Students	230	Yellow	-57.5	3.1	Increased
C	2	2392	Olympic Primary Center	All Students	164	Green	-17.1	5.0	Increased
C	2	8853	Orthopaedic Hospital	All Students	168	Green	-27.5	3.8	Increased
W	1	4980	Pio Pico Middle	All Students	464	Orange	-64.2	-1.1	Maintained
C	2	3247	Betty Plasencia Elementary	All Students	264	Orange	-43.7	-4.5	Declined
C	2	2384	Leo Politi Elementary	All Students	312	Yellow	-69.1	10.4	Increased
C	2	6370	Rosemont Avenue Elementary	All Students	188	Yellow	-48.3	41.6	Increased Significantly
C	2	8544	Edward R. Roybal Learning Center	All Students	170	Yellow	-49.8	-15.0	Declined
C	2	6507	San Pedro Street Elementary	All Students	344	Orange	-44.6	-1.9	Maintained
C	2	8716	Santee Education Complex	All Students	399	Orange	-94.7	-1.8	Maintained
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	90	Red	-155.7	-14.5	Declined
C	2	8206	School for the Visual Arts and Humanities	All Students	78	Yellow	-85.1	63.8	Increased Significantly
C	2	7219	Trinity Street Elementary	All Students	192	Yellow	-63.4	12.2	Increased
C	2	7780	UCLA Community K-12	All Students	449	Orange	-51.7	-1.8	Maintained

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7356	Union Avenue Elementary	All Students	505	Orange	-27.1	-2.2	Maintained
C	1	7479	Vermont Avenue Elementary	All Students	251	Yellow	-43.5	4.5	Increased
C	2	8462	Virgil Middle	All Students	1,084	Yellow	-53.8	3.5	Increased
C	5	7589	Wadsworth Avenue Elementary	All Students	271	Yellow	-49.5	11.5	Increased
C	1	7151	Lenicia B. Weemes Elementary	All Students	223	Orange	-71.8	2.3	Maintained
C	2	8748	West Adams Preparatory High	All Students	293	Yellow	-94.7	15.9	Increased Significantly
C	7	7654	West Vernon Avenue Elementary	All Students	335	Orange	-33.8	-5.9	Declined
C	2	2542	Charles White Elementary	All Students	181	Yellow	-81.4	3.8	Increased
W	2	2619	Wilshire Park Elementary	All Students	211	Orange	-29.7	0.4	Maintained
W	2	7808	Wilton Place Elementary	All Students	227	Orange	-36.8	-4.2	Declined
C	7	2015	Accelerated	All Students	533	Yellow	-60.3	6.7	Increased
C	2	2013	Accelerated Charter Elementary	All Students	261	Yellow	-27.3	13.3	Increased
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	278	Yellow	-38.0	13.6	Increased
C	2	8823	Alliance Dr. Olga Mohan High	All Students	93	Blue	22.5	31.8	Increased Significantly
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	568	Green	-21.0	23.4	Increased Significantly
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	130	Yellow	-12.2	-8.1	Declined
C	2	7685	Alliance Ted K. Tajima High	All Students	106	Yellow	-7.5	-18.7	Declined Significantly
C	2	8818	Animo Jackie Robinson High	All Students	147	Orange	-79.1	-16.5	Declined Significantly
C	5	5981	Animo Jefferson Charter Middle	All Students	528	Yellow	-78.2	3.2	Increased
C	5	8817	Animo Ralph Bunche Charter High	All Students	121	Orange	-101.8	2.9	Maintained
C	7	8828	Wallis Annenberg High	All Students	100	Orange	-113.5	-20.3	Declined Significantly
C	2	5987	Camino Nuevo Charter Academy #2	All Students	484	Orange	-46.0	-2.9	Maintained
C	2	2017	Camino Nuevo Charter Academy	All Students	366	Green	-11.3	37.3	Increased Significantly
C	5	2251	Camino Nuevo Charter Academy #4	All Students	398	Orange	-47.1	1.1	Maintained
C	2	2157	Camino Nuevo Elementary School #3	All Students	513	Yellow	-58.8	31.2	Increased Significantly
C	2	7624	Camino Nuevo High #2	All Students	110	Yellow	-91.3	40.4	Increased Significantly
C	5	3284	Center for Advanced Learning	All Students	177	Orange	-33.1	-3.7	Declined
C	2	8719	Central City Value	All Students	93	Orange	-80.5	-6.3	Declined
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	445	Yellow	-6.4	-3.8	Declined
W	1	2271	City Language Immersion Charter	All Students	183	Orange	-26.0	0.3	Maintained

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	1	5983	Crown Preparatory Academy	All Students	421	Yellow	-67.4	11.4	Increased
C	2	4765	Downtown Value	All Students	322	Orange	-49.5	-5.8	Declined
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	124	Green	-7.6	10.5	Increased
	2	7551	Equitas Academy 4	All Students	133	Orange	-46.2	-15.0	Declined
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	149	Green	7.5	-8.1	Declined
C	2	5190	Equitas Academy #2	All Students	380	Green	-18.9	12.0	Increased
E	2	2280	Equitas Academy #3 Charter	All Students	78	No Color	34.0	--	--
C	2	5220	Everest Value	All Students	173	Green	-16.0	6.8	Increased
C	5	4034	Gabriella Charter	All Students	309	Yellow	-1.0	-15.9	Declined Significantly
	2	7552	Gabriella Charter 2	All Students	40	No Color	0.0	--	--
C	2	2281	Global Education Academy 2	All Students	64	Yellow	-38.2	25.8	Increased Significantly
C	1	2025	Global Education Academy	All Students	117	Green	27.3	7.0	Increased
C	5	5187	KIPP Scholar Academy	All Students	368	Yellow	-44.6	22.5	Increased Significantly
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	125	Red	-107.2	-18.9	Declined Significantly
W	4	4783	Larchmont Charter	All Students	780	Green	19.9	0.2	Maintained
W	1	8013	Magnolia Science Academy 6	All Students	151	Orange	-35.9	2.5	Maintained
W	1	7674	Math and Science College Preparatory	All Students	132	Green	-25.4	21.4	Increased Significantly
C	2	2023	N.E.W. Academy of Science and Arts	All Students	170	Green	-3.2	6.0	Increased
C	2	8260	New Designs Charter	All Students	506	Orange	-78.0	-13.0	Declined
W	1	5583	New Heights Charter	All Students	272	Yellow	-3.5	2.1	Maintained
C	2	8775	New Village Girls Academy	All Students	15	No Color	-150.3	--	No Data
E	2	2615	Para Los Niños Charter	All Students	179	Orange	-45.6	-43.4	Declined Significantly
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	144	Green	-17.1	5.0	Increased
C	2	8016	Para Los Niños Middle	All Students	289	Red	-122.7	-15.7	Declined Significantly
C	2	5177	Rise Kohyang Middle	All Students	380	Yellow	-21.9	-16.2	Declined Significantly
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--

MATH (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
XR	3	7579	Rise Kohyang High	All Students	79	No Color	-29.7	--	No Data
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	329	Red	-119.8	-11.5	Declined
C	1	2451	STEM Preparatory Elementary	All Students	24	No Color	-21.7	--	No Data
C	2	7029	Synergy Charter Academy	All Students	155	Green	2.2	-11.6	Declined
C	2	8018	Synergy Kinetic Academy	All Students	468	Orange	-60.5	-4.6	Declined
C	2	7597	University Preparatory Value High	All Students	105	Orange	-95.9	-10.2	Declined
C	2	5984	Vista Charter Middle	All Students	387	Yellow	-56.7	35.0	Increased Significantly
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--
Schools Within the Community* Median					**230**	**Yellow**	**-50.4**	**2.6**	**Maintained**
State of California					**3,183,085**	**Orange**	**-33.5**	**2.9**	**Maintained**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*
English Learner Progress Indicator

This Reports shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. English Learner Progress with the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment is reported. Status Level: 1 = Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High, 0 = No Data.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator - CA School Dashboard Indicator								
					2019 School			
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
Schools Within a Three Mile Radius								
C	2	7082	Tenth Street Elementary	English Learner	221	Orange	38.5%	Low
C	2	7274	Twentieth Street Elementary	English Learner	133	Red	31.6%	Very Low
C	1	7301	Twenty-Fourth Street Elementary	English Learner	171	Red	31.6%	Very Low
C	2	7288	Twenty-Eighth Street Elementary	English Learner	258	Yellow	49.2%	Medium
C	1	7137	Thirty-Second Street USC Performing Arts	English Learner	64	Yellow	54.7%	Medium
W	1	6781	Sixth Avenue Elementary	English Learner	144	Orange	41.0%	Low
C	2	5505	Ninth Street Elementary	English Learner	85	Orange	40.0%	Low
C	2	8207	Contreras Learning Center-Academic Leadership Community	English Learner	127	Orange	39.4%	Low
C	2	8009	John Adams Middle	English Learner	179	Orange	38.0%	Low
C	2	2041	Alexandria Avenue Elementary	English Learner	165	Orange	43.0%	Low
C	2	2369	Ambassador School-Global Education	English Learner	135	Yellow	48.1%	Medium
C	2	7771	Ambassador-Global Leadership	English Learner	131	Red	31.3%	Very Low
E	2	2137	Ann Street Elementary	English Learner	22	Orange	40.9%	Low
W	1	2192	Arlington Heights Elementary	English Learner	137	Orange	42.3%	Low
C	2	8543	Belmont Senior High	English Learner	170	Orange	48.2%	Low
C	2	8057	Berendo Middle	English Learner	190	Yellow	52.1%	Medium
W	1	7164	Birdielee V. Bright Elementary	English Learner	127	Blue	65.4%	Very High
C	2	2699	Cahuenga Elementary	English Learner	136	Yellow	50.7%	Medium
W	1	2939	Carson-Gore Academy of Enviornmental Studies	English Learner	191	Yellow	47.1%	Medium
C	5	8094	George Washington Carver Middle	English Learner	204	Orange	40.2%	Low
C	2	2863	Castelar Street Elementary	English Learner	167	Green	56.3%	High
C	2	8045	Sal Castro Middle	English Learner	68	Orange	50.0%	Low
C	2	8062	William Jefferson Clinton Middle	English Learner	182	Yellow	52.2%	Medium
W	1	8245	Johnnie Cochran, Jr., Middle	English Learner	127	Orange	40.2%	Low
C	2	3192	Commonwealth Avenue Elementary	English Learner	118	Orange	35.6%	Low
C	2	8517	School of Business and Tourism at Contreras Learning Complex	English Learner	85	Red	25.9%	Very Low
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	English Learner	40	Orange	40.0%	Low
C	5	3356	Dayton Heights Elementary	English Learner	90	Orange	35.6%	Low
C	2	2386	Frank del Olmo Elementary	English Learner	238	Green	59.2%	High

English Learner Progress Indicator - CA School Dashboard Indicator								
					2019 School			
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
Schools Within a Three Mile Radius								
C	2	8738	Downtown Business High	English Learner	19	Orange	57.9%	Low
C	2	8710	Early College Academy-LA Trade Tech College	English Learner	--	No Color	--	No Data
C	2	2383	Esperanza Elementary	English Learner	364	Yellow	48.1%	Medium
C	1	8132	Foshay Learning Center	English Learner	234	Yellow	46.2%	Medium
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	English Learner	205	Blue	73.2%	Very High
C	5	4681	Harmony Elementary	English Learner	218	Orange	35.3%	Low
W	2	2042	Harvard Elementary	English Learner	130	Yellow	51.5%	Medium
C	2	4548	Hobart Boulevard Elementary	English Learner	212	Yellow	48.1%	Medium
C	2	4589	Hoover Street Elementary	English Learner	208	Green	57.7%	High
C	2	2944	Dolores Huerta Elementary	English Learner	150	Orange	44.0%	Low
C	5	8714	Thomas Jefferson Senior High	English Learner	117	Red	34.2%	Very Low
C	2	2943	Quincy Jones Elementary	English Learner	75	Orange	38.7%	Low
C	2	2701	Charles H. Kim Elementary	English Learner	154	Green	58.4%	High
C	2	8064	Young Oak Kim Academy	English Learner	163	Green	60.1%	High
C	1	6534	Martin Luther King Jr. Elementary	English Learner	79	Orange	36.7%	Low
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	English Learner	88	Red	25.0%	Very Low
C	2	8501	Los Angeles High School of the Arts	English Learner	75	Orange	42.7%	Low
C	2	2543	Lafayette Park Primary Center	English Learner	--	--	--	--
C	2	2393	Lake Street Primary	English Learner	28	Red	17.9%	Very Low
C	1	2311	Marguerite Poindexter LaMotte Elementary	English Learner	228	Orange	39.5%	Low
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	English Learner	110	Green	59.1%	High
C	2	8058	John H. Liechty Middle	English Learner	275	Orange	40.4%	Low
C	7	4680	Ricardo Lizarraga Elementary	English Learner	199	Yellow	49.2%	Medium
C	5	4904	Logan Academy of Global Ecology	English Learner	95	Orange	42.1%	Low
C	2	4982	Los Angeles Elementary	English Learner	180	Orange	41.1%	Low
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	English Learner	212	Yellow	54.2%	Medium
C	1	5113	John W. Mack Elementary	English Learner	98	Orange	42.9%	Low
C	2	5055	Magnolia Avenue Elementary	English Learner	271	Green	57.9%	High
C	1	8743	Manual Arts Senior High	English Learner	353	Orange	36.3%	Low
C	2	7220	Maple Primary Center	English Learner	45	Red	24.4%	Very Low
C	2	4983	Mariposa-Nabi Primary Center	English Learner	53	Blue	73.6%	Very High
C	5	5205	Mayberry Street Elementary	English Learner	49	Yellow	49.0%	Medium
E	2	8611	Felicitas and Gonzalo Mendez High	English Learner	122	Orange	44.3%	Low
C	1	5247	Menlo Avenue Elementary	English Learner	137	Orange	37.2%	Low
C	5	5288	Micheltorena Street Elementary	English Learner	27	Red	33.3%	Very Low

English Learner Progress Indicator - CA School Dashboard Indicator								
					2019 School			
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
Schools Within a Three Mile Radius								
W	1	3500	Mid-City's Prescott School of Enriched Sciences	English Learner	14	Orange	35.7%	Low
C	5	7614	NAVA College Preparatory Academy	English Learner	132	Red	22.0%	Very Low
C	2	5173	Dr. Julian Nava Learning Academy	English Learner	185	Blue	68.6%	Very High
C	5	5466	Nevin Avenue Elementary	English Learner	218	Yellow	50.9%	Medium
C	2	7783	New Open World Academy K-12	English Learner	314	Yellow	48.7%	Medium
C	2	5699	Norwood Street Elementary	English Learner	120	Yellow	45.8%	Medium
C	2	2392	Olympic Primary Center	English Learner	--	--	--	--
C	2	8853	Orthopaedic Hospital	English Learner	30	Orange	70.0%	Low
W	1	4980	Pio Pico Middle	English Learner	100	Orange	39.0%	Low
C	2	3247	Betty Plasencia Elementary	English Learner	121	Orange	42.1%	Low
C	2	2384	Leo Politi Elementary	English Learner	238	Red	33.2%	Very Low
C	2	6370	Rosemont Avenue Elementary	English Learner	71	Orange	35.2%	Low
C	2	8544	Edward R. Roybal Learning Center	English Learner	131	Orange	41.2%	Low
C	2	6507	San Pedro Street Elementary	English Learner	187	Green	62.6%	High
C	2	8716	Santee Education Complex	English Learner	336	Orange	36.0%	Low
C	2	8527	Contreras Learning Center-School of Social Justice	English Learner	114	Red	31.6%	Very Low
C	2	8206	School for the Visual Arts and Humanities	English Learner	95	Orange	60.0%	Low
C	2	7219	Trinity Street Elementary	English Learner	100	Green	57.0%	High
C	2	7780	UCLA Community K-12	English Learner	220	Yellow	45.5%	Medium
C	2	7356	Union Avenue Elementary	English Learner	262	Yellow	47.7%	Medium
C	1	7479	Vermont Avenue Elementary	English Learner	156	Green	64.1%	High
C	2	8462	Virgil Middle	English Learner	255	Yellow	45.9%	Medium
C	5	7589	Wadsworth Avenue Elementary	English Learner	197	Orange	41.1%	Low
C	1	7151	Lenicia B. Weemes Elementary	English Learner	119	Orange	44.5%	Low
C	2	8748	West Adams Preparatory High	English Learner	293	Orange	43.0%	Low
C	7	7654	West Vernon Avenue Elementary	English Learner	220	Green	57.3%	High
C	2	2542	Charles White Elementary	English Learner	181	Yellow	46.4%	Medium
W	2	2619	Wilshire Park Elementary	English Learner	106	Orange	41.5%	Low
W	2	7808	Wilton Place Elementary	English Learner	136	Orange	44.9%	Low
C	7	2015	Accelerated	English Learner	224	Orange	43.3%	Low
C	2	2013	Accelerated Charter Elementary	English Learner	138	Yellow	47.1%	Medium
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	English Learner	68	Orange	41.2%	Low
C	2	8823	Alliance Dr. Olga Mohan High	English Learner	42	Orange	59.5%	Low
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	English Learner	101	Yellow	54.5%	Medium
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	English Learner	53	Orange	56.6%	Low

English Learner Progress Indicator - CA School Dashboard Indicator								
					2019 School			
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
Schools Within a Three Mile Radius								
C	2	7685	Alliance Ted K. Tajima High	English Learner	40	Yellow	45.0%	Medium
C	2	8818	Animo Jackie Robinson High	English Learner	69	Green	55.1%	High
C	5	5981	Animo Jefferson Charter Middle	English Learner	120	Orange	38.3%	Low
C	5	8817	Animo Ralph Bunche Charter High	English Learner	93	Yellow	50.5%	Medium
C	7	8828	Wallis Annenberg High	English Learner	64	Red	34.4%	Very Low
C	2	5987	Camino Nuevo Charter Academy #2	English Learner	157	Orange	38.9%	Low
C	2	2017	Camino Nuevo Charter Academy	English Learner	274	Yellow	48.9%	Medium
C	5	2251	Camino Nuevo Charter Academy #4	English Learner	141	Orange	36.2%	Low
C	2	2157	Camino Nuevo Elementary School #3	English Learner	340	Orange	41.8%	Low
C	2	7624	Camino Nuevo High #2	English Learner	44	Red	31.8%	Very Low
C	5	3284	Center for Advanced Learning	English Learner	78	Red	28.2%	Very Low
C	2	8719	Central City Value	English Learner	53	Orange	54.7%	Low
W	5	2260	Citizens of the World Charter School Silver Lake	English Learner	82	Orange	56.1%	Low
W	1	2271	City Language Immersion Charter	English Learner	78	Yellow	50.0%	Medium
C	1	5983	Crown Preparatory Academy	English Learner	96	Yellow	51.0%	Medium
C	2	4765	Downtown Value	English Learner	100	Yellow	48.0%	Medium
C	2	7555	Ednovate - Brio College Prep	English Learner	20	Red	30.0%	Very Low
C	2	5279	Ednovate - South LA College Prep	English Learner	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	English Learner	14	Orange	64.3%	Low
	2	7551	Equitas Academy 4	English Learner	25	Blue	68.0%	Very High
C	2	5265	Equitas Academy 5	English Learner	--	--	--	--
C	2	2468	Equitas Academy 6	English Learner	--	--	--	--
C	2	2154	Equitas Academy Charter	English Learner	88	Red	29.5%	Very Low
C	2	5190	Equitas Academy #2	English Learner	55	Blue	65.5%	Very High
E	2	2280	Equitas Academy #3 Charter	English Learner	71	Red	33.8%	Very Low
C	2	5220	Everest Value	English Learner	85	Green	56.5%	High
C	5	4034	Gabriella Charter	English Learner	55	Orange	41.8%	Low
	2	7552	Gabriella Charter 2	English Learner	51	Orange	39.2%	Low
C	2	2281	Global Education Academy 2	English Learner	32	Yellow	53.1%	Medium
C	1	2025	Global Education Academy	English Learner	66	Orange	40.9%	Low
C	5	5187	KIPP Scholar Academy	English Learner	45	Yellow	46.7%	Medium
C	2	8216	Los Angeles Academy of Arts and Enterprise	English Learner	81	Orange	37.0%	Low
W	4	4783	Larchmont Charter	English Learner	83	Green	55.4%	High
W	1	8013	Magnolia Science Academy 6	English Learner	29	Orange	44.8%	Low
W	1	7674	Math and Science College Preparatory	English Learner	60	Orange	43.3%	Low

English Learner Progress Indicator - CA School Dashboard Indicator								
					2019 School			
LD	BD	Loc Code	School	Subgroup	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
Schools Within a Three Mile Radius								
C	2	2023	N.E.W. Academy of Science and Arts	English Learner	232	Green	59.1%	High
C	2	8260	New Designs Charter	English Learner	52	Orange	38.5%	Low
W	1	5583	New Heights Charter	English Learner	70	Orange	38.6%	Low
C	2	8775	New Village Girls Academy	English Learner	15	Red	33.3%	Very Low
E	2	2615	Para Los Niños Charter	English Learner	145	Orange	40.0%	Low
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	English Learner	99	Red	32.3%	Very Low
C	2	8016	Para Los Niños Middle	English Learner	64	Red	28.1%	Very Low
C	2	5177	Rise Kohyang Middle	English Learner	46	Green	60.9%	High
C	2	5268	Rise Kohyang Elementary	English Learner	--	--	--	--
XR	3	7579	Rise Kohyang High	English Learner	39	Green	64.1%	High
C	2	8196	Monsenor Oscar Romero Charter Middle	English Learner	89	Yellow	52.8%	Medium
C	1	2451	STEM Preparatory Elementary	English Learner	25	Orange	36.0%	Low
C	2	7029	Synergy Charter Academy	English Learner	104	Blue	66.3%	Very High
C	2	8018	Synergy Kinetic Academy	English Learner	64	Yellow	50.0%	Medium
C	2	7597	University Preparatory Value High	English Learner	54	Red	29.6%	Very Low
C	2	5984	Vista Charter Middle	English Learner	68	Orange	38.2%	Low
C	2	5270	Vista Horizon Global Academy	English Learner	--	--	--	--
Schools Within the Community* Median					**114**	**Orange**	**44.0%**	**Low**
State of California					**844,257**	**Yellow**	**48.3%**	**Medium**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*

Academic Performance - College / Career

This report shows whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. It displays the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	--	--	--	--	--
C	2	7274	Twentieth Street Elementary	All Students	--	--	--	--	--
C	1	7301	Twenty-Fourth Street Elementary	All Students	--	--	--	--	--
C	2	7288	Twenty-Eighth Street Elementary	All Students	--	--	--	--	--
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	73	Orange	43.8%	-13.5%	Maintained
W	1	6781	Sixth Avenue Elementary	All Students	--	--	--	--	--
C	2	5505	Ninth Street Elementary	All Students	--	--	--	--	--
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	115	Orange	27.0%	-17.8%	Declined
C	2	8009	John Adams Middle	All Students	--	--	--	--	--
C	2	2041	Alexandria Avenue Elementary	All Students	--	--	--	--	--
C	2	2369	Ambassador School-Global Education	All Students	--	--	--	--	--
C	2	7771	Ambassador-Global Leadership	All Students	83	Orange	32.5%	-5.4%	Declined
E	2	2137	Ann Street Elementary	All Students	--	--	--	--	--
W	1	2192	Arlington Heights Elementary	All Students	--	--	--	--	--
C	2	8543	Belmont Senior High	All Students	303	Orange	30.7%	-5.9%	Declined
C	2	8057	Berendo Middle	All Students	--	--	--	--	--
W	1	7164	Birdielee V. Bright Elementary	All Students	--	--	--	--	--
C	2	2699	Cahuenga Elementary	All Students	--	--	--	--	--
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	--	--	--	--	--
C	5	8094	George Washington Carver Middle	All Students	--	--	--	--	--
C	2	2863	Castelar Street Elementary	All Students	--	--	--	--	--
C	2	8045	Sal Castro Middle	All Students	--	--	--	--	--
C	2	8062	William Jefferson Clinton Middle	All Students	--	--	--	--	--
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	--	--	--	--	--
C	2	3192	Commonwealth Avenue Elementary	All Students	--	--	--	--	--

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	111	Green	65.8%	17.9%	Increased
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	338	Green	55.0%	-0.4%	Increased
C	5	3356	Dayton Heights Elementary	All Students	--	--	--	--	--
C	2	2386	Frank del Olmo Elementary	All Students	--	--	--	--	--
C	2	8738	Downtown Business High	All Students	220	Blue	80.9%	3.4%	Increased Significantly
C	2	8710	Early College Academy-LA Trade Tech College	All Students	36	Yellow	19.4%	8.2%	Declined
C	2	2383	Esperanza Elementary	All Students	--	--	--	--	--
C	1	8132	Foshay Learning Center	All Students	164	Yellow	55.5%	-7.7%	Increased
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	--	--	--	--	--
C	5	4681	Harmony Elementary	All Students	--	--	--	--	--
W	2	2042	Harvard Elementary	All Students	--	--	--	--	--
C	2	4548	Hobart Boulevard Elementary	All Students	--	--	--	--	--
C	2	4589	Hoover Street Elementary	All Students	--	--	--	--	--
C	2	2944	Dolores Huerta Elementary	All Students	--	--	--	--	--
C	5	8714	Thomas Jefferson Senior High	All Students	148	Yellow	31.8%	3.3%	Declined
C	2	2943	Quincy Jones Elementary	All Students	--	--	--	--	--
C	2	2701	Charles H. Kim Elementary	All Students	--	--	--	--	--
C	2	8064	Young Oak Kim Academy	All Students	--	--	--	--	--
C	1	6534	Martin Luther King Jr. Elementary	All Students	--	--	--	--	--
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	81	Orange	32.1%	-13.4%	Declined
C	2	8501	Los Angeles High School of the Arts	All Students	122	Orange	36.9%	-6.0%	Maintained
C	2	2543	Lafayette Park Primary Center	All Students	--	--	--	--	--
C	2	2393	Lake Street Primary	All Students	--	--	--	--	--
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	--	--	--	--	--
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	--	--	--	--	--
C	2	8058	John H. Liechty Middle	All Students	--	--	--	--	--
C	7	4680	Ricardo Lizarraga Elementary	All Students	--	--	--	--	--
C	5	4904	Logan Academy of Global Ecology	All Students	--	--	--	--	--
C	2	4982	Los Angeles Elementary	All Students	--	--	--	--	--
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	--	--	--	--	--
C	1	5113	John W. Mack Elementary	All Students	--	--	--	--	--

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5055	Magnolia Avenue Elementary	All Students	--	--	--	--	--
C	1	8743	Manual Arts Senior High	All Students	427	Yellow	33.0%	5.8%	Declined
C	2	7220	Maple Primary Center	All Students	--	--	--	--	--
C	2	4983	Mariposa-Nabi Primary Center	All Students	--	--	--	--	--
C	5	5205	Mayberry Street Elementary	All Students	--	--	--	--	--
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	254	Orange	40.2%	-4.9%	Maintained
C	1	5247	Menlo Avenue Elementary	All Students	--	--	--	--	--
C	5	5288	Micheltorena Street Elementary	All Students	--	--	--	--	--
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	--	--	--	--	--
C	5	7614	NAVA College Preparatory Academy	All Students	171	Green	38.0%	2.1%	Maintained
C	2	5173	Dr. Julian Nava Learning Academy	All Students	--	--	--	--	--
C	5	5466	Nevin Avenue Elementary	All Students	--	--	--	--	--
C	2	7783	New Open World Academy K-12	All Students	88	Orange	31.8%	1.8%	Declined
C	2	5699	Norwood Street Elementary	All Students	--	--	--	--	--
C	2	2392	Olympic Primary Center	All Students	--	--	--	--	--
C	2	8853	Orthopaedic Hospital	All Students	182	Yellow	58.8%	-5.9%	Increased
W	1	4980	Pio Pico Middle	All Students	--	--	--	--	--
C	2	3247	Betty Plasencia Elementary	All Students	--	--	--	--	--
C	2	2384	Leo Politi Elementary	All Students	--	--	--	--	--
C	2	6370	Rosemont Avenue Elementary	All Students	--	--	--	--	--
C	2	8544	Edward R. Roybal Learning Center	All Students	253	Green	43.5%	10.4%	Maintained
C	2	6507	San Pedro Street Elementary	All Students	--	--	--	--	--
C	2	8716	Santee Education Complex	All Students	456	Green	39.0%	4.2%	Maintained
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	99	Orange	20.2%	-7.8%	Declined
C	2	8206	School for the Visual Arts and Humanities	All Students	118	Green	38.1%	3.1%	Maintained
C	2	7219	Trinity Street Elementary	All Students	--	--	--	--	--
C	2	7780	UCLA Community K-12	All Students	105	Green	52.4%	9.2%	Maintained
C	2	7356	Union Avenue Elementary	All Students	--	--	--	--	--
C	1	7479	Vermont Avenue Elementary	All Students	--	--	--	--	--
C	2	8462	Virgil Middle	All Students	--	--	--	--	--
C	5	7589	Wadsworth Avenue Elementary	All Students	--	--	--	--	--

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
C	1	7151	Lenicia B. Weemes Elementary	All Students	--	--	--	--	--
C	2	8748	West Adams Preparatory High	All Students	336	Green	40.8%	11.9%	Maintained
C	7	7654	West Vernon Avenue Elementary	All Students	--	--	--	--	--
C	2	2542	Charles White Elementary	All Students	--	--	--	--	--
W	2	2619	Wilshire Park Elementary	All Students	--	--	--	--	--
W	2	7808	Wilton Place Elementary	All Students	--	--	--	--	--
C	7	2015	Accelerated	All Students	--	--	--	--	--
C	2	2013	Accelerated Charter Elementary	All Students	--	--	--	--	--
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	--	--	--	--	--
C	2	8823	Alliance Dr. Olga Mohan High	All Students	99	Blue	77.8%	-0.9%	Increased Significantly
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	131	Blue	70.2%	1.6%	Increased Significantly
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	133	Blue	78.9%	9.4%	Increased Significantly
C	2	7685	Alliance Ted K. Tajima High	All Students	62	Blue	82.3%	21.1%	Increased Significantly
C	2	8818	Animo Jackie Robinson High	All Students	148	Orange	49.3%	-2.0%	Maintained
C	5	5981	Animo Jefferson Charter Middle	All Students	--	--	--	--	--
C	5	8817	Animo Ralph Bunche Charter High	All Students	144	Orange	38.2%	-14.6%	Maintained
C	7	8828	Wallis Annenberg High	All Students	107	Orange	32.7%	-20.7%	Declined
C	2	5987	Camino Nuevo Charter Academy #2	All Students	--	--	--	--	--
C	2	2017	Camino Nuevo Charter Academy	All Students	--	--	--	--	--
C	5	2251	Camino Nuevo Charter Academy #4	All Students	--	--	--	--	--
C	2	2157	Camino Nuevo Elementary School #3	All Students	--	--	--	--	--
C	2	7624	Camino Nuevo High #2	All Students	110	Orange	40.9%	-26.6%	Maintained
C	5	3284	Center for Advanced Learning	All Students	--	--	--	--	--
C	2	8719	Central City Value	All Students	113	Green	46.9%	2.9%	Maintained
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	--	--	--	--	--
W	1	2271	City Language Immersion Charter	All Students	--	--	--	--	--
C	1	5983	Crown Preparatory Academy	All Students	--	--	--	--	--
C	2	4765	Downtown Value	All Students	--	--	--	--	--
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	130	Green	74.6%	-3.3%	Increased Significantly

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
	2	7551	Equitas Academy 4	All Students	--	--	--	--	--
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	--	--	--	--	--
C	2	5190	Equitas Academy #2	All Students	--	--	--	--	--
E	2	2280	Equitas Academy #3 Charter	All Students	--	--	--	--	--
C	2	5220	Everest Value	All Students	--	--	--	--	--
C	5	4034	Gabriella Charter	All Students	--	--	--	--	--
	2	7552	Gabriella Charter 2	All Students	--	--	--	--	--
C	2	2281	Global Education Academy 2	All Students	--	--	--	--	--
C	1	2025	Global Education Academy	All Students	--	--	--	--	--
C	5	5187	KIPP Scholar Academy	All Students	--	--	--	--	--
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	63	Orange	46.0%	-6.1%	Maintained
W	4	4783	Larchmont Charter	All Students	110	Blue	77.3%	8.9%	Increased Significantly
W	1	8013	Magnolia Science Academy 6	All Students	--	--	--	--	--
W	1	7674	Math and Science College Preparatory	All Students	155	Yellow	59.4%	-2.9%	Increased
C	2	2023	N.E.W. Academy of Science and Arts	All Students	--	--	--	--	--
C	2	8260	New Designs Charter	All Students	85	Blue	81.2%	-0.3%	Increased Significantly
W	1	5583	New Heights Charter	All Students	--	--	--	--	--
C	2	8775	New Village Girls Academy	All Students	24	No Color	20.8%	20.8%	Declined
E	2	2615	Para Los Niños Charter	All Students	--	--	--	--	--
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	--	--	--	--	--
C	2	8016	Para Los Niños Middle	All Students	--	--	--	--	--
C	2	5177	Rise Kohyang Middle	All Students	--	--	--	--	--
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--
XR	3	7579	Rise Kohyang High	All Students	--	--	--	--	--
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	--	--	--	--	--
C	1	2451	STEM Preparatory Elementary	All Students	--	--	--	--	--
C	2	7029	Synergy Charter Academy	All Students	--	--	--	--	--
C	2	8018	Synergy Kinetic Academy	All Students	--	--	--	--	--
C	2	7597	University Preparatory Value High	All Students	117	No Color	50.4%	--	Maintained

College / Career Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 percentage of prepared students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5984	Vista Charter Middle	All Students	--	--	--	--	--
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--
Schools Within the Community* Median					**118**	**Yellow**	**43.5%**	**-0.4%**	**Maintained**
State of California					**504,059**	**Yellow**	**44.1%**	**1.8%**	**Maintained**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*
Chronic Absenteeism

This report displays the percentage of students in Kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 5 = Declined Significantly, 4 = Declined, 3 = Maintained, 2 = Increased, 1 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	646	Red	13.2%	6.1%	Increased Significantly
C	2	7274	Twentieth Street Elementary	All Students	629	Red	20.3%	7.5%	Increased Significantly
C	1	7301	Twenty-Fourth Street Elementary	All Students	626	Red	18.4%	10.0%	Increased Significantly
C	2	7288	Twenty-Eighth Street Elementary	All Students	728	Red	20.6%	11.7%	Increased Significantly
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	704	Red	13.5%	6.9%	Increased Significantly
W	1	6781	Sixth Avenue Elementary	All Students	566	Red	35.2%	18.2%	Increased Significantly
C	2	5505	Ninth Street Elementary	All Students	377	Orange	19.4%	2.1%	Increased
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	--	--	--	--	--
C	2	8009	John Adams Middle	All Students	937	Red	12.6%	5.1%	Increased Significantly
C	2	2041	Alexandria Avenue Elementary	All Students	741	Red	15.5%	7.1%	Increased Significantly
C	2	2369	Ambassador School-Global Education	All Students	383	Red	12.3%	5.7%	Increased Significantly
C	2	7771	Ambassador-Global Leadership	All Students	225	Red	16.9%	11.0%	Increased Significantly
E	2	2137	Ann Street Elementary	All Students	100	Orange	16.0%	1.0%	Increased
W	1	2192	Arlington Heights Elementary	All Students	433	Red	22.4%	8.7%	Increased Significantly
C	2	8543	Belmont Senior High	All Students	--	--	--	--	--
C	2	8057	Berendo Middle	All Students	855	Orange	11.5%	2.1%	Increased
W	1	7164	Birdielee V. Bright Elementary	All Students	604	Red	19.7%	7.0%	Increased Significantly
C	2	2699	Cahuenga Elementary	All Students	471	Orange	10.0%	5.2%	Increased Significantly
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	624	Red	18.3%	4.2%	Increased Significantly
C	5	8094	George Washington Carver Middle	All Students	806	Red	22.8%	8.8%	Increased Significantly
C	2	2863	Castelar Street Elementary	All Students	654	Orange	8.1%	3.2%	Increased Significantly
C	2	8045	Sal Castro Middle	All Students	342	Red	22.8%	9.5%	Increased Significantly
C	2	8062	William Jefferson Clinton Middle	All Students	858	Red	18.8%	11.4%	Increased Significantly
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	671	Red	25.8%	12.1%	Increased Significantly
C	2	3192	Commonwealth Avenue Elementary	All Students	697	Red	20.2%	7.1%	Increased Significantly
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	--	--	--	--	--
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	--	--	--	--	--

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
C	5	3356	Dayton Heights Elementary	All Students	414	Red	19.3%	10.0%	Increased Significantly
C	2	2386	Frank del Olmo Elementary	All Students	780	Red	12.3%	3.5%	Increased Significantly
C	2	8738	Downtown Business High	All Students	--	--	--	--	--
C	2	8710	Early College Academy-LA Trade Tech College	All Students	--	--	--	--	--
C	2	2383	Esperanza Elementary	All Students	859	Red	12.2%	5.8%	Increased Significantly
C	1	8132	Foshay Learning Center	All Students	1,133	Red	17.1%	6.8%	Increased Significantly
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	524	Orange	11.3%	2.5%	Increased
C	5	4681	Harmony Elementary	All Students	622	Red	26.7%	12.2%	Increased Significantly
W	2	2042	Harvard Elementary	All Students	401	Red	14.0%	6.6%	Increased Significantly
C	2	4548	Hobart Boulevard Elementary	All Students	656	Red	11.3%	7.0%	Increased Significantly
C	2	4589	Hoover Street Elementary	All Students	781	Red	13.8%	6.7%	Increased Significantly
C	2	2944	Dolores Huerta Elementary	All Students	429	Red	13.5%	7.0%	Increased Significantly
C	5	8714	Thomas Jefferson Senior High	All Students	--	--	--	--	--
C	2	2943	Quincy Jones Elementary	All Students	323	Red	12.4%	8.3%	Increased Significantly
C	2	2701	Charles H. Kim Elementary	All Students	667	Orange	8.1%	2.6%	Increased
C	2	8064	Young Oak Kim Academy	All Students	888	Red	14.1%	5.6%	Increased Significantly
C	1	6534	Martin Luther King Jr. Elementary	All Students	457	Red	25.6%	8.5%	Increased Significantly
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	--	--	--	--	--
C	2	8501	Los Angeles High School of the Arts	All Students	--	--	--	--	--
C	2	2543	Lafayette Park Primary Center	All Students	85	Red	22.4%	6.6%	Increased
C	2	2393	Lake Street Primary	All Students	195	Red	26.2%	5.9%	Increased Significantly
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	562	Red	23.3%	8.7%	Increased Significantly
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	662	Orange	8.9%	4.9%	Increased Significantly
C	2	8058	John H. Liechty Middle	All Students	1,014	Orange	13.2%	2.8%	Increased
C	7	4680	Ricardo Lizarraga Elementary	All Students	644	Red	28.3%	15.1%	Increased Significantly
C	5	4904	Logan Academy of Global Ecology	All Students	397	Red	23.9%	15.4%	Increased Significantly
C	2	4982	Los Angeles Elementary	All Students	758	Red	16.4%	6.5%	Increased Significantly
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	549	Orange	9.8%	4.6%	Increased Significantly
C	1	5113	John W. Mack Elementary	All Students	381	Red	24.4%	7.5%	Increased Significantly
C	2	5055	Magnolia Avenue Elementary	All Students	882	Red	15.3%	4.9%	Increased Significantly
C	1	8743	Manual Arts Senior High	All Students	--	--	--	--	--

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7220	Maple Primary Center	All Students	203	Red	32.5%	9.3%	Increased Significantly
C	2	4983	Mariposa-Nabi Primary Center	All Students	159	Red	17.0%	7.0%	Increased Significantly
C	5	5205	Mayberry Street Elementary	All Students	267	Red	24.3%	6.9%	Increased Significantly
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	--	--	--	--	--
C	1	5247	Menlo Avenue Elementary	All Students	538	Red	21.9%	7.6%	Increased Significantly
C	5	5288	Micheltorena Street Elementary	All Students	392	Red	17.1%	10.8%	Increased Significantly
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	243	Red	12.8%	7.1%	Increased Significantly
C	5	7614	NAVA College Preparatory Academy	All Students	--	--	--	--	--
C	2	5173	Dr. Julian Nava Learning Academy	All Students	819	Red	17.3%	9.2%	Increased Significantly
C	5	5466	Nevin Avenue Elementary	All Students	660	Red	15.8%	7.7%	Increased Significantly
C	2	7783	New Open World Academy K-12	All Students	774	Red	15.5%	8.1%	Increased Significantly
C	2	5699	Norwood Street Elementary	All Students	496	Red	22.6%	11.6%	Increased Significantly
C	2	2392	Olympic Primary Center	All Students	179	Red	24.0%	11.5%	Increased Significantly
C	2	8853	Orthopaedic Hospital	All Students	--	--	--	--	--
W	1	4980	Pio Pico Middle	All Students	520	Red	21.0%	7.6%	Increased Significantly
C	2	3247	Betty Plasencia Elementary	All Students	586	Red	22.0%	9.6%	Increased Significantly
C	2	2384	Leo Politi Elementary	All Students	740	Red	18.4%	9.0%	Increased Significantly
C	2	6370	Rosemont Avenue Elementary	All Students	272	Red	17.6%	4.7%	Increased Significantly
C	2	8544	Edward R. Roybal Learning Center	All Students	--	--	--	--	--
C	2	6507	San Pedro Street Elementary	All Students	717	Red	15.1%	7.9%	Increased Significantly
C	2	8716	Santee Education Complex	All Students	--	--	--	--	--
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	--	--	--	--	--
C	2	8206	School for the Visual Arts and Humanities	All Students	--	--	--	--	--
C	2	7219	Trinity Street Elementary	All Students	288	Red	17.7%	9.1%	Increased Significantly
C	2	7780	UCLA Community K-12	All Students	559	Red	13.2%	4.5%	Increased Significantly
C	2	7356	Union Avenue Elementary	All Students	1,153	Red	17.1%	10.0%	Increased Significantly
C	1	7479	Vermont Avenue Elementary	All Students	592	Red	15.2%	3.6%	Increased Significantly
C	2	8462	Virgil Middle	All Students	1,189	Red	14.6%	4.6%	Increased Significantly
C	5	7589	Wadsworth Avenue Elementary	All Students	742	Red	22.9%	10.2%	Increased Significantly
C	1	7151	Lenicia B. Weemes Elementary	All Students	540	Red	20.4%	9.7%	Increased Significantly
C	2	8748	West Adams Preparatory High	All Students	--	--	--	--	--

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
C	7	7654	West Vernon Avenue Elementary	All Students	772	Red	11.4%	5.3%	Increased Significantly
C	2	2542	Charles White Elementary	All Students	339	Red	18.0%	12.1%	Increased Significantly
W	2	2619	Wilshire Park Elementary	All Students	453	Red	15.7%	5.9%	Increased Significantly
W	2	7808	Wilton Place Elementary	All Students	509	Red	15.9%	6.6%	Increased Significantly
C	7	2015	Accelerated	All Students	770	Red	18.6%	10.2%	Increased Significantly
C	2	2013	Accelerated Charter Elementary	All Students	484	Red	14.0%	7.5%	Increased Significantly
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	646	Red	17.2%	5.8%	Increased Significantly
C	2	8823	Alliance Dr. Olga Mohan High	All Students	--	--	--	--	--
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	454	Green	3.7%	-1.3%	Declined
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	--	--	--	--	--
C	2	7685	Alliance Ted K. Tajima High	All Students	--	--	--	--	--
C	2	8818	Animo Jackie Robinson High	All Students	--	--	--	--	--
C	5	5981	Animo Jefferson Charter Middle	All Students	563	Red	10.7%	4.6%	Increased Significantly
C	5	8817	Animo Ralph Bunche Charter High	All Students	--	--	--	--	--
C	7	8828	Wallis Annenberg High	All Students	--	--	--	--	--
C	2	5987	Camino Nuevo Charter Academy #2	All Students	713	Orange	9.8%	0.6%	Increased
C	2	2017	Camino Nuevo Charter Academy	All Students	568	Green	4.6%	-1.8%	Declined
C	5	2251	Camino Nuevo Charter Academy #4	All Students	659	Yellow	14.1%	-0.7%	Declined
C	2	2157	Camino Nuevo Elementary School #3	All Students	817	Orange	14.1%	2.0%	Increased
C	2	7624	Camino Nuevo High #2	All Students	--	--	--	--	--
C	5	3284	Center for Advanced Learning	All Students	343	Orange	7.0%	2.8%	Increased
C	2	8719	Central City Value	All Students	--	--	--	--	--
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	784	Yellow	12.0%	-3.6%	Declined Significantly
W	1	2271	City Language Immersion Charter	All Students	413	Yellow	7.5%	-0.3%	Maintained
C	1	5983	Crown Preparatory Academy	All Students	450	Red	11.1%	3.6%	Increased Significantly
C	2	4765	Downtown Value	All Students	461	Blue	1.7%	-0.2%	Maintained
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	--	--	--	--	--
	2	7551	Equitas Academy 4	All Students	148	Orange	14.2%	9.4%	Increased
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	466	Orange	7.5%	1.8%	Increased
C	2	5190	Equitas Academy #2	All Students	394	Red	10.4%	4.4%	Increased Significantly
E	2	2280	Equitas Academy #3 Charter	All Students	410	Orange	9.5%	2.7%	Increased
C	2	5220	Everest Value	All Students	246	Green	3.7%	-1.0%	Declined
C	5	4034	Gabriella Charter	All Students	463	Yellow	4.3%	1.5%	Increased
	2	7552	Gabriella Charter 2	All Students	191	Yellow	14.1%	-3.2%	Declined Significantly
C	2	2281	Global Education Academy 2	All Students	167	Red	15.0%	10.8%	Increased Significantly
C	1	2025	Global Education Academy	All Students	250	Orange	8.8%	1.0%	Increased
C	5	5187	KIPP Scholar Academy	All Students	384	Yellow	14.1%	-6.0%	Declined Significantly
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	105	Green	6.7%	-4.0%	Declined
W	4	4783	Larchmont Charter	All Students	1,087	Green	5.2%	-0.8%	Declined
W	1	8013	Magnolia Science Academy 6	All Students	163	Red	14.1%	12.9%	Increased Significantly
W	1	7674	Math and Science College Preparatory	All Students	--	--	--	--	--
C	2	2023	N.E.W. Academy of Science and Arts	All Students	417	Orange	6.2%	5.2%	Increased Significantly
C	2	8260	New Designs Charter	All Students	407	Blue	2.5%	-7.2%	Declined Significantly
W	1	5583	New Heights Charter	All Students	427	Red	10.3%	4.2%	Increased Significantly
C	2	8775	New Village Girls Academy	All Students	--	--	--	--	--
E	2	2615	Para Los Niños Charter	All Students	373	Orange	9.1%	0.7%	Increased
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	305	Red	23.3%	4.5%	Increased Significantly
C	2	8016	Para Los Niños Middle	All Students	343	Red	13.4%	5.6%	Increased Significantly
C	2	5177	Rise Kohyang Middle	All Students	405	Orange	11.1%	0.2%	Maintained
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--
XR	3	7579	Rise Kohyang High	All Students	--	--	--	--	--
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	351	Green	6.8%	-0.8%	Declined
C	1	2451	STEM Preparatory Elementary	All Students	156	No Color	21.2%	0.0%	No Data
C	2	7029	Synergy Charter Academy	All Students	313	Yellow	3.8%	0.6%	Increased
C	2	8018	Synergy Kinetic Academy	All Students	473	Green	5.5%	-1.4%	Declined
C	2	7597	University Preparatory Value High	All Students	--	--	--	--	--
C	2	5984	Vista Charter Middle	All Students	416	Orange	13.5%	1.8%	Increased
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--

Chronic Absenteeism - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of students enrolled who met criteria	2019 Color	School 2019 Chronic Absenteeism Percentage	Change	Change Level
Schools Within a Three Mile Radius									
Schools Within the Community* Median					**502.5**	**Red**	**14.4%**	**4.4%**	**Increased Significantly**
State of California					**4,279,575**	**Orange**	**10.1%**	**1.1%**	**Increased**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*
Suspension Rate Indicator

Suspension Rate: The percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	668	Blue	0.0%	-0.3%	Declined
C	2	7274	Twentieth Street Elementary	All Students	641	Blue	0.0%	0.0%	Maintained
C	1	7301	Twenty-Fourth Street Elementary	All Students	639	Blue	0.3%	0.2%	Maintained
C	2	7288	Twenty-Eighth Street Elementary	All Students	744	Blue	0.0%	0.0%	Maintained
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	1,036	Blue	0.3%	0.0%	Maintained
W	1	6781	Sixth Avenue Elementary	All Students	593	Blue	0.2%	-0.6%	Declined
C	2	5505	Ninth Street Elementary	All Students	434	Blue	0.0%	-0.8%	Declined
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	500	Blue	0.2%	-0.2%	Maintained
C	2	8009	John Adams Middle	All Students	961	Yellow	0.6%	0.5%	Increased
C	2	2041	Alexandria Avenue Elementary	All Students	761	Blue	0.1%	0.1%	Maintained
C	2	2369	Ambassador School-Global Education	All Students	401	Blue	0.0%	0.0%	Maintained
C	2	7771	Ambassador-Global Leadership	All Students	587	Blue	0.2%	-0.1%	Maintained
E	2	2137	Ann Street Elementary	All Students	100	Blue	0.0%	0.0%	Maintained
W	1	2192	Arlington Heights Elementary	All Students	453	Blue	0.4%	0.2%	Maintained
C	2	8543	Belmont Senior High	All Students	1,040	Blue	0.0%	0.0%	Maintained
C	2	8057	Berendo Middle	All Students	877	Green	0.7%	0.0%	Maintained
W	1	7164	Birdielee V. Bright Elementary	All Students	623	Blue	0.2%	-0.8%	Declined
C	2	2699	Cahuenga Elementary	All Students	490	Blue	0.0%	0.0%	Maintained
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	649	Blue	0.3%	0.0%	Maintained
C	5	8094	George Washington Carver Middle	All Students	835	Green	1.8%	-1.0%	Declined
C	2	2863	Castelar Street Elementary	All Students	674	Blue	0.0%	0.0%	Maintained
C	2	8045	Sal Castro Middle	All Students	355	Yellow	1.7%	0.9%	Increased
C	2	8062	William Jefferson Clinton Middle	All Students	878	Blue	0.5%	0.2%	Maintained
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	691	Yellow	2.3%	0.2%	Maintained
C	2	3192	Commonwealth Avenue Elementary	All Students	715	Blue	0.0%	-0.4%	Declined
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	491	Blue	0.2%	0.0%	Maintained

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	1,296	Blue	0.2%	0.2%	Maintained
C	5	3356	Dayton Heights Elementary	All Students	432	Blue	0.0%	0.0%	Maintained
C	2	2386	Frank del Olmo Elementary	All Students	800	Blue	0.1%	0.0%	Maintained
C	2	8738	Downtown Business High	All Students	1,055	Blue	0.0%	-0.1%	Maintained
C	2	8710	Early College Academy-LA Trade Tech College	All Students	132	Blue	0.0%	0.0%	Maintained
C	2	2383	Esperanza Elementary	All Students	900	Blue	0.0%	0.0%	Maintained
C	1	8132	Foshay Learning Center	All Students	1,935	Blue	0.8%	-0.8%	Declined
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	550	Blue	0.0%	0.0%	Maintained
C	5	4681	Harmony Elementary	All Students	646	Blue	0.5%	0.2%	Maintained
W	2	2042	Harvard Elementary	All Students	410	Blue	0.0%	0.0%	Maintained
C	2	4548	Hobart Boulevard Elementary	All Students	675	Blue	0.0%	0.0%	Maintained
C	2	4589	Hoover Street Elementary	All Students	795	Blue	0.0%	0.0%	Maintained
C	2	2944	Dolores Huerta Elementary	All Students	439	Blue	0.0%	0.0%	Maintained
C	5	8714	Thomas Jefferson Senior High	All Students	734	Yellow	0.8%	0.3%	Increased
C	2	2943	Quincy Jones Elementary	All Students	337	Green	0.3%	0.3%	Increased
C	2	2701	Charles H. Kim Elementary	All Students	684	Blue	0.0%	0.0%	Maintained
C	2	8064	Young Oak Kim Academy	All Students	909	Blue	0.2%	-1.3%	Declined
C	1	6534	Martin Luther King Jr. Elementary	All Students	482	Green	0.6%	-0.3%	Declined
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	411	Yellow	1.0%	0.7%	Increased
C	2	8501	Los Angeles High School of the Arts	All Students	482	Blue	0.2%	0.0%	Maintained
C	2	2543	Lafayette Park Primary Center	All Students	91	Blue	0.0%	0.0%	Maintained
C	2	2393	Lake Street Primary	All Students	202	Blue	0.0%	0.0%	Maintained
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	596	Blue	0.2%	0.2%	Maintained
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	677	Blue	0.0%	-0.1%	Maintained
C	2	8058	John H. Liechty Middle	All Students	1,034	Blue	0.1%	-2.8%	Declined
C	7	4680	Ricardo Lizarraga Elementary	All Students	664	Blue	0.0%	0.0%	Maintained
C	5	4904	Logan Academy of Global Ecology	All Students	406	Blue	0.0%	0.0%	Maintained
C	2	4982	Los Angeles Elementary	All Students	781	Blue	0.0%	0.0%	Maintained
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	577	Blue	0.0%	0.0%	Maintained
C	1	5113	John W. Mack Elementary	All Students	411	Blue	0.2%	0.2%	Maintained
C	2	5055	Magnolia Avenue Elementary	All Students	913	Green	0.4%	0.3%	Increased

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	1	8743	Manual Arts Senior High	All Students	1,510	Blue	0.2%	-0.1%	Maintained
C	2	7220	Maple Primary Center	All Students	212	Blue	0.0%	0.0%	Maintained
C	2	4983	Mariposa-Nabi Primary Center	All Students	166	Blue	0.0%	0.0%	Maintained
C	5	5205	Mayberry Street Elementary	All Students	270	Blue	0.4%	-0.6%	Declined
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	1,126	Blue	0.1%	-0.1%	Maintained
C	1	5247	Menlo Avenue Elementary	All Students	564	Orange	1.1%	0.7%	Increased
C	5	5288	Micheltorena Street Elementary	All Students	402	Blue	0.0%	0.0%	Maintained
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	244	Blue	0.0%	0.0%	Maintained
C	5	7614	NAVA College Preparatory Academy	All Students	796	Blue	0.3%	-0.2%	Maintained
C	2	5173	Dr. Julian Nava Learning Academy	All Students	845	Blue	0.5%	-2.5%	Declined
C	5	5466	Nevin Avenue Elementary	All Students	684	Blue	0.3%	0.1%	Maintained
C	2	7783	New Open World Academy K-12	All Students	1,202	Blue	0.3%	-0.2%	Maintained
C	2	5699	Norwood Street Elementary	All Students	519	Blue	0.2%	0.2%	Maintained
C	2	2392	Olympic Primary Center	All Students	183	Blue	0.0%	0.0%	Maintained
C	2	8853	Orthopaedic Hospital	All Students	844	Blue	0.0%	-0.7%	Declined
W	1	4980	Pio Pico Middle	All Students	532	Orange	2.3%	0.6%	Increased
C	2	3247	Betty Plasencia Elementary	All Students	595	Blue	0.0%	0.0%	Maintained
C	2	2384	Leo Politi Elementary	All Students	765	Blue	0.0%	0.0%	Maintained
C	2	6370	Rosemont Avenue Elementary	All Students	283	Blue	0.0%	0.0%	Maintained
C	2	8544	Edward R. Roybal Learning Center	All Students	912	Blue	0.2%	0.1%	Maintained
C	2	6507	San Pedro Street Elementary	All Students	733	Blue	0.0%	-0.4%	Declined
C	2	8716	Santee Education Complex	All Students	2,070	Blue	0.0%	0.0%	Maintained
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	530	Green	0.9%	0.2%	Maintained
C	2	8206	School for the Visual Arts and Humanities	All Students	471	Green	0.4%	0.4%	Increased
C	2	7219	Trinity Street Elementary	All Students	296	Blue	0.0%	-0.3%	Declined
C	2	7780	UCLA Community K-12	All Students	1,056	Blue	0.3%	0.0%	Maintained
C	2	7356	Union Avenue Elementary	All Students	1,178	Blue	0.2%	0.1%	Maintained
C	1	7479	Vermont Avenue Elementary	All Students	614	Blue	0.0%	0.0%	Maintained
C	2	8462	Virgil Middle	All Students	1,222	Yellow	0.8%	0.5%	Increased
C	5	7589	Wadsworth Avenue Elementary	All Students	774	Green	0.3%	0.3%	Increased
C	1	7151	Lenicia B. Weemes Elementary	All Students	574	Blue	0.3%	-0.3%	Declined

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8748	West Adams Preparatory High	All Students	1,474	Blue	0.1%	-0.2%	Maintained
C	7	7654	West Vernon Avenue Elementary	All Students	789	Blue	0.0%	0.0%	Maintained
C	2	2542	Charles White Elementary	All Students	354	Yellow	0.6%	0.3%	Increased
W	2	2619	Wilshire Park Elementary	All Students	467	Blue	0.2%	0.2%	Maintained
W	2	7808	Wilton Place Elementary	All Students	533	Blue	0.0%	0.0%	Maintained
C	7	2015	Accelerated	All Students	775	Blue	0.3%	-0.1%	Maintained
C	2	2013	Accelerated Charter Elementary	All Students	487	Blue	0.0%	-0.2%	Maintained
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	651	Blue	0.2%	0.2%	Maintained
C	2	8823	Alliance Dr. Olga Mohan High	All Students	464	Orange	1.9%	1.1%	Increased
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	1,000	Yellow	1.5%	0.6%	Increased
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	566	Yellow	0.9%	0.7%	Increased
C	2	7685	Alliance Ted K. Tajima High	All Students	420	Yellow	1.0%	0.4%	Increased
C	2	8818	Animo Jackie Robinson High	All Students	633	Orange	2.2%	0.8%	Increased
C	5	5981	Animo Jefferson Charter Middle	All Students	573	Green	3.7%	-6.4%	Declined Significantly
C	5	8817	Animo Ralph Bunche Charter High	All Students	635	Green	1.6%	-4.6%	Declined Significantly
C	7	8828	Wallis Annenberg High	All Students	534	Orange	2.8%	0.3%	Increased
C	2	5987	Camino Nuevo Charter Academy #2	All Students	720	Orange	1.5%	0.5%	Increased
C	2	2017	Camino Nuevo Charter Academy	All Students	569	Green	0.7%	-0.7%	Declined
C	5	2251	Camino Nuevo Charter Academy #4	All Students	675	Green	2.2%	-0.4%	Declined
C	2	2157	Camino Nuevo Elementary School #3	All Students	838	Green	1.2%	-2.9%	Declined Significantly
C	2	7624	Camino Nuevo High #2	All Students	479	Green	1.3%	-1.6%	Declined
C	5	3284	Center for Advanced Learning	All Students	351	Yellow	0.6%	0.6%	Increased
C	2	8719	Central City Value	All Students	501	Green	0.8%	-1.0%	Declined
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	831	Yellow	1.8%	0.2%	Maintained
W	1	2271	City Language Immersion Charter	All Students	415	Blue	0.0%	-0.3%	Declined
C	1	5983	Crown Preparatory Academy	All Students	454	Orange	2.6%	0.8%	Increased
C	2	4765	Downtown Value	All Students	474	Green	0.8%	0.0%	Maintained
C	2	7555	Ednovate - Brio College Prep	All Students	215	Red	15.3%	4.7%	Increased Significantly
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	530	Green	4.5%	-2.2%	Declined Significantly
	2	7551	Equitas Academy 4	All Students	152	Blue	0.0%	0.0%	Maintained

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	472	Blue	0.0%	0.0%	Maintained
C	2	5190	Equitas Academy #2	All Students	399	Blue	0.0%	-1.3%	Declined
E	2	2280	Equitas Academy #3 Charter	All Students	415	Blue	0.0%	0.0%	Maintained
C	2	5220	Everest Value	All Students	246	Blue	0.4%	-0.7%	Declined
C	5	4034	Gabriella Charter	All Students	468	Yellow	1.7%	0.1%	Maintained
	2	7552	Gabriella Charter 2	All Students	198	Green	0.5%	0.5%	Increased
C	2	2281	Global Education Academy 2	All Students	170	Blue	0.0%	0.0%	Maintained
C	1	2025	Global Education Academy	All Students	253	Blue	0.0%	-0.8%	Declined
C	5	5187	KIPP Scholar Academy	All Students	401	Yellow	2.2%	0.0%	Maintained
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	334	Green	0.3%	0.3%	Increased
W	4	4783	Larchmont Charter	All Students	1,548	Yellow	1.4%	0.3%	Increased
W	1	8013	Magnolia Science Academy 6	All Students	163	Blue	0.0%	-0.6%	Declined
W	1	7674	Math and Science College Preparatory	All Students	560	Yellow	1.4%	0.3%	Increased
C	2	2023	N.E.W. Academy of Science and Arts	All Students	423	Blue	0.0%	0.0%	Maintained
C	2	8260	New Designs Charter	All Students	886	Blue	0.5%	0.1%	Maintained
W	1	5583	New Heights Charter	All Students	441	Blue	0.0%	0.0%	Maintained
C	2	8775	New Village Girls Academy	All Students	134	Blue	0.0%	-3.2%	Declined
E	2	2615	Para Los Niños Charter	All Students	380	Yellow	1.1%	-0.2%	Maintained
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	316	Blue	0.3%	0.0%	Maintained
C	2	8016	Para Los Niños Middle	All Students	373	Yellow	2.4%	0.1%	Maintained
C	2	5177	Rise Kohyang Middle	All Students	411	Green	0.7%	-0.5%	Declined
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--
XR	3	7579	Rise Kohyang High	All Students	304	Green	0.7%	0.2%	Maintained
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	358	Yellow	12.0%	-3.0%	Declined Significantly
C	1	2451	STEM Preparatory Elementary	All Students	161	No Color	0.6%	--	No Data
C	2	7029	Synergy Charter Academy	All Students	319	Blue	0.0%	-0.3%	Declined
C	2	8018	Synergy Kinetic Academy	All Students	475	Orange	2.1%	1.1%	Increased
C	2	7597	University Preparatory Value High	All Students	492	Blue	0.2%	-1.7%	Declined
C	2	5984	Vista Charter Middle	All Students	419	Blue	0.5%	-0.7%	Declined

Suspension Rate Indicator - CA School Dashboard Indicator									
					2019				
LD	BD	Loc Code	School	Subgroup	Number of Students	2019 Color	Students suspended at least once	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--
Schools Within the Community* Median					**542**	**Blue**	**0.2%**	**0.0%**	**Maintained**
State of California					**6,362,507**	**Yellow**	**3.4%**	**-0.1%**	**Maintained**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community*
Graduation Rate Indicator

Graduation Rate: Students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Declined Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	7082	Tenth Street Elementary	All Students	--	--	--	--	--
C	2	7274	Twentieth Street Elementary	All Students	--	--	--	--	--
C	1	7301	Twenty-Fourth Street Elementary	All Students	--	--	--	--	--
C	2	7288	Twenty-Eighth Street Elementary	All Students	--	--	--	--	--
C	1	7137	Thirty-Second Street USC Performing Arts	All Students	73	Blue	100.0%	0.0%	Maintained
W	1	6781	Sixth Avenue Elementary	All Students	--	--	--	--	--
C	2	5505	Ninth Street Elementary	All Students	--	--	--	--	--
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	115	Red	62.6%	-14.8%	Declined
C	2	8009	John Adams Middle	All Students	--	--	--	--	--
C	2	2041	Alexandria Avenue Elementary	All Students	--	--	--	--	--
C	2	2369	Ambassador School-Global Education	All Students	--	--	--	--	--
C	2	7771	Ambassador-Global Leadership	All Students	85	Orange	74.1%	-5.2%	Declined
E	2	2137	Ann Street Elementary	All Students	--	--	--	--	--
W	1	2192	Arlington Heights Elementary	All Students	--	--	--	--	--
C	2	8543	Belmont Senior High	All Students	309	Red	59.9%	-4.0%	Declined
C	2	8057	Berendo Middle	All Students	--	--	--	--	--
W	1	7164	Birdielee V. Bright Elementary	All Students	--	--	--	--	--
C	2	2699	Cahuenga Elementary	All Students	--	--	--	--	--
W	1	2939	Carson-Gore Academy of Enviornmental Studies	All Students	--	--	--	--	--
C	5	8094	George Washington Carver Middle	All Students	--	--	--	--	--
C	2	2863	Castelar Street Elementary	All Students	--	--	--	--	--
C	2	8045	Sal Castro Middle	All Students	--	--	--	--	--
C	2	8062	William Jefferson Clinton Middle	All Students	--	--	--	--	--
W	1	8245	Johnnie Cochran, Jr., Middle	All Students	--	--	--	--	--
C	2	3192	Commonwealth Avenue Elementary	All Students	--	--	--	--	--

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	112	Green	83.0%	11.2%	Increased
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	338	Blue	95.0%	-1.6%	Declined
C	5	3356	Dayton Heights Elementary	All Students	--	--	--	--	--
C	2	2386	Frank del Olmo Elementary	All Students	--	--	--	--	--
C	2	8738	Downtown Business High	All Students	220	Blue	96.4%	2.2%	Increased
C	2	8710	Early College Academy-LA Trade Tech College	All Students	37	Green	89.2%	13.4%	Increased
C	2	2383	Esperanza Elementary	All Students	--	--	--	--	--
C	1	8132	Foshay Learning Center	All Students	164	Blue	100.0%	1.3%	Increased
C	2	2385	Gratts Learning Academy for Young Scholars (GLAYS)	All Students	--	--	--	--	--
C	5	4681	Harmony Elementary	All Students	--	--	--	--	--
W	2	2042	Harvard Elementary	All Students	--	--	--	--	--
C	2	4548	Hobart Boulevard Elementary	All Students	--	--	--	--	--
C	2	4589	Hoover Street Elementary	All Students	--	--	--	--	--
C	2	2944	Dolores Huerta Elementary	All Students	--	--	--	--	--
C	5	8714	Thomas Jefferson Senior High	All Students	149	Orange	73.2%	-0.6%	Maintained
C	2	2943	Quincy Jones Elementary	All Students	--	--	--	--	--
C	2	2701	Charles H. Kim Elementary	All Students	--	--	--	--	--
C	2	8064	Young Oak Kim Academy	All Students	--	--	--	--	--
C	1	6534	Martin Luther King Jr. Elementary	All Students	--	--	--	--	--
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	83	Orange	68.7%	-0.2%	Maintained
C	2	8501	Los Angeles High School of the Arts	All Students	123	Green	80.5%	5.3%	Increased
C	2	2543	Lafayette Park Primary Center	All Students	--	--	--	--	--
C	2	2393	Lake Street Primary	All Students	--	--	--	--	--
C	1	2311	Marguerite Poindexter LaMotte Elementary	All Students	--	--	--	--	--
C	2	2307	Dr. Sammy Lee Medical and Health Science Magnet Elementary	All Students	--	--	--	--	--
C	2	8058	John H. Liechty Middle	All Students	--	--	--	--	--
C	7	4680	Ricardo Lizarraga Elementary	All Students	--	--	--	--	--
C	5	4904	Logan Academy of Global Ecology	All Students	--	--	--	--	--
C	2	4982	Los Angeles Elementary	All Students	--	--	--	--	--
C	2	2544	MacArthur Park Elementary School for the Visual and Performing Arts	All Students	--	--	--	--	--
C	1	5113	John W. Mack Elementary	All Students	--	--	--	--	--

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5055	Magnolia Avenue Elementary	All Students	--	--	--	--	--
C	1	8743	Manual Arts Senior High	All Students	429	Green	80.7%	6.3%	Increased Significantly
C	2	7220	Maple Primary Center	All Students	--	--	--	--	--
C	2	4983	Mariposa-Nabi Primary Center	All Students	--	--	--	--	--
C	5	5205	Mayberry Street Elementary	All Students	--	--	--	--	--
E	2	8611	Felicitas and Gonzalo Mendez High	All Students	255	Orange	84.3%	-4.7%	Declined
C	1	5247	Menlo Avenue Elementary	All Students	--	--	--	--	--
C	5	5288	Micheltorena Street Elementary	All Students	--	--	--	--	--
W	1	3500	Mid-City's Prescott School of Enriched Sciences	All Students	--	--	--	--	--
C	5	7614	NAVA College Preparatory Academy	All Students	173	Orange	85.6%	-4.0%	Declined
C	2	5173	Dr. Julian Nava Learning Academy	All Students	--	--	--	--	--
C	5	5466	Nevin Avenue Elementary	All Students	--	--	--	--	--
C	2	7783	New Open World Academy K-12	All Students	88	Green	85.2%	8.1%	Increased
C	2	5699	Norwood Street Elementary	All Students	--	--	--	--	--
C	2	2392	Olympic Primary Center	All Students	--	--	--	--	--
C	2	8853	Orthopaedic Hospital	All Students	182	Blue	98.4%	3.6%	Increased
W	1	4980	Pio Pico Middle	All Students	--	--	--	--	--
C	2	3247	Betty Plasencia Elementary	All Students	--	--	--	--	--
C	2	2384	Leo Politi Elementary	All Students	--	--	--	--	--
C	2	6370	Rosemont Avenue Elementary	All Students	--	--	--	--	--
C	2	8544	Edward R. Roybal Learning Center	All Students	254	Green	83.1%	1.2%	Increased
C	2	6507	San Pedro Street Elementary	All Students	--	--	--	--	--
C	2	8716	Santee Education Complex	All Students	460	Yellow	78.7%	1.1%	Increased
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	99	Orange	74.8%	0.9%	Maintained
C	2	8206	School for the Visual Arts and Humanities	All Students	119	Yellow	76.5%	11.8%	Increased
C	2	7219	Trinity Street Elementary	All Students	--	--	--	--	--
C	2	7780	UCLA Community K-12	All Students	106	Yellow	83.0%	0.5%	Maintained
C	2	7356	Union Avenue Elementary	All Students	--	--	--	--	--
C	1	7479	Vermont Avenue Elementary	All Students	--	--	--	--	--
C	2	8462	Virgil Middle	All Students	--	--	--	--	--
C	5	7589	Wadsworth Avenue Elementary	All Students	--	--	--	--	--

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
C	1	7151	Lenicia B. Weemes Elementary	All Students	--	--	--	--	--
C	2	8748	West Adams Preparatory High	All Students	339	Green	80.5%	2.0%	Increased
C	7	7654	West Vernon Avenue Elementary	All Students	--	--	--	--	--
C	2	2542	Charles White Elementary	All Students	--	--	--	--	--
W	2	2619	Wilshire Park Elementary	All Students	--	--	--	--	--
W	2	7808	Wilton Place Elementary	All Students	--	--	--	--	--
C	7	2015	Accelerated	All Students	--	--	--	--	--
C	2	2013	Accelerated Charter Elementary	All Students	--	--	--	--	--
C	1	5111	Dr. Theodore T. Alexander Jr. Science Center	All Students	--	--	--	--	--
C	2	8823	Alliance Dr. Olga Mohan High	All Students	99	Blue	99.0%	0.7%	Maintained
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	131	Blue	97.0%	2.0%	Increased
C	7	8824	Alliance Patti And Peter Neuwirth Leadership Academy	All Students	134	Blue	97.0%	-1.6%	Declined
C	2	7685	Alliance Ted K. Tajima High	All Students	64	Blue	96.9%	13.3%	Increased
C	2	8818	Animo Jackie Robinson High	All Students	149	Blue	95.3%	4.9%	Increased
C	5	5981	Animo Jefferson Charter Middle	All Students	--	--	--	--	--
C	5	8817	Animo Ralph Bunche Charter High	All Students	145	Green	93.1%	1.9%	Increased
C	7	8828	Wallis Annenberg High	All Students	109	Green	89.9%	9.5%	Increased
C	2	5987	Camino Nuevo Charter Academy #2	All Students	--	--	--	--	--
C	2	2017	Camino Nuevo Charter Academy	All Students	--	--	--	--	--
C	5	2251	Camino Nuevo Charter Academy #4	All Students	--	--	--	--	--
C	2	2157	Camino Nuevo Elementary School #3	All Students	--	--	--	--	--
C	2	7624	Camino Nuevo High #2	All Students	112	Orange	89.3%	-2.0%	Declined
C	5	3284	Center for Advanced Learning	All Students	--	--	--	--	--
C	2	8719	Central City Value	All Students	113	Yellow	94.7%	-1.9%	Declined
W	5	2260	Citizens of the World Charter School Silver Lake	All Students	--	--	--	--	--
W	1	2271	City Language Immersion Charter	All Students	--	--	--	--	--
C	1	5983	Crown Preparatory Academy	All Students	--	--	--	--	--
C	2	4765	Downtown Value	All Students	--	--	--	--	--
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	7672	Ednovate - USC Hybrid High College Prep	All Students	132	Blue	97.0%	4.0%	Increased

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
	2	7551	Equitas Academy 4	All Students	--	--	--	--	--
C	2	5265	Equitas Academy 5	All Students	--	--	--	--	--
C	2	2468	Equitas Academy 6	All Students	--	--	--	--	--
C	2	2154	Equitas Academy Charter	All Students	--	--	--	--	--
C	2	5190	Equitas Academy #2	All Students	--	--	--	--	--
E	2	2280	Equitas Academy #3 Charter	All Students	--	--	--	--	--
C	2	5220	Everest Value	All Students	--	--	--	--	--
C	5	4034	Gabriella Charter	All Students	--	--	--	--	--
	2	7552	Gabriella Charter 2	All Students	--	--	--	--	--
C	2	2281	Global Education Academy 2	All Students	--	--	--	--	--
C	1	2025	Global Education Academy	All Students	--	--	--	--	--
C	5	5187	KIPP Scholar Academy	All Students	--	--	--	--	--
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	69	Yellow	76.8%	8.2%	Increased
W	4	4783	Larchmont Charter	All Students	111	Blue	97.3%	1.1%	Increased
W	1	8013	Magnolia Science Academy 6	All Students	--	--	--	--	--
W	1	7674	Math and Science College Preparatory	All Students	157	Blue	96.8%	8.7%	Increased Significantly
C	2	2023	N.E.W. Academy of Science and Arts	All Students	--	--	--	--	--
C	2	8260	New Designs Charter	All Students	86	Green	89.5%	8.1%	Increased
W	1	5583	New Heights Charter	All Students	--	--	--	--	--
C	2	8775	New Village Girls Academy	All Students	24	No Color	75.0%	13.2%	Increased
E	2	2615	Para Los Niños Charter	All Students	--	--	--	--	--
C	2	2163	Para Los Niños - Evelyn Thurman Gratts Primary	All Students	--	--	--	--	--
C	2	8016	Para Los Niños Middle	All Students	--	--	--	--	--
C	2	5177	Rise Kohyang Middle	All Students	--	--	--	--	--
C	2	5268	Rise Kohyang Elementary	All Students	--	--	--	--	--
XR	3	7579	Rise Kohyang High	All Students	--	--	--	--	--
C	2	8196	Monsenor Oscar Romero Charter Middle	All Students	--	--	--	--	--
C	1	2451	STEM Preparatory Elementary	All Students	--	--	--	--	--
C	2	7029	Synergy Charter Academy	All Students	--	--	--	--	--
C	2	8018	Synergy Kinetic Academy	All Students	--	--	--	--	--
C	2	7597	University Preparatory Value High	All Students	116	No Color	93.1%	--	No Data

Graduation Rate Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	Percentage of graduated students	Change	Change Level
Schools Within a Three Mile Radius									
C	2	5984	Vista Charter Middle	All Students	--	--	--	--	--
C	2	5270	Vista Horizon Global Academy	All Students	--	--	--	--	--
Schools Within the Community* Median					**119**	**Green**	**89.2%**	**1.6%**	**Increased**
State of California					**508,055**	**Green**	**85.8%**	**2.7%**	**Increased**

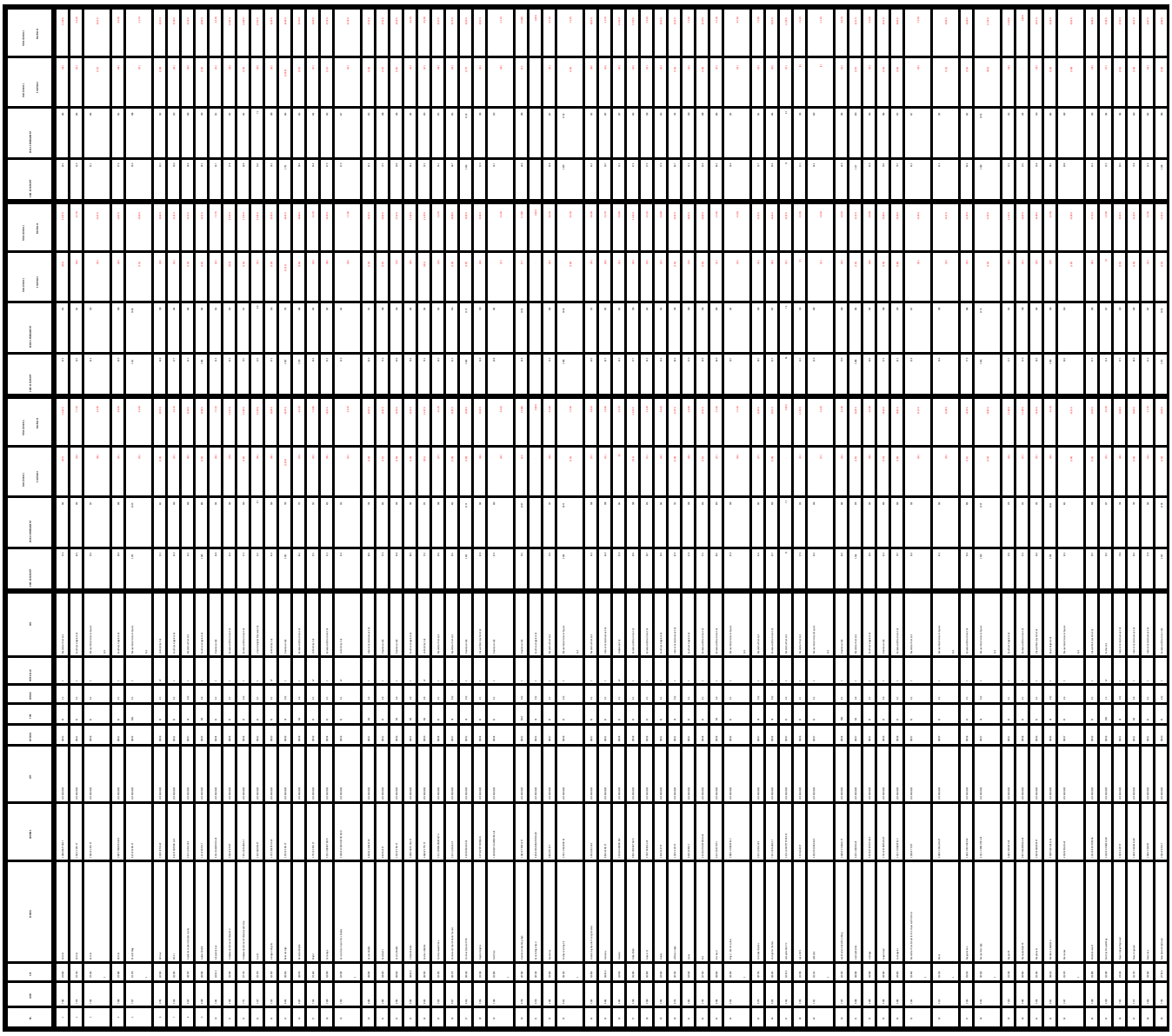
Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a “community” includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

No.	LOCN	CCC	SCHOOL	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS	2019-20 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2019-20 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2020-21 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7082	1708201	10th St	1000 GRATTAN ST	LOS ANGELES	90015	ES	1-5	C	MacArthur Park CoS	740	543	(197)	-26.62%	674	472	(202)	-29.97%	443	385	(58)	-13.09%
2	7274	1727401	20th St	1353 E 20TH ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	645	595	(50)	-7.75%	591	551	(40)	-6.77%	529	494	(35)	-6.62%
3	7301	1730101	24th St	2055 W 24TH ST	LOS ANGELES	90018	ES	K-4	C	Manual Arts/Vermont Square CoS	595	557	(38)	-6.39%	614	519	(95)	-15.47%	611	494	(117)	-19.15%
4	7288	1728801	28th St	2807 STANFORD AVE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	689	628	(61)	-8.85%	659	590	(69)	-10.47%	570	522	(48)	-8.42%
5	7137	1713701	32nd St Mag	822 W 32ND ST	LOS ANGELES	90007	MSS	K-5	C	Manual Arts/Vermont Square CoS	1072	1019	(53)	-4.94%	1121	1006	(115)	-10.26%	930	908	(22)	-2.37%
6	6781	1678101	6th Ave	3109 SIXTH AVE	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	512	411	(101)	-19.73%	488	398	(90)	-18.44%	432	332	(100)	-23.15%
7	5505	1550501	9th St	835 STANFORD AVE	LOS ANGELES	90021	ES	K-5	C	South Los Angeles CoS	340	318	(22)	-6.47%	277	244	(33)	-11.91%	300	219	(81)	-27.00%
8	8207	1820701	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	545	460	(85)	-15.60%	615	485	(130)	-21.14%	586	496	(90)	-15.36%
9	8009	1800901	Adams Middle	151 W 30TH ST	LOS ANGELES	90007	MS	6-8	C	South Los Angeles CoS	1049	895	(154)	-14.68%	1085	844	(241)	-22.21%	942	749	(193)	-20.49%
10	2041	1204101	Alexandria Ave	4211 OAKWOOD AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	638	592	(46)	-7.21%	555	513	(42)	-7.57%	547	512	(35)	-6.40%
11	2369	1236901	Ambassador School of Global Ed	3201 W 8TH ST	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	433	363	(70)	-16.17%	425	325	(100)	-23.53%	378	322	(56)	-14.81%
12	7771	1777101	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	C	Koreatown/Pico-Union CoS	713	550	(163)	-22.86%	707	571	(136)	-19.24%	668	542	(126)	-18.86%
13	2137	1213701	Ann St	126 E BLOOM ST	LOS ANGELES	90012	ES	K-5	E	Lincoln Heights/El Sereno CoS	131	87	(44)	-33.59%	105	80	(25)	-23.81%	102	72	(30)	-29.41%
14	2192	1219201	Arlington Heights	1717 SEVENTH AVE	LOS ANGELES	90019	ES	K-5	W	LA Mid-City CoS	424	356	(68)	-16.04%	472	316	(156)	-33.05%	362	280	(82)	-22.65%
15	8543	1854301	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	2187	793	(1,394)	-63.74%	2037	725	(1,312)	-64.41%	1721	663	(1,058)	-61.48%
16	8057	1805701	Berendo Middle	1157 S BERENDO ST	LOS ANGELES	90006	MS	6-8	C	Koreatown/Pico-Union CoS	841	771	(70)	-8.32%	1278	684	(594)	-46.48%	984	613	(371)	-37.70%
17	7164	1716401	Bright	1771 W 36TH ST	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	551	512	(39)	-7.08%	464	435	(29)	-6.25%	448	401	(47)	-10.49%
18	2699	1269901	Cahuenga	220 S HOBART BLVD	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	513	419	(94)	-18.32%	455	387	(68)	-14.95%	470	343	(127)	-27.02%
19	2939	1293901	Carson-Gore Acad of Env Studies	3200 W WASHINGTON BLVD	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	554	532	(22)	-3.97%	529	491	(38)	-7.18%	470	417	(53)	-11.28%
20	8094	1809401	Carver Middle	4410 MC KINLEY AV	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	884	734	(150)	-16.97%	829	711	(118)	-14.23%	813	673	(140)	-17.22%
21	2863	1286301	Castelar St	840 YALE ST	LOS ANGELES	90012	SS	K-8	C	Downtown CoS	740	623	(117)	-15.81%	756	609	(147)	-19.44%	725	598	(127)	-17.52%
22	8045	1804501	Castro Middle	1575 W 2ND ST	LOS ANGELES	90026	MS	6-8	C	Downtown CoS	448	302	(146)	-32.59%	406	336	(70)	-17.24%	509	328	(181)	-35.56%
23	8062	1806201	Clinton Middle	3500 SOUTH HILL ST	LOS ANGELES	90071	MS	6-8	C	South Los Angeles CoS	883	767	(116)	-13.14%	784	685	(99)	-12.63%	645	592	(53)	-8.22%
24	8245	1824501	Cochran Middle	4066 W 17TH ST	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	752	571	(181)	-24.07%	742	561	(181)	-24.39%	523	476	(47)	-8.99%
25	3192	1319201	Commonwealth Ave	215 S COMMONWEALTH	LOS ANGELES	90004	ES	K-5	C	MacArthur Park CoS	605	568	(37)	-6.12%	545	525	(20)	-3.67%	541	473	(68)	-12.57%
26	8517	1851701	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	561	433	(128)	-22.82%	513	410	(103)	-20.08%	487	425	(62)	-12.73%
27	8516	1851601	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	C	Downtown CoS	1452	1172	(280)	-19.28%	1465	1173	(292)	-19.93%	1436	1159	(277)	-19.29%
28	3356	1335601	Dayton Heights	607 N WESTMORELAN	LOS ANGELES	90004	ES	K-5	C	Glassell Park/Los Feliz CoS	428	362	(66)	-15.42%	368	320	(48)	-13.04%	319	258	(61)	-19.12%
29	2386	1238601	Del Olmo	100 N NEW HAMPSHIRE AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	674	620	(54)	-8.01%	608	581	(27)	-4.44%	547	519	(28)	-5.12%
30	8738	1873801	Downtown Bus Mag High	1081 W TEMPLE ST	LOS ANGELES	90012	MHS	9-12	C	Downtown CoS	781	1047	266	34.06%	658	1035	377	57.29%	666	909	243	36.49%
31	8710	1871001	Early College Acad	400 W WASHINGTON BLVD	LOS ANGELES	90015	HS	9-12	C	South Los Angeles CoS			-	0.00%			-	0.00%			-	0.00%
32	2383	1238301	Esperanza	680 LITTLE ST	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	793	757	(36)	-4.54%	755	693	(62)	-8.21%	658	627	(31)	-4.71%
33	8132	1813201	Foshay Learning Ctr	3751 S HARVARD BL	LOS ANGELES	90018	SS	K-12	C	Manual Arts/Vermont Square CoS	2024	1871	(153)	-7.56%	2028	1859	(169)	-8.33%	1879	1736	(143)	-7.61%
34	2385	1238501	Gratts Lrng Acad for Young Scholars	309 LUCAS AVE	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	543	506	(37)	-6.81%	405	371	(34)	-8.40%	432	352	(80)	-18.52%
35	4681	1468101	Harmony	898 E 42ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	649	598	(51)	-7.86%	627	567	(60)	-9.57%	507	497	(10)	-1.97%
36	2042	1204201	Harvard	330 N HARVARD BLV	LOS ANGELES	90004	ES	K-5	W	Hollywood CoS	350	341	(9)	-2.57%	342	311	(31)	-9.06%	312	267	(45)	-14.42%
37	4548	1454801	Hobart Blvd	980 S HOBART BLVD	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	694	568	(126)	-18.16%	577	518	(59)	-10.23%	476	426	(50)	-10.50%
38	4589	1458901	Hoover St	2726 FRANCIS AVE	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	687	676	(11)	-1.60%	643	614	(29)	-4.51%	579	558	(21)	-3.63%
39	2944	1294401	Huerta	260 E 31ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	395	361	(34)	-8.61%	364	342	(22)	-6.04%	376	315	(61)	-16.22%
40	8714	1871401	Jefferson High	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	879	721	(158)	-17.97%	865	749	(116)	-13.41%	857	724	(133)	-15.52%
41	2943	1294301	Jones	900 E 33RD ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	318	300	(18)	-5.66%	370	300	(70)	-18.92%	313	290	(23)	-7.35%
42	2701	1270101	Kim	225 SOUTH OXFORD AVE	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	722	610	(112)	-15.51%	699	559	(140)	-20.03%	636	498	(138)	-21.70%
43	8064	1806401	Kim Acad	615 S SHATTO PL	LOS ANGELES	90005	MS	6-8	C	Koreatown/Pico-Union CoS	891	870	(21)	-2.36%	860	839	(21)	-2.44%	845	818	(27)	-3.20%
44	6534	1653401	King Jr., Martin Luther	3989 S HOBART BLV	LOS ANGELES	90062	ES	K-5	C	Manual Arts/Vermont Square CoS	420	390	(30)	-7.14%	397	381	(16)	-4.03%	366	334	(32)	-8.74%
45	8774	1877401	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	424	367	(57)	-13.44%	381	339	(42)	-11.02%	357	331	(26)	-7.28%
46	8501	1850101	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	537	429	(108)	-20.11%	523	437	(86)	-16.44%	494	444	(50)	-10.12%
47	2543	1254301	Lafayette Park PC	310 S LAFAYETTE PARK PL	LOS ANGELES	90057	ES	K-K	C	MacArthur Park CoS	72	72	-	0.00%	96	74	(22)	-22.92%	72	61	(11)	-15.28%
48	2393	1239301	Lake St PS	135 N LAKE ST	LOS ANGELES	90026	ES	K-1	C	MacArthur Park CoS	176	155	(21)	-11.93%	161	154	(7)	-4.35%	111	105	(6)	-5.41%
49	2311	1231101	LaMotte	4410 ORCHARD AVE	LOS ANGELES	90037	ES	K-5	C	Manual Arts/Vermont Square CoS	563	546	(17)	-3.02%	530	499	(31)	-5.85%	444	439	(5)	-1.13%
50	2307	1230701	Lee Med and Health Sci Mag	3600 W COUNCIL ST	LOS ANGELES	90004	MES	K-5	C	Downtown CoS	692	663	(29)	-4.19%	709	660	(49)	-6.91%	649	594	(55)	-8.47%
51	8058	1805801	Liechty Middle	650 S UNION AVE	LOS ANGELES	90017	MS	6-8	C	MacArthur Park CoS	1166	979	(187)	-16.04%	1096	962	(134)	-12.23%	1117	870	(247)	-22.11%
52	4680	1468001	Lizarraga	401 EAST 40TH PLACE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	603	565	(38)	-6.30%	604	544	(60)	-9.93%	459	436	(23)	-5.01%
53	4904	1490401	Logan Acad	1711 W MONTANA ST	LOS ANGELES	90026	SS	K-8	C	Downtown CoS	613	403	(210)	-34.26%	574	368	(206)	-35.89%	502	386	(116)	-23.11%
54	4982	1498201	Los Angeles	1211 S HOBART BLV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	787	639	(148)	-18.81%	815	529	(286)	-35.09%	797	473	(324)	-40.65%
55	2544	1254401	MacArthur Park School for the Visual and Perf Arts	2300 W 7TH ST	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	565	502	(63)	-11.15%	538	457	(81)	-15.06%	453	417	(36)	-7.95%
56	5113	1511301	Mack	3020 S CATALINA ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	422	363	(59)	-13.98%	394	338	(56)	-14.21%	415	292	(123)	-29.64%
57	5055	1505501	Magnolia Ave	1626 S ORCHARD AV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	934	803	(131)	-14.03%	779	686	(93)	-11.94%	846	622	(224)	-26.48%
58	8743	1874301	Manual Arts High	4131 S VERMONT AVE	LOS ANGELES	90037	HS	9-12	C	Manual Arts/Vermont Square CoS	1630	1307	(323)	-19.82%	1426	1170	(256)	-17.95%	1380	1076	(304)	-22.03%
59	7220	1722001	Maple PC	3601 S MAPLE AVE	LOS ANGELES	90011	ES	K-1	C	South Los Angeles CoS	205	179	(26)	-12.68%	177	155	(22)	-12.43%	153	125	(28)	-18.30%
60	4983	1498301	Mariposa-Nabi PC	987 S MARIPOSA AVE	LOS ANGELES	90006	ES	K-2	C	Koreatown/Pico-Union CoS	132	115	(17)	-12.88%	130	108	(22)	-16.92%	105	105	-	0.00%
61	5205	1520501	Mayberry St	2414 MAYBERRY ST	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	283	192	(91)	-32.16%	283	184	(99)	-34.98%	168	150	(18)	-10.71%
62	8611	1861101	Mendez LC Math/Sci	1200 PLAZA DEL SOL	LOS ANGELES	90033	HS	9-12	E	Boyle Heights CoS	1078	1012	(66)	-6.12%	1039	969	(70)	-6.74%	981	863	(118)	-12.03%
63	5247	1524701	Menlo Ave	4156 MENLO AVE	LOS ANGELES	90037	ES	K-6	C	Manual Arts/Vermont Square CoS	655	451	(204)	-31.15%	602	410	(192)	-31.89%	608	428	(180)	-29.61%
64	5288	1528801	Micheltorena St	1511 MICHELTORENA	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	507	406	(101)	-19.92%	473	389	(84)	-17.76%	414	336	(78)	-18.84%
65	3500	1350001	Mid-City Prescott Mag	3150 W ADAMS BLVD	LOS ANGELES	90018	MSS	1-5	W	Fairfax CoS	262	237	(25)	-9.54%	234	227	(7)	-2.99%	255	184	(71)	-27.84%
66	7614	1761401	Nava College Prep Acad	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	788	704	(84)	-10.66%	975	650	(325)	-33.33%	805	584	(221)	-27.45%
67	5173	1517301	Nava Lrng Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	995	792	(203)	-20.40%	880	690	(190)	-21.59%	758	620	(138)	-18.21%
68	5466	1546601	Nevin Ave	1569 E 32ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	578	562	(16)	-2.77%	519	497	(22)	-4.24%	516	462	(54)	-10.47%
69	7783	1778301	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	ES	K-12	C	Koreatown/Pico-Union CoS	1267	1138	(129)	-10.18%	1275	1050	(225)	-17.65%	1198	996	(202)	-16.86%
70	5699	1569901	Norwood St	2020 OAK ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	499	417	(82)	-16.43%	470	411	(59)	-12.55%	412	340	(72)	-17.48%
71	2392	1239201	Olympic PC	950 S ALBANY ST	LOS ANGELES	90015	ES	K-K	C	MacArthur Park CoS	144	129	(15)	-10.42%	120	102	(18)	-15.00%	120	102	(18)	-15.00%
72	8853	1885301	Orthopaedic Med Mag HS	300 W 23RD ST	LOS ANGELES	90007	MHS	9-12	C	South Los Angeles CoS	839	803	(36)	-4.29%	808	794	(14)	-1.73%	758	734	(24)	-3.17%
73	4980	1498001	Pio Pico Middle	1512 S ARLINGTON AVE	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	576	474	(102)	-17.71%	456	405	(51)	-11.18%	494	348	(146)	-29.55%
74	3247	1324701	Plasencia	1321 CORTEZ ST	LOS ANGELES	90026	ES	K-5	C	Downtown CoS	620	541	(79)	-12.74%	572	512	(60)	-10.49%	503	445	(58)	-11.53%
75	2384	1238401	Politi	2481 W 11TH ST	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	819	687	(132)	-16.12%	874	662	(212)	-24.26%	801	594	(207)	-25.84%
76	6370	1637001	Rosemont Ave	421 N ROSEMONT AV	LOS ANGELES	90026	ES	2-5	C	Downtown CoS	334	243	(91)	-27.25%	243	217	(26)	-10.70%	207	203	(4)	-1.93%
77	8544	1854401	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	1215	835	(380)	-31.28%	1376	858	(518)	-37.65%	1143	981	(162)	-14.17%
78	6507	1650701	San Pedro St	1635 S SAN PEDRO	LOS ANGELES	90015	ES	K-5	C	South Los Angeles CoS	728	620	(108)	-14.84%	643	538	(105)	-16.33%	528	468	(60)	-11.36%
79	8716	1871601	Santee Ed Cmplx	1921 SOUTH MAPLE AVE	LOS ANGELES	90011	HS	9-12	C	South Los Angeles CoS	2091	1793	(298)	-14.25%	2035	1782	(253)	-12.43%	2150	1741	(409)	-19.02%
80	8527	1852701	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	649	481	(168)	-25.89%	568	481	(87)	-15.32%	530	437	(93)	-17.55%
81	8206	1820601	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	591	427	(164)	-27.75%	570	443	(127)	-22.28%	502	462	(40)	-7.97%
82	7219	1721901	Trinity St	3736 TRINITY ST	LOS ANGELES	90011	ES	2-5	C	South Los Angeles CoS	286	260	(26)	-9.09%	299	267	(32)	-10.70%	290	238	(52)	-17.93%

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83	7780	1778001	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	ES	K-12	C	Koreatown/Pico-Union CoS	1154	995	(159)	-13.78%	1124	972	(152)	-13.52%	1074	951	(123)	-11.45%
84	7356	1735601	Union Ave	150 S BURLINGTON AVE	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	1081	1053	(28)	-2.59%	1005	958	(47)	-4.68%	895	870	(25)	-2.79%
85	7479	1747901	Vermont Ave	1435 W 27TH ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	523	502	(21)	-4.02%	463	434	(29)	-6.26%	376	375	(1)	-0.27%
86	8462	1846201	Virgil Middle	152 N VERMONT AVE	LOS ANGELES	90004	MS	6-8	C	Downtown CoS	1257	1177	(80)	-6.36%	1238	1147	(91)	-7.35%	1162	1032	(130)	-11.19%
87	7589	1758901	Wadsworth Ave	981 E 41ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	771	667	(104)	-13.49%	640	624	(16)	-2.50%	566	557	(9)	-1.59%
88	7151	1715101	Weemes	1260 W 36TH PL	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	620	482	(138)	-22.26%	538	452	(86)	-15.99%	577	421	(156)	-27.04%
89	8748	1874801	West Adams Prep High	1500 W WASHINGTON BL	LOS ANGELES	90007	HS	9-12	C	Koreatown/Pico-Union CoS	1424	1281	(143)	-10.04%	1665	1159	(506)	-30.39%	1539	1113	(426)	-27.68%
90	7654	1765401	West Vernon Ave	4312 S GRAND AVE	LOS ANGELES	90037	ES	K-5	C	South Los Angeles CoS	985	669	(316)	-32.08%	911	614	(297)	-32.60%	853	549	(304)	-35.64%
91	2542	1254201	White	2401 WILSHIRE BLVD	LOS ANGELES	90057	ES	1-5	C	MacArthur Park CoS	483	333	(150)	-31.06%	426	331	(95)	-22.30%	387	299	(88)	-22.74%
92	2619	1261901	Wilshire Park	4063 INGRAHAM ST	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	454	393	(61)	-13.44%	426	391	(35)	-8.22%	371	327	(44)	-11.86%
93	7808	1780801	Wilton Pl	745 S WILTON PL	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	544	430	(114)	-20.96%	504	383	(121)	-24.01%	376	327	(49)	-13.03%
94	2015	1201501	Accelerated	1. 119 E 37TH ST 2. 116 E MARTIN LUTHER KING JR BL	1. LOS ANGELES 2. LOS ANGELES	1. 90011 2. 90011	1. CSI 2. CSISS	1. K-8 2. K-8	1. C 2. C	1. South Los Angeles CoS 2. South Los Angeles CoS	737	745	8	1.09%	737	751	14	1.90%	737	776	39	5.29%
95	2013	1201301	Accelerated Chrtr	3914 S MAIN ST	LOS ANGELES	90037	CSIES	K-6	C	South Los Angeles CoS	500	492	(8)	-1.60%	528	493	(35)	-6.63%	528	511	(17)	-3.22%
96	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
97	8626	1862601	Alliance GRM Academy High	2023 UNION AVE	LOS ANGELES	90007	CSI	6-12	C	Manual Arts/Vermont Square CoS	1010	965	(45)	-4.46%	1010	994	(16)	-1.58%	1010	1002	(8)	-0.79%
98	8824	1882401	Alliance Neuwirth Ldrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	600	571	(29)	-4.83%	600	593	(7)	-1.17%	579	590	11	1.90%
99	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
100	8818	1881801	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	C	South Los Angeles CoS	600	624	24	4.00%	600	638	38	6.33%	637	606	(31)	-4.87%
101	5981	1598101	Animo Jefferson	1655 E 27TH ST, STE A	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	540	551	11	2.04%	540	542	2	0.37%	540	531	(9)	-1.67%
102	8817	1881701	Animo Ralph Bunche High	1655 NE 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	C	Historic Central Avenue CoS	625	619	(6)	-0.96%	625	616	(9)	-1.44%	621	617	(4)	-0.64%
103	8828	1882801	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	545	504	(41)	-7.52%	570	485	(85)	-14.91%	585	494	(91)	-15.56%
104	5987	1598701	Camino Nuevo Acad 2	3400 W 3RD ST	LOS ANGELES	90020	CSI	K-8	C	Downtown CoS	696	701	5	0.72%	696	692	(4)	-0.57%	696	688	(8)	-1.15%
105	2017	1201701	1. Camino Nuevo Chrtr Acad 2. Camino Nuevo Chrtr Acad	1. 653 BURLINGTON AVE 2. 697 BURLINGTON AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90057 2. 90057	1. CSI 2. CSI	1. 4-8 2. K-8	1. C 2. C	1. MacArthur Park CoS 2. MacArthur Park CoS	555	561	6	1.08%	555	577	22	3.96%	555	579	24	4.32%
106	2251	1225101	Camino Nuevo Chrtr Acad 4	1018 MOHAWK ST	LOS ANGELES	90026	CSI	K-8	C	Downtown CoS	656	632	(24)	-3.66%	652	604	(48)	-7.36%	678	602	(76)	-11.21%
107	2157	1215701	1. Camino Nuevo ES 3 2. Camino Nuevo ES 3	1. 1723 W CORDOVA ST 2. 2755 W 15TH ST	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90006	CSI	1. K-8 2. 6-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Koreatown/Pico-Union CoS	889	764	(125)	-14.06%	889	746	(143)	-16.09%	889	710	(179)	-20.13%
108	7624	1762401	Camino Nuevo HS 2	3500 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
109	3284	1328401	Center for Advanced Lrng	4016 S CENTRAL AVE	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	360	307	(53)	-14.72%	360	297	(63)	-17.50%	360	277	(83)	-23.06%
110	8719	1871901	Central City Value	221 N WESTMORELAND	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
111	2260	1226001	1. Citizens of the World Chrtr Silver Lake 2. Citizens of the World Chrtr Silver Lake	1. 110 N CORONADO ST 2. 152 N VERMONT AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90026 2. 90004	1. CSI 2. CSI	1. TK-5 2. 6-8	1. C 2. C	1. Downtown CoS 2. Downtown CoS	1196	872	(324)	-27.09%	1196	866	(330)	-27.59%	1196	798	(398)	-33.28%
112	2271	1227101	City Language Immersion Chrtr	4001 VENICE BLVD	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	432	426	(6)	-1.39%	432	402	(30)	-6.94%	432	378	(54)	-12.50%
113	5983	1598301	Crown Prep Acad	2055 W 24TH ST., RM 60	LOS ANGELES	90018	CSI	5-8	C	Manual Arts/Vermont Square CoS	480	432	(48)	-10.00%	480	449	(31)	-6.46%	480	431	(49)	-10.21%
114	4765	1476501	Downtown Value School	950 W WASHINGTON BLVD	LOS ANGELES	90015	CSI	K-8	C	Manual Arts/Vermont Square CoS	456	449	(7)	-1.54%	456	441	(15)	-3.29%	456	428	(28)	-6.14%
115	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%
116	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD., SUITE 400	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	0	0	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
117	7672	1767201	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	C	Manual Arts/Vermont Square CoS	500	508	8	1.60%	500	551	51	10.20%	500	546	46	9.20%
118	7551	1755101	Equitas Acad 4	2501 W 7TH ST	LOS ANGELES	90057	CSI	5-8	C	MacArthur Park CoS	400	151	(249)	-62.25%	400	255	(145)	-36.25%	400	352	(48)	-12.00%
119	5265	1526501	Equitas Acad 5	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	212	116	(96)	-45.28%	318	112	(206)	-64.78%	413	111	(302)	-73.12%
120	2468	1246801	Equitas Acad 6	631 S COMMONWEALTH AVE	LOS ANGELES	90005	CSI	TK-4	C	MacArthur Park CoS	0	0	-	0.00%	212	162	(50)	-23.58%	318	156	(162)	-50.94%
121	2154	1215401	Equitas Acad Chrtr	1700 W PICO BLVD	LOS ANGELES	90015	CSI	TK-4	C	Koreatown/Pico-Union CoS	450	471	21	4.67%	450	464	14	3.11%	450	461	11	2.44%
122	5190	1519001	Equitas Acad Chrtr 2	2723 W 8TH ST	LOS ANGELES	90005	CSI	5-8	C	Koreatown/Pico-Union CoS	400	403	3	0.75%	400	408	8	2.00%	400	394	(6)	-1.50%
123	2280	1228001	Equitas Acad Chrtr 3	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	500	421	(79)	-15.80%	500	427	(73)	-14.60%	500	500	-	0.00%
124	5220	1522001	Everest Value School	668 S. CATALINA AVE	LOS ANGELES	90010	CSI	K-8	C	Koreatown/Pico-Union CoS	250	240	(10)	-4.00%	321	235	(86)	-26.79%	379	253	(126)	-33.25%
125	4034	1403401	Gabriella Chrtr	1435 LOGAN ST.	LOS ANGELES	90026	CSI	TK-8	C	Downtown CoS	480	454	(26)	-5.42%	480	468	(12)	-2.50%	480	443	(37)	-7.71%
126	7552	1755201	Gabriella Chrtr 2	3736 TRINITY ST	LOS ANGELES	90011	CSI	TK-5	C	South Los Angeles CoS	260	237	(23)	-8.85%	312	290	(22)	-7.05%	364	330	(34)	-9.34%
127	2281	1228101	Global Educ Acad 2	1717 7TH AVE	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	180	137	(43)	-23.89%	220	111	(109)	-49.55%	240	80	(160)	-66.67%
128	2025	1202501	1. Global Education Academy 2. Global Education Academy	1. 4141 S FIGUEROA ST 2. 4156 MENLO AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90037 2. 90037	1. CSI 2. CSI	1. K-5 2. 6-7	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	314	242	(72)	-22.93%	364	277	(87)	-23.90%	480	327	(153)	-31.88%
129	5187	1518701	1. KIPP Scholar Acad 2. KIPP Scholar Acad	1. 1729 MARTIN LUTHER KING JR BLVD 2. 1722 MARTIN LUTHER KING JR BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90062 2. 90062	1. CSI 2. CSI	1. 5-6 2. 7-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	437	397	(40)	-9.15%	450	411	(39)	-8.67%	450	363	(87)	-19.33%
130	8216	1821601	LA Acad of Arts and Enterprise	1200 W COLTON ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
131	4783	1478301	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	6-11	C	MacArthur Park CoS	1841	1557	(284)	-15.43%	1626	1584	(42)	-2.58%	1685	1610	(75)	-4.45%
132	8013	1801301	Magnolia Science Academy 6	1512 ARLINGTON AVE	LOS ANGELES	90019	CSI	6-8	W	LA Mid-City CoS	170	134	(36)	-21.18%	180	163	(17)	-9.44%	186	84	(102)	-54.84%
133	7674	1767401	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	W	LA Mid-City CoS	532	526	(6)	-1.13%	532	528	(4)	-0.75%	532	531	(1)	-0.19%
134	2023	1202301	1. N.E.W. Academy - Sci & Arts 2. N.E.W. Academy - Sci & Arts 3. N.E.W. Academy - Sci & Arts 4. N.E.W. Academy - Sci & Arts	1. 303 S LOMA DR 2. 345 S COLUMBIA AVE 3. 375 S COLUMBIA AVE 4. 379 S LOMA DR	1. LOS ANGELES 2. LOS ANGELES 3. LOS ANGELES 4. LOS ANGELES	1. 90017 2. 90017 3. 90017 4. 90017	1. CSI 2. CSI 3. CSI 4. CSI	1. TK-5 2. TK-5 3. TK-5 4. TK-5	1. C 2. C 3. C 4. C	1. MacArthur Park CoS 2. MacArthur Park CoS 3. MacArthur Park CoS 4. Macarthur Park CoS	450	440	(10)	-2.22%	450	417	(33)	-7.33%	450	403	(47)	-10.44%
135	8260	1826001	1. New Designs Chrtr 2. New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	1. CSI 2. CSI	1. 6-12 2. 6-12	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1032	899	(133)	-12.89%	1110	868	(242)	-21.80%	1209	819	(390)	-32.26%
136	5583	1558301	New Heights	3989 S HOBART BLVD	LOS ANGELES	90062	CSI	3-8	C	Manual Arts/Vermont Square CoS	465	429	(36)	-7.74%	465	404	(61)	-13.12%	444	403	(41)	-9.23%
137	8775	1877501	New Village Girls Acad	147 N OCCIDENTAL BLVD	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	180	94	(86)	-47.78%	120	100	(20)	-16.67%	125	94	(31)	-24.80%
138	2615	1261501	Para Los Ninos Chrtr	1617 E 7TH ST	LOS ANGELES	90021	CSI	K-5	E	Boyle Heights CoS	410	348	(62)	-15.12%	410	320	(90)	-21.95%	410	296	(114)	-27.80%
139	2163	1216301	Para Los Ninos Gratts	474 S HARTFORD AVE	LOS ANGELES	90017	CCAES	K-1	C	MacArthur Park CoS	360	271	(89)	-24.72%	360	294	(66)	-18.33%	360	209	(151)	-41.94%

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140	8016	1801601	Para Los Ninos MS	835 STANFORD AVE	LOS ANGELES	90017	CSI	6-8	C	South Los Angeles CoS	360	303	(57)	-15.83%	360	309	(51)	-14.17%	360	288	(72)	-20.00%
141	5177	1517701	Rise Ko Hyang Middle	3020 WILSHIRE BLVD., SUITE 250	LOS ANGELES	90010	CSI	6-8	C	MacArthur Park CoS	450	423	(27)	-6.00%	450	386	(64)	-14.22%	450	343	(107)	-23.78%
142	5268	1526801	Rise Kohyang	600 S LA FAYETTE PARK PL	LOS ANGELES	90057	CSI	TK-1	C	MacArthur Park CoS	207	45	(162)	-78.26%	299	74	(225)	-75.25%	389	106	(283)	-72.75%
143	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
144	8196	1819601	Romero Chrtr Middle	2670 W 11TH ST	LOS ANGELES	90035	CSI	6-8	C	Koreatown/Pico-Union CoS	375	357	(18)	-4.80%	375	318	(57)	-15.20%	375	295	(80)	-21.33%
145	2451	1245101	STEM Prep ES	1374 W 35TH ST	LOS ANGELES	90018	CSI	TK-5	C	Manual Arts/Vermont Square CoS	275	236	(39)	-14.18%	350	309	(41)	-11.71%	400	337	(63)	-15.75%
146	7029	1702901	Synergy Chrtr	900 E 33RD ST	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	312	312	-	0.00%	360	310	(50)	-13.89%	360	302	(58)	-16.11%
147	8018	1801801	Synergy Kinetics Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	480	478	(2)	-0.42%	480	479	(1)	-0.21%	480	440	(40)	-8.33%
148	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
149	5984	1598401	Vista Chrtr Middle	2900 W TEMPLE ST	LOS ANGELES	90026	CSI	6-8	C	Downtown CoS	420	389	(31)	-7.38%	420	349	(71)	-16.90%	420	339	(81)	-19.29%
150	5270	1527001	Vista Horizon Global Acad	980 S HOBART BLVD	LOS ANGELES	90006	CSI	TK-5	C	Koreatown/Pico-Union CoS	125	32	(93)	-74.40%	225	63	(162)	-72.00%	300	85	(215)	-71.67%
										TOTAL	**93,045**	**79,976**	**(13,069)**	**-14.05%**	**91,297**	**77,436**	**(13,861)**	**-15.18%**	**86,936**	**73,109**	**(13,827)**	**-15.90%**
													FY 2019-2020				**FY 2020-2021**				**FY 2021-2022**	
			Total count of District and charter schools										**150**				**150**				**150**	
			(A) Count Under-Enrolled										**135**				**137**				**137**	
			(B) Count Under-Enrolled by 24 students or more										**110**				**112**				**115**	
			% of (B) of (A)										**81%**				**82%**				**84%**	
			Average students of (B)										**(119)**				**(126)**				**(122)**	



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1	2015	1201501	Accelerated	1. 119 E 37TH ST 2. 116 E MARTIN LUTHER KING JR BL	1. LOS ANGELES 2. LOS ANGELES	1. 90011 2. 90011	1. CSI 2. CSISS	1. K-8 2. K-8	1. C 2. C	1. South Los Angeles CoS 2. South Los Angeles CoS	737	745	8	1.09%	737	751	14	1.90%	737	776	39	5.29%
2	2013	1201301	Accelerated Chrtr	3914 S MAIN ST	LOS ANGELES	90037	CSIES	K-6	C	South Los Angeles CoS	500	492	(8)	-1.60%	528	493	(35)	-6.63%	528	511	(17)	-3.22%
3	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
4	8626	1862601	Alliance GRM Academy High	2023 UNION AVE	LOS ANGELES	90007	CSI	9-12	C	Manual Arts/Vermont Square CoS	1010	965	(45)	-4.46%	1010	994	(16)	-1.58%	1010	1002	(8)	-0.79%
5	8824	1882401	Alliance Neuwirth Idrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	600	571	(29)	-4.83%	600	593	(7)	-1.17%	579	590	11	1.90%
6	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
7	8818	1881801	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	C	South Los Angeles CoS	600	624	24	4.00%	600	638	38	6.33%	637	606	(31)	-4.87%
8	5981	1598101	Animo Jefferson	1655 E 27TH ST, STE A	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	540	551	11	2.04%	540	542	2	0.37%	540	531	(9)	-1.67%
9	8817	1881701	Animo Ralph Bunche High	1655 NE 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	C	Historic Central Avenue CoS	625	619	(6)	-0.96%	625	616	(9)	-1.44%	621	617	(4)	-0.64%
10	8828	1882801	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	545	504	(41)	-7.52%	570	485	(85)	-14.91%	585	494	(91)	-15.56%
11	5987	1598701	Camino Nuevo Acad 2	3400 W 3RD ST	LOS ANGELES	90020	CSI	K-8	C	Downtown CoS	696	701	5	0.72%	696	692	(4)	-0.57%	696	688	(8)	-1.15%
12	2017	1201701	1. Camino Nuevo Chrtr Acad 2. Camino Nuevo Chrtr Acad	1. 653 BURLINGTON AVE 2. 697 BURLINGTON AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90057 2. 90057	1. CSI 2. CSI	1. 4-8 2. K-8	1. C 2. C	1. MacArthur Park CoS 2. MacArthur Park CoS	555	561	6	1.08%	555	577	22	3.96%	555	579	24	4.32%
13	2251	1225101	Camino Nuevo Chrtr Acad 4	1018 MOHAWK ST	LOS ANGELES	90026	CSI	K-8	C	Downtown CoS	656	632	(24)	-3.66%	652	604	(48)	-7.36%	678	602	(76)	-11.21%
14	2157	1215701	1. Camino Nuevo ES 3 2. Camino Nuevo ES 3	1. 1723 W CORDOVA ST 2. 2755 W 1STH ST	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90006	CSI	1. K-8 2. 6-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Koreatown/Pico-Union CoS	889	764	(125)	-14.06%	889	746	(143)	-16.09%	889	710	(179)	-20.13%
15	7624	1762401	Camino Nuevo HS 2	3900 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
16	3284	1328401	Center for Advanced Lrng	4016 S CENTRAL AVE	LOS ANGELES	90011	CSI	K-9	C	South Los Angeles CoS	360	307	(53)	-14.72%	360	297	(63)	-17.50%	360	277	(83)	-23.06%
17	8719	1871901	Central City Value	221 N WESTMORELAND	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
18	2260	1226001	1. Citizens of the World Chrtr Silver Lake 2. Citizens of the World Chrtr Silver Lake	1. 110 N CORONADO ST 2. 152 N VERMONT AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90026 2. 90004	1. CSI 2. CSI	1. TK-5 2. 6-8	1. C 2. C	1. Downtown CoS 2. Downtown CoS	1196	872	(324)	-27.09%	1196	866	(330)	-27.59%	1196	798	(398)	-33.28%
19	2271	1227101	City Language Immersion Chrtr	4001 VENICE BLVD	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	432	426	(6)	-1.39%	432	402	(30)	-6.94%	432	378	(54)	-12.50%
20	5983	1598301	Crown Prep Acad	2055 W 24TH ST., RM 60	LOS ANGELES	90018	CSI	5-8	C	Manual Arts/Vermont Square CoS	480	432	(48)	-10.00%	480	449	(31)	-6.46%	480	431	(49)	-10.21%
21	4765	1476501	Downtown Value School	950 W WASHINGTON BLVD	LOS ANGELES	90015	CSI	K-8	C	Manual Arts/Vermont Square CoS	456	449	(7)	-1.54%	456	441	(15)	-3.29%	456	428	(28)	-6.14%
22	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%
23	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD., SUITE 400	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	0	0	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
24	7672	1767201	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	C	Manual Arts/Vermont Square CoS	500	508	8	1.60%	500	551	51	10.20%	500	546	46	9.20%
25	7551	1755101	Equitas Acad 4	2501 W 7TH ST	LOS ANGELES	90057	CSI	5-8	C	MacArthur Park CoS	400	151	(249)	-62.25%	400	255	(145)	-36.25%	400	352	(48)	-12.00%
26	5265	1526501	Equitas Acad 5	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	212	116	(96)	-45.28%	318	112	(206)	-64.78%	413	111	(302)	-73.12%
27	2468	1246801	Equitas Acad 6	631 S COMMONWEALTH AVE	LOS ANGELES	90005	CSI	TK-4	C	MacArthur Park CoS	0	0	-	0.00%	212	162	(50)	-23.58%	318	156	(162)	-50.94%
28	2154	1215401	Equitas Acad Chrtr	1700 W PICO BLVD	LOS ANGELES	90015	CSI	TK-4	C	Koreatown/Pico-Union CoS	450	471	21	4.67%	450	464	14	3.11%	450	461	11	2.44%
29	5190	1519001	Equitas Acad Chrtr 2	2723 W 8TH ST	LOS ANGELES	90005	CSI	5-8	C	Koreatown/Pico-Union CoS	400	403	3	0.75%	400	408	8	2.00%	400	394	(6)	-1.50%
30	2280	1228001	Equitas Acad Chrtr 3	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	500	421	(79)	-15.80%	500	427	(73)	-14.60%	500	500	-	0.00%
31	5220	1522001	Everest Value School	668 S. CATALINA AVE	LOS ANGELES	90010	CSI	K-8	C	Koreatown/Pico-Union CoS	250	240	(10)	-4.00%	321	235	(86)	-26.79%	379	253	(126)	-33.25%
32	4034	1403401	Gabriella Chrtr	1435 LOGAN ST.	LOS ANGELES	90026	CSI	TK-8	C	Downtown CoS	480	454	(26)	-5.42%	480	468	(12)	-2.50%	480	443	(37)	-7.71%
33	7552	1755201	Gabriella Chrtr 2	3736 TRINITY ST	LOS ANGELES	90011	CSI	TK-5	C	South Los Angeles CoS	260	237	(23)	-8.85%	312	290	(22)	-7.05%	364	330	(34)	-9.34%
34	2281	1228101	Global Educ Acad 2	1717 7TH AVE	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	180	137	(43)	-23.89%	220	111	(109)	-49.55%	240	80	(160)	-66.67%
35	2025	1202501	1. Global Education Academy 2. Global Education Academy	1. 4141 S FIGUEROA ST 2. 4156 MENLO AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90037 2. 90037	1. CSI 2. CSI	1. K-5 2. 6-7	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	314	242	(72)	-22.93%	364	277	(87)	-23.90%	480	327	(153)	-31.88%
36	5187	1518701	1. KIPP Scholar Acad 2. KIPP Scholar Acad	1. 1729 MARTIN LUTHER KING JR BLVD 2. 1722 MARTIN LUTHER KING JR BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90062 2. 90062	1. CSI 2. CSI	1. 5-6 2. 7-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	437	397	(40)	-9.15%	450	411	(39)	-8.67%	450	363	(87)	-19.33%
37	8216	1821601	LA Acad of Arts and Enterprise	1200 W COLTON ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
38	4783	1478301	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	6-11	C	MacArthur Park CoS	1841	1557	(284)	-15.43%	1626	1584	(42)	-2.58%	1685	1610	(75)	-4.45%
39	8013	1801301	Magnolia Science Academy 6	1512 ARLINGTON AVE	LOS ANGELES	90019	CSI	6-8	W	LA Mid-City CoS	170	134	(36)	-21.18%	180	163	(17)	-9.44%	186	84	(102)	-54.84%
40	7674	1767401	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	W	LA Mid-City CoS	532	526	(6)	-1.13%	532	528	(4)	-0.75%	532	531	(1)	-0.19%
41	2023	1202301	1. N.E.W. Academy - Sci & Arts 2. N.E.W. Academy - Sci & Arts 3. N.E.W. Academy - Sci & Arts 4. N.E.W. Academy - Sci & Arts	1. 303 S LOMA DR 2. 345 S COLUMBIA AVE 3. 375 S COLUMBIA AVE 4. 379 S LOMA DR	1. LOS ANGELES 2. LOS ANGELES 3. LOS ANGELES 4. LOS ANGELES	1. 90017 2. 90017 3. 90017 4. 90017	1. CSI 2. CSI 3. CSI 4. CSI	1. TK-5 2. TK-5 3. TK-5 4. TK-5	1. C 2. C 3. C 4. C	1. MacArthur Park CoS 2. MacArthur Park CoS 3. MacArthur Park CoS 4. Macarthur Park CoS	450	440	(10)	-2.22%	450	417	(33)	-7.33%	450	403	(47)	-10.44%
42	8260	1826001	1. New Designs Chrtr 2. New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	1. CSI 2. CSI	1. 6-12 2. 6-12	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1032	899	(133)	-12.89%	1110	868	(242)	-21.80%	1209	819	(390)	-32.26%
43	5583	1558301	New Heights	3989 S HOBART BLVD	LOS ANGELES	90062	CSI	3-8	C	Manual Arts/Vermont Square CoS	465	429	(36)	-7.74%	465	404	(61)	-13.12%	444	403	(41)	-9.23%
44	8775	1877501	New Village Girls Acad	147 N OCCIDENTAL BLVD	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	180	94	(86)	-47.78%	120	100	(20)	-16.67%	125	94	(31)	-24.80%
45	2615	1261501	Para Los Ninos Chrtr	1617 E 7TH ST	LOS ANGELES	90021	CSI	K-5	E	Boyle Heights CoS	410	348	(62)	-15.12%	410	320	(90)	-21.95%	410	296	(114)	-27.80%
46	2163	1216301	Para Los Ninos Gratts	474 S HARTFORD AVE	LOS ANGELES	90017	COAES	K-1	C	MacArthur Park CoS	360	271	(89)	-24.72%	360	294	(66)	-18.33%	360	209	(151)	-41.94%
47	8016	1801601	Para Los Ninos MS	835 STANFORD AVE	LOS ANGELES	90017	CSI	6-8	C	South Los Angeles CoS	360	303	(57)	-15.83%	360	309	(51)	-14.17%	360	288	(72)	-20.00%
48	5177	1517701	Rise Ko Hyang Middle	3020 WILSHIRE BLVD., SUITE 250	LOS ANGELES	90010	CSI	6-8	C	MacArthur Park CoS	450	423	(27)	-6.00%	450	386	(64)	-14.22%	450	343	(107)	-23.78%
49	5268	1526801	Rise Kohyang	600 S LA FAYETTE PARK PL	LOS ANGELES	90057	CSI	TK-1	C	MacArthur Park CoS	207	45	(162)	-78.26%	299	74	(225)	-75.25%	389	106	(283)	-72.75%
50	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
51	8196	1819601	Romero Chrtr Middle	2670 W 11TH ST	LOS ANGELES	90035	CSI	6-8	C	Koreatown/Pico-Union CoS	375	357	(18)	-4.80%	375	318	(57)	-15.20%	375	295	(80)	-21.33%
52	2451	1245101	STEM Prep ES	1374 W 35TH ST	LOS ANGELES	90018	CSI	TK-5	C	Manual Arts/Vermont Square CoS	275	236	(39)	-14.18%	350	309	(41)	-11.71%	400	337	(63)	-15.75%
53	7029	1702901	Synergy Chrtr	900 E 33RD ST	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	312	312	-	0.00%	360	310	(50)	-13.89%	360	302	(58)	-16.11%
54	8018	1801801	Synergy Kinetics Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	480	478	(2)	-0.42%	480	479	(1)	-0.21%	480	440	(40)	-8.33%
55	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
56	5984	1598401	Vista Chrtr Middle	2900 W TEMPLE ST	LOS ANGELES	90026	CSI	6-8	C	Downtown CoS	420	389	(31)	-7.38%	420	349	(71)	-16.90%	420	339	(81)	-19.29%
57	5270	1527001	Vista Horizon Global Acad	980 S HOBART BLVD	LOS ANGELES	90006	CSI	TK-5	C	Koreatown/Pico-Union CoS	125	32	(93)	-74.40%	225	63	(162)	-72.00%	300	85	(215)	-71.67%
										TOTAL	**27,679**	**24,534**	**(3,145)**	**-11.36%**	**28,353**	**25,268**	**(3,085)**	**-10.88%**	**29,325**	**25,180**	**(4,145)**	**-14.13%**

Schools Within the Community						State of California					Equitas Academy 7				
2019 California School Dashboard - English Language Arts						2019 California School Dashboard - English Language Arts					2019 California School Dashboard - English Language Arts				
Subgroups	Number of Students with Scores	Performance Color Median	Distance From Standard	Change Median	Change Level Median	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level
All Students	231	Orange	-25.9	2.6	Maintained	3,189,965	Green	-2.5	3.7	Increased	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	15,839	Orange	-34.1	2.1	Maintained	--	--	--	--	--
Asian	64	Blue	32.4	-4.1	Declined	294,675	Blue	64.8	3.1	Increased	--	--	--	--	--
Black or African American	47	Yellow	-45.2	9.6	Increased	169,707	Yellow	-47.6	3.7	Increased	--	--	--	--	--
English Learner	149	Orange	-53.7	3.9	Increased	968,077	Yellow	-45.1	3.1	Increased	--	--	--	--	--
Filipino	62	Green	12.4	-9.3	Declined	76,708	Blue	46.7	3.6	Increased	--	--	--	--	--
Foster Youth	--	--	--	--	--	19,677	Orange	-71.9	5.7	Increased	--	--	--	--	--
Homeless	45	Red	-86.6	8.2	Increased	119,476	Yellow	-46.7	3.8	Increased	--	--	--	--	--
Latino	202	Yellow	-29.8	2.7	Maintained	1,756,499	Yellow	-26.6	4.5	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	14,562	Orange	-19.5	1.8	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	230	Yellow	-30.2	2.4	Maintained	2,001,589	Yellow	-30.1	4.4	Increased	--	--	--	--	--
Students with Disabilities	47	Orange	-109.5	5.6	Increased	420,092	Orange	-88.1	7.9	Increased	--	--	--	--	--
Two or More Races	84	Green	64.4	-6.9	Declined	119,265	Green	30.3	2	Maintained	--	--	--	--	--
White	46	Blue	72.0	14.6	Increased Significantly	718,005	Green	30.7	3.4	Increased	--	--	--	--	--

Schools Within the Community						State of California					Equitas Academy 7				
2019 California School Dashboard - Mathematics						2019 California School Dashboard - Mathematics					2019 California School Dashboard - Mathematics				
Subgroups	Number of Students with Scores Median	Performance Color Median	Distance From Standard Median	Change Median	Change Level Median	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level
All Students	230	Yellow	-50.4	2.6	Maintained	3,183,085	Orange	-33.5	2.9	Maintained	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	15,764	Orange	-69.6	2.8	Maintained	--	--	--	--	--
Asian	64	Green	43.1	-7.1	Declined	294,529	Blue	59.8	3.9	Increased	--	--	--	--	--
Black or African American	48	Orange	-74.1	1.4	Increased	168,923	Orange	-87.9	2.8	Maintained	--	--	--	--	--
English Learner	148	Orange	-65.4	3.1	Increased	967,152	Orange	-68.6	2.2	Maintained	--	--	--	--	--
Filipino	63	Green	9.1	-11.4	Declined	76,613	Green	18	5.6	Increased	--	--	--	--	--
Foster Youth	--	--	--	--	--	19,533	Orange	-107.2	5.1	Increased	--	--	--	--	--
Homeless	45	Red	-96.3	-1.6	Maintained	119,179	Orange	-77.7	2.9	Maintained	--	--	--	--	--
Latino	202	Orange	-55.0	2.3	Maintained	1,753,113	Yellow	-62.2	3.4	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	14,496	Orange	-49.8	2.1	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	230	Yellow	-53.4	2.3	Maintained	1,996,881	Yellow	-63.7	3.4	Increased	--	--	--	--	--
Students with Disabilities	48	Orange	-127.9	4.1	Increased	417,191	Orange	-119.4	6.6	Increased	--	--	--	--	--
Two or More Races	83	Green	23.1	-10.0	Declined	118,913	Green	2.5	0.9	Maintained	--	--	--	--	--
White	46	Green	34.4	-1.4	Maintained	716,268	Green	1.4	2.7	Maintained	--	--	--	--	--

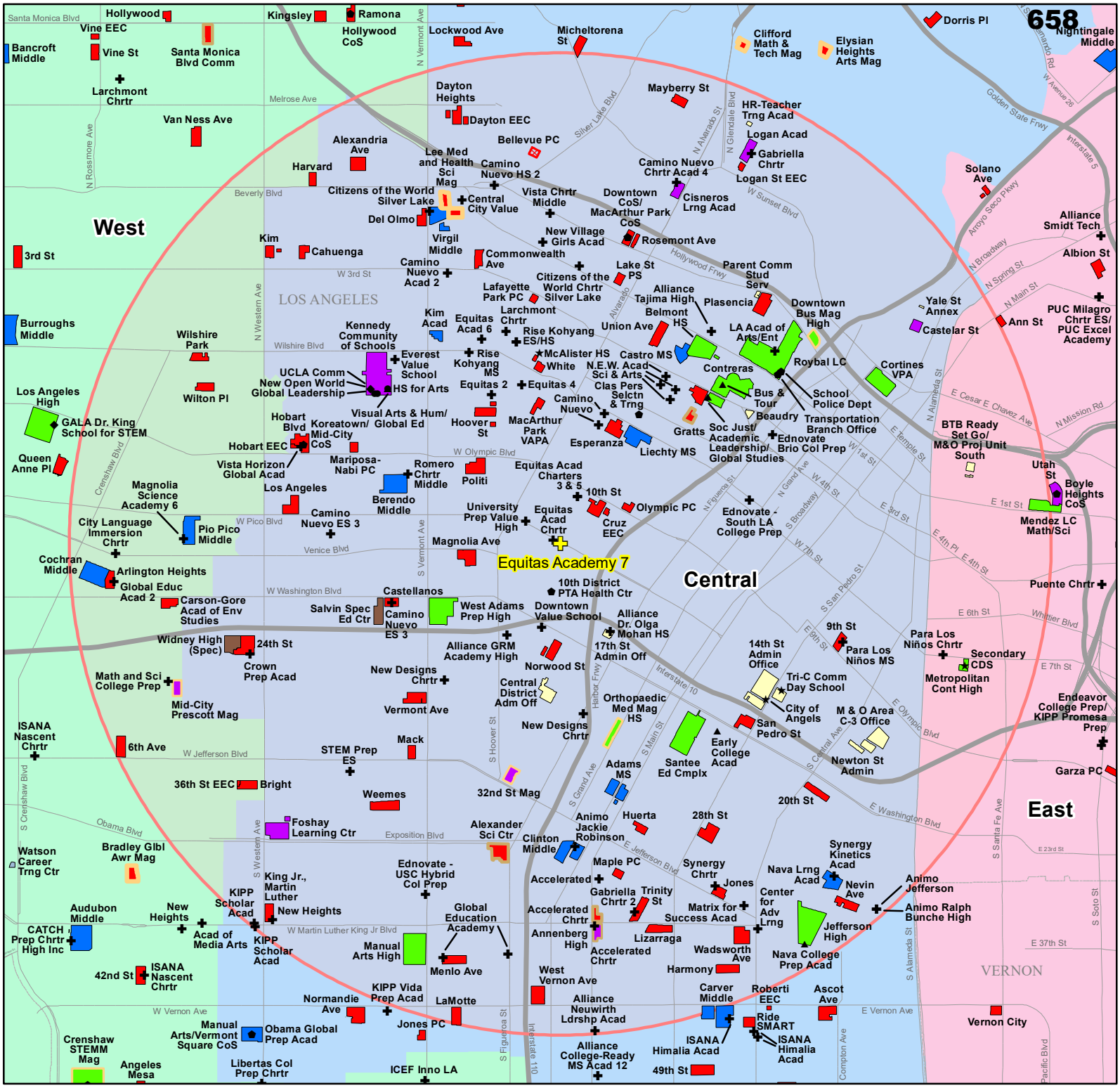
Schools Within the Community					State of California				Equitas Academy 7			
2019 California School Dashboard - English Learner Progress Indicator					2019 California School Dashboard - English Learner Progress Indicator				2019 California School Dashboard - English Learner Progress Indicator			
Subgroups	Number of English Learner Students Median	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students Median	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
English Learners	114	Orange	44.0%	Low	844,257	Yellow	48.3%	Medium	--	--	--	--

Schools Within the Community						State of California					Equitas Academy 7				
College / Career Academic Indicator						College / Career Academic Indicator					College / Career Academic Indicator				
Subgroups	Number of Students Median	Performance Color Median	Percentage of prepared students Median	Change Median	Change Level Median	Number of Students	Performance Color	Percentage of prepared students	Change	Change Level	Number of Students Median	Performance Color	Percentage of prepared students Median	Change	Change Level
All Students	118	Yellow	43.5%	-0.4%	Maintained	504,059	Yellow	44.1%	1.8%	Maintained	--	--	--	--	--
American Indian or Alaska Native	1	No Color	--%	--	--	2,864	Orange	25.9%	0.5%	Maintained	--	--	--	--	--
Asian	8	No Color	73.1%	-5.7%	--	45,829	Blue	74.0%	-0.2%	Maintained	--	--	--	--	--
Black or African American	5	No Color	40.0%	-2.0%	--	30,255	Yellow	23.7%	2.4%	Increased	--	--	--	--	--
English Learner	28	No Color	20.0%	0%	Declined	71,834	Yellow	16.8%	2.1%	Increased	--	--	--	--	--
Filipino	3	No Color	37.5%	-46.4%	--	14,805	Green	64.5%	1.7%	Increased	--	--	--	--	--
Foster Youth	2	No Color	21.4%	6.0%	--	6,364	Yellow	13.3%	2.8%	Increased	--	--	--	--	--
Homeless	8	No Color	22.2%	-14.3%	--	30,375	Orange	25.9%	1.4%	Maintained	--	--	--	--	--
Latino	104	Yellow	44.9%	1.6%	Maintained	270,276	Green	36.1%	2.2%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	2,488	Orange	33.5%	1.7%	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	110	Yellow	46.0%	-0.7%	Maintained	343,215	Green	35.8%	2.0%	Increased	--	--	--	--	--
Students with Disabilities	13	No Color	13.7%	2.5%	Declined Significantly	59,064	Orange	10.8%	1.5%	Maintained	--	--	--	--	--
Two or More Races	1	No Color	78.6%	--	--	14,689	Yellow	49.7%	0.9%	Maintained	--	--	--	--	--
White	2	No Color	80.2%	3.9%	--	118,333	Yellow	53.8%	1.4%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Equitas Academy 7				
2019 California School Dashboard - Chronic Absenteeism						2019 California School Dashboard - Chronic Absenteeism					2019 California School Dashboard - Chronic Absenteeism				
Subgroups	Number of students enrolled who meet criteria Median	Performance Color Median	Chronic Absenteeism Percentage Median	Change Median	Change Level Median	Number of students enrolled who met criteria	Performance Color	Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who met criteria Median	Performance Color	Chronic Absenteeism Percentage	Change	Change Level
All Students	503	Red	14.4%	5.9%	Increased Significantly	4,279,575	Orange	10.1%	1.1%	Increased	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	21,064	Orange	18.9%	1.2%	Increased	--	--	--	--	--
Asian	2	No Color	6.4%	2.7%	--	397,587	Yellow	3.7%	0.5%	Increased	--	--	--	--	--
Black or African American	19	No Color	35.0%	8.7%	--	228,255	Red	20.6%	2.7%	Increased	--	--	--	--	--
English Learner	197	Res	13.1%	5.7%	--	1,040,077	Orange	9.9%	1.4%	Increased	--	--	--	--	--
Filipino	1	No Color	8.3%	0%	--	94,421	Orange	5.2%	0.9%	Increased	--	--	--	--	--
Foster Youth	4	No Color	36.4%	12.4%	--	30,481	Red	20.1%	1.6%	Increased	--	--	--	--	--
Homeless	10	No Color	32.3%	6.8%	--	186,376	Red	21.1%	1.7%	Increased	--	--	--	--	--
Latino	418	Red	14.5%	6.2%	Increased Significantly	2,347,504	Orange	11.0%	1.4%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	18,842	Orange	18.8%	2.8%	Increased	--	--	--	--	--
Socioeconomically Disadvantaged	452	Red	15.0%	6.1%	Increased Significantly	2,710,059	Orange	12.9%	1.5%	Increased	--	--	--	--	--
Students with Disabilities	65	No Color	20.8%	6.4%	Increased	559,824	Orange	16.3%	1.2%	Increased	--	--	--	--	--
Two or More Races	3	No Color	9.4%	0%	--	209,377	Orange	9.8%	0.5%	Increased	--	--	--	--	--
White	6	No Color	17.5%	5.3%	--	962,525	Yellow	8.1%	0.3%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Equitas Academy 7				
2019 California School Dashboard - Suspension Rate Indicator						2019 California School Dashboard - Suspension Rate Indicator					2019 California School Dashboard - Suspension Rate Indicator				
Subgroups	Number of Students Median	Performance Color Median	Students suspended at least once Median	Change Median	Change Level Median	Number of Students	Performance Color	Students suspended at least once	Change	Change Level	Number of Students Median	Performance Color	Students suspended at least once	Change	Change Level
All Students	542	Blue	0.2%	0%	Declined	6,362,507	Yellow	3.4%	-0.1%	Maintained	--	--	--	--	--
American Indian or Alaska Native	1	No Color	0%	-11.1%	--	32,661	Orange	7.2%	0.1%	Maintained	--	--	--	--	--
Asian	5	No Color	0%	0%	--	586,729	Blue	1.0%	-0.1%	Maintained	--	--	--	--	--
Black or African American	19	No Color	0%	0%	Maintained	352,100	Orange	8.8%	-0.6%	Declined	--	--	--	--	--
English Learner	179	Blue	0%	0%	Maintained	1,290,848	Yellow	3.1%	0.1%	Maintained	--	--	--	--	--
Filipino	6	No Color	0%	0%	--	152,041	Green	1.3%	0.0%	Maintained	--	--	--	--	--
Foster Youth	5	No Color	0%	0%	--	47,001	Orange	14.6%	-0.6%	Declined	--	--	--	--	--
Homeless	14	No Color	0%	0%	--	269,615	Orange	6.2%	0.5%	Increased	--	--	--	--	--
Latino	470	Blue	0.1%	0%	--	3,466,841	Yellow	3.5%	-0.1%	Maintained	--	--	--	--	--
Native Hawaiian or Pacific Islander	1	No Color			--	29,120	Yellow	4.5%	-0.2%	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	483	Blue	0.2%	0%	--	3,971,836	Yellow	4.3%	-0.1%	Maintained	--	--	--	--	--
Students with Disabilities	70	Blue	0%	0%	Maintained	823,805	Yellow	6.2%	-0.6%	Declined	--	--	--	--	--
Two or More Races	4	No Color	0%	0%	--	294,967	Yellow	3.3%	-0.1%	Maintained	--	--	--	--	--
White	7	No Color	0%	0%	--	1,448,056	Yellow	2.9%	-0.2%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Equitas Academy 7				
Graduation Rate Indicator						Graduation Rate Indicator					Graduation Rate Indicator				
Subgroups	Number of Students Median	Performance Color Median	Percentage of graduated students Median	Change Median	Change Level Median	Number of Students	Performance Color	Percentage of graduated students	Change	Change Level	Number of Students with Scores	Performance Color Median	Percentage of graduated students Median	Change	Change Level
All Students	119	Green	89.2%	1.6%	Increased	508,055	Green	85.8%	2.7%	Increased	--	--	--	--	--
American Indian or Alaska Native	1	No Color	100.0%	16.7%	--	2,889	Yellow	78.3%	4.7%	Increased	--	--	--	--	--
Asian	8	No Color	95.0%	0%	Declined	46,071	Green	93.9%	0.6%	Maintained	--	--	--	--	--
Black or African American	5	No Color	89.9%	0%	Maintained	30,573	Yellow	78.6%	6.7%	Increased	--	--	--	--	--
English Learner	29	No Color	66.7%	0.5%	Maintained	73,494	Yellow	72.6%	1.7%	Increased	--	--	--	--	--
Filipino	3	No Color	100.0%	0%	Maintained	14,869	Green	93.9%	1.3%	Increased	--	--	--	--	--
Foster Youth	2	No Color	100.0%	0%	Maintained	6,488	Red	64.0%	4.9%	Increased	--	--	--	--	--
Homeless	8	No Color	75.0%	-1.6%	Declined	30,804	Yellow	77.7%	2.1%	Increased	--	--	--	--	--
Latino	105	Green	90.0%	2.0%	Increased	272,698	Green	83.7%	3.0%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	2	No Color	75.0%	-50.0%	Declined Significantly	2,502	Green	85.0%	4.3%	Increased	--	--	--	--	--
Socioeconomically Disadvantaged	112	Green	89.2%	2.3%	Increased	346,714	Green	83.2%	2.8%	Increased	--	--	--	--	--
Students with Disabilities	13	No Color	81.8%	0%	Maintained	60,438	Orange	70.6%	-1.2%	Declined	--	--	--	--	--
Two or More Races	2	No Color	100.0%	0%	Declined Significantly	14,782	Green	86.9%	2.5%	Increased	--	--	--	--	--
White	3	No Color	96.1%	0%	Maintained	119,106	Green	89.1%	1.7%	Increased	--	--	--	--	--



GRADES K-12 SCHOOLS WITHIN A THREE MILE RADIUS OF EQUITAS ACADEMY 7

LAUSD Schools and Facilities

- Charter School
- Elementary School
- Middle School
- High School
- Span School
- Administrative Office

- Elementary School
- Middle School
- High School
- Span School
- Magnet School (Fill Color Indicates Grade Level)
- Charter School (Fill Color Indicates Grade Level)
- Closed School (Color Indicates Grade Level)
- Opportunity School or Non K-12 School
- Special Education School
- Administrative Site

LAUSD Boundaries

- LAUSD Boundary
- Central — Local District Central Area
- Area Outside of LAUSD

Area of Interest

- 3 mi. Radius of Equitas Academy 7
- Equitas Academy 7 (Located in Board of Education District #5 and Koreatown/Pico-Union CoS)

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Prepared by Master Planning and Demographics
Facilities Services Division

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MPD-3694
3/28/2022

Equitas Academy 7 Schools within the Community List with Enrollment Data
Schools Within Community

No.	LOCN	CCC	SCHOOL	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS	2019-20 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2019-20 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2020-21 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7082	1708201	10th St	1000 GRATTAN ST	LOS ANGELES	90015	ES	1-5	C	MacArthur Park CoS	740	543	(197)	-26.62%	674	472	(202)	-29.97%	443	385	(58)	-13.09%
2	7274	1727401	20th St	1353 E 20TH ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	645	595	(50)	-7.75%	591	551	(40)	-6.77%	529	494	(35)	-6.62%
3	7301	1730101	24th St	2055 W 24TH ST	LOS ANGELES	90018	ES	K-4	C	Manual Arts/Vermont Square CoS	595	557	(38)	-6.39%	614	519	(95)	-15.47%	611	494	(117)	-19.15%
4	7288	1728801	28th St	2807 STANFORD AVE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	689	628	(61)	-8.85%	659	590	(69)	-10.47%	570	522	(48)	-8.42%
5	7137	1713701	32nd St Mag	822 W 32ND ST	LOS ANGELES	90007	MSS	K-5	C	Manual Arts/Vermont Square CoS	1072	1019	(53)	-4.94%	1121	1006	(115)	-10.26%	930	908	(22)	-2.37%
6	6781	1678101	6th Ave	3109 SIXTH AVE	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	512	411	(101)	-19.73%	488	398	(90)	-18.44%	432	332	(100)	-23.15%
7	5505	1550501	9th St	835 STANFORD AVE	LOS ANGELES	90021	ES	K-5	C	South Los Angeles CoS	340	318	(22)	-6.47%	277	244	(33)	-11.91%	300	219	(81)	-27.00%
8	8207	1820701	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	545	460	(85)	-15.60%	615	485	(130)	-21.14%	586	496	(90)	-15.36%
9	8009	1800901	Adams Middle	151 W 30TH ST	LOS ANGELES	90007	MS	6-8	C	South Los Angeles CoS	1049	895	(154)	-14.68%	1085	844	(241)	-22.21%	942	749	(193)	-20.49%
10	2041	1204101	Alexandria Ave	4211 OAKWOOD AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	638	592	(46)	-7.21%	555	513	(42)	-7.57%	547	512	(35)	-6.40%
11	2369	1236901	Ambassador School of Global Ed	3201 W 8TH ST	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	433	363	(70)	-16.17%	425	325	(100)	-23.53%	378	322	(56)	-14.81%
12	7771	1777101	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	C	Koreatown/Pico-Union CoS	713	550	(163)	-22.86%	707	571	(136)	-19.24%	668	542	(126)	-18.86%
13	2137	1213701	Ann St	126 E BLOOM ST	LOS ANGELES	90012	ES	K-5	E	Lincoln Heights/El Sereno CoS	131	87	(44)	-33.59%	105	80	(25)	-23.81%	102	72	(30)	-29.41%
14	2192	1219201	Arlington Heights	1717 SEVENTH AVE	LOS ANGELES	90019	ES	K-5	W	LA Mid-City CoS	424	356	(68)	-16.04%	472	316	(156)	-33.05%	362	280	(82)	-22.65%
15	8543	1854301	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	2187	793	(1,394)	-63.74%	2037	725	(1,312)	-64.41%	1721	663	(1,058)	-61.48%
16	8057	1805701	Berendo Middle	1157 S BERENDO ST	LOS ANGELES	90006	MS	6-8	C	Koreatown/Pico-Union CoS	841	771	(70)	-8.32%	1278	684	(594)	-46.48%	984	613	(371)	-37.70%
17	7164	1716401	Bright	1771 W 36TH ST	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	551	512	(39)	-7.08%	464	435	(29)	-6.25%	448	401	(47)	-10.49%
18	2699	1269901	Cahuenga	220 S HOBART BLVD	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	513	419	(94)	-18.32%	455	387	(68)	-14.95%	470	343	(127)	-27.02%
19	2939	1293901	Carson-Gore Acad of Env Studies	3200 W WASHINGTON BLVD	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	554	532	(22)	-3.97%	529	491	(38)	-7.18%	470	417	(53)	-11.28%
20	8094	1809401	Carver Middle	4410 MC KINLEY AV	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	884	734	(150)	-16.97%	829	711	(118)	-14.23%	813	673	(140)	-17.22%
21	2863	1286301	Castelar St	840 YALE ST	LOS ANGELES	90012	SS	K-8	C	Downtown CoS	740	623	(117)	-15.81%	756	609	(147)	-19.44%	725	598	(127)	-17.52%
22	8045	1804501	Castro Middle	1575 W 2ND ST	LOS ANGELES	90026	MS	6-8	C	Downtown CoS	448	302	(146)	-32.59%	406	336	(70)	-17.24%	509	328	(181)	-35.56%
23	8062	1806201	Clinton Middle	3500 SOUTH HILL ST	LOS ANGELES	90071	MS	6-8	C	South Los Angeles CoS	883	767	(116)	-13.14%	784	685	(99)	-12.63%	645	592	(53)	-8.22%
24	8245	1824501	Cochran Middle	4066 W 17TH ST	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	752	571	(181)	-24.07%	742	561	(181)	-24.39%	523	476	(47)	-8.99%
25	3192	1319201	Commonwealth Ave	215 S COMMONWEALTH	LOS ANGELES	90004	ES	K-5	C	MacArthur Park CoS	605	568	(37)	-6.12%	545	525	(20)	-3.67%	541	473	(68)	-12.57%
26	8517	1851701	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	561	433	(128)	-22.82%	513	410	(103)	-20.08%	487	425	(62)	-12.73%
27	8516	1851601	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	C	Downtown CoS	1452	1172	(280)	-19.28%	1465	1173	(292)	-19.93%	1436	1159	(277)	-19.29%
28	3356	1335601	Dayton Heights	607 N WESTMORELAN	LOS ANGELES	90004	ES	K-5	C	Glassell Park/Los Feliz CoS	428	362	(66)	-15.42%	368	320	(48)	-13.04%	319	258	(61)	-19.12%
29	2386	1238601	Del Olmo	100 N NEW HAMPSHIRE AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	674	620	(54)	-8.01%	608	581	(27)	-4.44%	547	519	(28)	-5.12%
30	8738	1873801	Downtown Bus Mag High	1081 W TEMPLE ST	LOS ANGELES	90012	MHS	9-12	C	Downtown CoS	781	1047	266	34.06%	658	1035	377	57.29%	666	909	243	36.49%
31	8710	1871001	Early College Acad	400 W WASHINGTON BLVD	LOS ANGELES	90015	HS	9-12	C	South Los Angeles CoS			-	0.00%			-	0.00%			-	0.00%
32	2383	1238301	Esperanza	680 LITTLE ST	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	793	757	(36)	-4.54%	755	693	(62)	-8.21%	658	627	(31)	-4.71%
33	8132	1813201	Foshay Learning Ctr	3751 S HARVARD BL	LOS ANGELES	90018	SS	K-12	C	Manual Arts/Vermont Square CoS	2024	1871	(153)	-7.56%	2028	1859	(169)	-8.33%	1879	1736	(143)	-7.61%
34	2385	1238501	Gratts Lrng Acad for Young Scholars	309 LUCAS AVE	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	543	506	(37)	-6.81%	405	371	(34)	-8.40%	432	352	(80)	-18.52%
35	4681	1468101	Harmony	898 E 42ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	649	598	(51)	-7.86%	627	567	(60)	-9.57%	507	497	(10)	-1.97%
36	2042	1204201	Harvard	330 N HARVARD BLV	LOS ANGELES	90004	ES	K-5	W	Hollywood CoS	350	341	(9)	-2.57%	342	311	(31)	-9.06%	312	267	(45)	-14.42%
37	4548	1454801	Hobart Blvd	980 S HOBART BLVD	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	694	568	(126)	-18.16%	577	518	(59)	-10.23%	476	426	(50)	-10.50%
38	4589	1458901	Hoover St	2726 FRANCIS AVE	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	687	676	(11)	-1.60%	643	614	(29)	-4.51%	579	558	(21)	-3.63%
39	2944	1294401	Huerta	260 E 31ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	395	361	(34)	-8.61%	364	342	(22)	-6.04%	376	315	(61)	-16.22%
40	8714	1871401	Jefferson High	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	879	721	(158)	-17.97%	865	749	(116)	-13.41%	857	724	(133)	-15.52%
41	2943	1294301	Jones	900 E 33RD ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	318	300	(18)	-5.66%	370	300	(70)	-18.92%	313	290	(23)	-7.35%
42	2701	1270101	Kim	225 SOUTH OXFORD AVE	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	722	610	(112)	-15.51%	699	559	(140)	-20.03%	636	498	(138)	-21.70%
43	8064	1806401	Kim Acad	615 S SHATTO PL	LOS ANGELES	90005	MS	6-8	C	Koreatown/Pico-Union CoS	891	870	(21)	-2.36%	860	839	(21)	-2.44%	845	818	(27)	-3.20%
44	6534	1653401	King Jr., Martin Luther	3989 S HOBART BLV	LOS ANGELES	90062	ES	K-5	C	Manual Arts/Vermont Square CoS	420	390	(30)	-7.14%	397	381	(16)	-4.03%	366	334	(32)	-8.74%
45	8774	1877401	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	424	367	(57)	-13.44%	381	339	(42)	-11.02%	357	331	(26)	-7.28%
46	8501	1850101	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	537	429	(108)	-20.11%	523	437	(86)	-16.44%	494	444	(50)	-10.12%
47	2543	1254301	Lafayette Park PC	310 S LAFAYETTE PARK PL	LOS ANGELES	90057	ES	K-K	C	MacArthur Park CoS	72	72	-	0.00%	96	74	(22)	-22.92%	72	61	(11)	-15.28%
48	2393	1239301	Lake St PS	135 N LAKE ST	LOS ANGELES	90026	ES	K-1	C	MacArthur Park CoS	176	155	(21)	-11.93%	161	154	(7)	-4.35%	111	105	(6)	-5.41%
49	2311	1231101	LaMotte	4410 ORCHARD AVE	LOS ANGELES	90037	ES	K-5	C	Manual Arts/Vermont Square CoS	563	546	(17)	-3.02%	530	499	(31)	-5.85%	444	439	(5)	-1.13%
50	2307	1230701	Lee Med and Health Sci Mag	3600 W COUNCIL ST	LOS ANGELES	90004	MES	K-5	C	Downtown CoS	692	663	(29)	-4.19%	709	660	(49)	-6.91%	649	594	(55)	-8.47%
51	8058	1805801	Liechty Middle	650 S UNION AVE	LOS ANGELES	90017	MS	6-8	C	MacArthur Park CoS	1166	979	(187)	-16.04%	1096	962	(134)	-12.23%	1117	870	(247)	-22.11%
52	4680	1468001	Lizarraga	401 EAST 40TH PLACE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	603	565	(38)	-6.30%	604	544	(60)	-9.93%	459	436	(23)	-5.01%
53	4904	1490401	Logan Acad	1711 W MONTANA ST	LOS ANGELES	90026	SS	K-8	C	Downtown CoS	613	403	(210)	-34.26%	574	368	(206)	-35.89%	502	386	(116)	-23.11%
54	4982	1498201	Los Angeles	1211 S HOBART BLV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	787	639	(148)	-18.81%	815	529	(286)	-35.09%	797	473	(324)	-40.65%
55	2544	1254401	MacArthur Park School for the Visual and Perf Arts	2300 W 7TH ST	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	565	502	(63)	-11.15%	538	457	(81)	-15.06%	453	417	(36)	-7.95%
56	5113	1511301	Mack	3020 S CATALINA ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	422	363	(59)	-13.98%	394	338	(56)	-14.21%	415	292	(123)	-29.64%
57	5055	1505501	Magnolia Ave	1626 S ORCHARD AV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	934	803	(131)	-14.03%	779	686	(93)	-11.94%	846	622	(224)	-26.48%
58	8743	1874301	Manual Arts High	4131 S VERMONT AVE	LOS ANGELES	90037	HS	9-12	C	Manual Arts/Vermont Square CoS	1630	1307	(323)	-19.82%	1426	1170	(256)	-17.95%	1380	1076	(304)	-22.03%
59	7220	1722001	Maple PC	3601 S MAPLE AVE	LOS ANGELES	90011	ES	K-1	C	South Los Angeles CoS	205	179	(26)	-12.68%	177	155	(22)	-12.43%	153	125	(28)	-18.30%
60	4983	1498301	Mariposa-Nabi PC	987 S MARIPOSA AVE	LOS ANGELES	90006	ES	K-2	C	Koreatown/Pico-Union CoS	132	115	(17)	-12.88%	130	108	(22)	-16.92%	105	105	-	0.00%
61	5205	1520501	Mayberry St	2414 MAYBERRY ST	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	283	192	(91)	-32.16%	283	184	(99)	-34.98%	168	150	(18)	-10.71%
62	8611	1861101	Mendez LC Math/Sci	1200 PLAZA DEL SOL	LOS ANGELES	90033	HS	9-12	E	Boyle Heights CoS	1078	1012	(66)	-6.12%	1039	969	(70)	-6.74%	981	863	(118)	-12.03%

Equitas Academy 7 Schools within the Community List with Enrollment Data
Schools Within Community

No.	LOCN	CCC	SCHOOL	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS	2019-20 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2019-20 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2020-21 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
63	5247	1524701	Menlo Ave	4156 MENLO AVE	LOS ANGELES	90037	ES	K-6	C	Manual Arts/Vermont Square CoS	655	451	(204)	-31.15%	602	410	(192)	-31.89%	608	428	(180)	-29.61%
64	5288	1528801	Micheltorena St	1511 MICHELTORENA	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	507	406	(101)	-19.92%	473	389	(84)	-17.76%	414	336	(78)	-18.84%
65	3500	1350001	Mid-City Prescott Mag	3150 W ADAMS BLVD	LOS ANGELES	90018	MSS	1-5	W	Fairfax CoS	262	237	(25)	-9.54%	234	227	(7)	-2.99%	255	184	(71)	-27.84%
66	7614	1761401	Nava College Prep Acad	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	788	704	(84)	-10.66%	975	650	(325)	-33.33%	805	584	(221)	-27.45%
67	5173	1517301	Nava Lrng Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	995	792	(203)	-20.40%	880	690	(190)	-21.59%	758	620	(138)	-18.21%
68	5466	1546601	Nevin Ave	1569 E 32ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	578	562	(16)	-2.77%	519	497	(22)	-4.24%	516	462	(54)	-10.47%
69	7783	1778301	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	ES	K-12	C	Koreatown/Pico-Union CoS	1267	1138	(129)	-10.18%	1275	1050	(225)	-17.65%	1198	996	(202)	-16.86%
70	5699	1569901	Norwood St	2020 OAK ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	499	417	(82)	-16.43%	470	411	(59)	-12.55%	412	340	(72)	-17.48%
71	2392	1239201	Olympic PC	950 S ALBANY ST	LOS ANGELES	90015	ES	K-K	C	MacArthur Park CoS	144	129	(15)	-10.42%	120	102	(18)	-15.00%	120	102	(18)	-15.00%
72	8853	1885301	Orthopaedic Med Mag HS	300 W 23RD ST	LOS ANGELES	90007	MHS	9-12	C	South Los Angeles CoS	839	803	(36)	-4.29%	808	794	(14)	-1.73%	758	734	(24)	-3.17%
73	4980	1498001	Pio Pico Middle	1512 S ARLINGTON AVE	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	576	474	(102)	-17.71%	456	405	(51)	-11.18%	494	348	(146)	-29.55%
74	3247	1324701	Plasencia	1321 CORTEZ ST	LOS ANGELES	90026	ES	K-5	C	Downtown CoS	620	541	(79)	-12.74%	572	512	(60)	-10.49%	503	445	(58)	-11.53%
75	2384	1238401	Politi	2481 W 11TH ST	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	819	687	(132)	-16.12%	874	662	(212)	-24.26%	801	594	(207)	-25.84%
76	6370	1637001	Rosemont Ave	421 N ROSEMONT AV	LOS ANGELES	90026	ES	2-5	C	Downtown CoS	334	243	(91)	-27.25%	243	217	(26)	-10.70%	207	203	(4)	-1.93%
77	8544	1854401	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	1215	835	(380)	-31.28%	1376	858	(518)	-37.65%	1143	981	(162)	-14.17%
78	6507	1650701	San Pedro St	1635 S SAN PEDRO	LOS ANGELES	90015	ES	K-5	C	South Los Angeles CoS	728	620	(108)	-14.84%	643	538	(105)	-16.33%	528	468	(60)	-11.36%
79	8716	1871601	Santee Ed Cmplx	1921 SOUTH MAPLE AVE	LOS ANGELES	90011	HS	9-12	C	South Los Angeles CoS	2091	1793	(298)	-14.25%	2035	1782	(253)	-12.43%	2150	1741	(409)	-19.02%
80	8527	1852701	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	649	481	(168)	-25.89%	568	481	(87)	-15.32%	530	437	(93)	-17.55%
81	8206	1820601	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	591	427	(164)	-27.75%	570	443	(127)	-22.28%	502	462	(40)	-7.97%
82	7219	1721901	Trinity St	3736 TRINITY ST	LOS ANGELES	90011	ES	2-5	C	South Los Angeles CoS	286	260	(26)	-9.09%	299	267	(32)	-10.70%	290	238	(52)	-17.93%
83	7780	1778001	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	ES	K-12	C	Koreatown/Pico-Union CoS	1154	995	(159)	-13.78%	1124	972	(152)	-13.52%	1074	951	(123)	-11.45%
84	7356	1735601	Union Ave	150 S BURLINGTON AVE	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	1081	1053	(28)	-2.59%	1005	958	(47)	-4.68%	895	870	(25)	-2.79%
85	7479	1747901	Vermont Ave	1435 W 27TH ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	523	502	(21)	-4.02%	463	434	(29)	-6.26%	376	375	(1)	-0.27%
86	8462	1846201	Virgil Middle	152 N VERMONT AVE	LOS ANGELES	90004	MS	6-8	C	Downtown CoS	1257	1177	(80)	-6.36%	1238	1147	(91)	-7.35%	1162	1032	(130)	-11.19%
87	7589	1758901	Wadsworth Ave	981 E 41ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	771	667	(104)	-13.49%	640	624	(16)	-2.50%	566	557	(9)	-1.59%
88	7151	1715101	Weemes	1260 W 36TH PL	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	620	482	(138)	-22.26%	538	452	(86)	-15.99%	577	421	(156)	-27.04%
89	8748	1874801	West Adams Prep High	1500 W WASHINGTON BL	LOS ANGELES	90007	HS	9-12	C	Koreatown/Pico-Union CoS	1424	1281	(143)	-10.04%	1665	1159	(506)	-30.39%	1539	1113	(426)	-27.68%
90	7654	1765401	West Vernon Ave	4312 S GRAND AVE	LOS ANGELES	90037	ES	K-5	C	South Los Angeles CoS	985	669	(316)	-32.08%	911	614	(297)	-32.60%	853	549	(304)	-35.64%
91	2542	1254201	White	2401 WILSHIRE BLVD	LOS ANGELES	90057	ES	1-5	C	MacArthur Park CoS	483	333	(150)	-31.06%	426	331	(95)	-22.30%	387	299	(88)	-22.74%
92	2619	1261901	Wilshire Park	4063 INGRAHAM ST	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	454	393	(61)	-13.44%	426	391	(35)	-8.22%	371	327	(44)	-11.86%
93	7808	1780801	Wilton Pl	745 S WILTON PL	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	544	430	(114)	-20.96%	504	383	(121)	-24.01%	376	327	(49)	-13.03%
94	2015	1201501	Accelerated	1. 119 E 37TH ST 2. 116 E MARTIN LUTHER KING JR BL	1. LOS ANGELES 2. LOS ANGELES	1. 90011 2. 90011	1. CSI 2. CSISS	1. K-8 2. K-8	1. C 2. C	1. South Los Angeles CoS 2. South Los Angeles CoS	737	745	8	1.09%	737	751	14	1.90%	737	776	39	5.29%
95	2013	1201301	Accelerated Chrtr	3914 S MAIN ST	LOS ANGELES	90037	CSIES	K-6	C	South Los Angeles CoS	500	492	(8)	-1.60%	528	493	(35)	-6.63%	528	511	(17)	-3.22%
96	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
97	8626	1862601	Alliance GRM Academy High	2023 UNION AVE	LOS ANGELES	90007	CSI	6-12	C	Manual Arts/Vermont Square CoS	1010	965	(45)	-4.46%	1010	994	(16)	-1.58%	1010	1002	(8)	-0.79%
98	8824	1882401	Alliance Neuwirth Ldrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	600	571	(29)	-4.83%	600	593	(7)	-1.17%	579	590	11	1.90%
99	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
100	8818	1881801	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	C	South Los Angeles CoS	600	624	24	4.00%	600	638	38	6.33%	637	606	(31)	-4.87%
101	5981	1598101	Animo Jefferson	1655 E 27TH ST, STE A	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	540	551	11	2.04%	540	542	2	0.37%	540	531	(9)	-1.67%
102	8817	1881701	Animo Ralph Bunche High	1655 NE 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	C	Historic Central Avenue CoS	625	619	(6)	-0.96%	625	616	(9)	-1.44%	621	617	(4)	-0.64%
103	8828	1882801	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	545	504	(41)	-7.52%	570	485	(85)	-14.91%	585	494	(91)	-15.56%
104	5987	1598701	Camino Nuevo Acad 2	3400 W 3RD ST	LOS ANGELES	90020	CSI	K-8	C	Downtown CoS	696	701	5	0.72%	696	692	(4)	-0.57%	696	688	(8)	-1.15%
105	2017	1201701	1. Camino Nuevo Chrtr Acad 2. Camino Nuevo Chrtr Acad	1. 653 BURLINGTON AVE 2. 697 BURLINGTON AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90057 2. 90057	1. CSI 2. CSI	1. 4-8 2. K-8	1. C 2. C	1. MacArthur Park CoS 2. MacArthur Park CoS	555	561	6	1.08%	555	577	22	3.96%	555	579	24	4.32%
106	2251	1225101	Camino Nuevo Chrtr Acad 4	1018 MOHAWK ST	LOS ANGELES	90026	CSI	K-8	C	Downtown CoS	656	632	(24)	-3.66%	652	604	(48)	-7.36%	678	602	(76)	-11.21%
107	2157	1215701	1. Camino Nuevo ES 3 2. Camino Nuevo ES 3	1. 1723 W CORDOVA ST 2. 2755 W 15TH ST	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90006	CSI	1. K-8 2. 6-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Koreatown/Pico-Union CoS	889	764	(125)	-14.06%	889	746	(143)	-16.09%	889	710	(179)	-20.13%
108	7624	1762401	Camino Nuevo HS 2	3500 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
109	3284	1328401	Center for Advanced Lrng	4016 S CENTRAL AVE	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	360	307	(53)	-14.72%	360	297	(63)	-17.50%	360	277	(83)	-23.06%
110	8719	1871901	Central City Value	221 N WESTMORELAND	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
111	2260	1226001	1. Citizens of the World Chrtr Silver Lake 2. Citizens of the World Chrtr Silver Lake	1. 110 N CORONADO ST 2. 152 N VERMONT AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90026 2. 90004	1. CSI 2. CSI	1. TK-5 2. 6-8	1. C 2. C	1. Downtown CoS 2. Downtown CoS	1196	872	(324)	-27.09%	1196	866	(330)	-27.59%	1196	798	(398)	-33.28%
112	2271	1227101	City Language Immersion Chrtr	4001 VENICE BLVD	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	432	426	(6)	-1.39%	432	402	(30)	-6.94%	432	378	(54)	-12.50%
113	5983	1598301	Crown Prep Acad	2055 W 24TH ST., RM 60	LOS ANGELES	90018	CSI	5-8	C	Manual Arts/Vermont Square CoS	480	432	(48)	-10.00%	480	449	(31)	-6.46%	480	431	(49)	-10.21%
114	4765	1476501	Downtown Value School	950 W WASHINGTON BLVD	LOS ANGELES	90015	CSI	K-8	C	Manual Arts/Vermont Square CoS	456	449	(7)	-1.54%	456	441	(15)	-3.29%	456	428	(28)	-6.14%
115	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%

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116	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD., SUITE 400	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	0	0	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
117	7672	1767201	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	C	Manual Arts/Vermont Square CoS	500	508	8	1.60%	500	551	51	10.20%	500	546	46	9.20%
118	7551	1755101	Equitas Acad 4	2501 W 7TH ST	LOS ANGELES	90057	CSI	5-8	C	MacArthur Park CoS	400	151	(249)	-62.25%	400	255	(145)	-36.25%	400	352	(48)	-12.00%
119	5265	1526501	Equitas Acad 5	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	212	116	(96)	-45.28%	318	112	(206)	-64.78%	413	111	(302)	-73.12%
120	2468	1246801	Equitas Acad 6	631 S COMMONWEALTH AVE	LOS ANGELES	90005	CSI	TK-4	C	MacArthur Park CoS	0	0	-	0.00%	212	162	(50)	-23.58%	318	156	(162)	-50.94%
121	2154	1215401	Equitas Acad Chrtr	1700 W PICO BLVD	LOS ANGELES	90015	CSI	TK-4	C	Koreatown/Pico-Union CoS	450	471	21	4.67%	450	464	14	3.11%	450	461	11	2.44%
122	5190	1519001	Equitas Acad Chrtr 2	2723 W 8TH ST	LOS ANGELES	90005	CSI	5-8	C	Koreatown/Pico-Union CoS	400	403	3	0.75%	400	408	8	2.00%	400	394	(6)	-1.50%
123	2280	1228001	Equitas Acad Chrtr 3	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	500	421	(79)	-15.80%	500	427	(73)	-14.60%	500	500	-	0.00%
124	5220	1522001	Everest Value School	668 S. CATALINA AVE	LOS ANGELES	90010	CSI	K-8	C	Koreatown/Pico-Union CoS	250	240	(10)	-4.00%	321	235	(86)	-26.79%	379	253	(126)	-33.25%
125	4034	1403401	Gabriella Chrtr	1435 LOGAN ST.	LOS ANGELES	90026	CSI	TK-8	C	Downtown CoS	480	454	(26)	-5.42%	480	468	(12)	-2.50%	480	443	(37)	-7.71%
126	7552	1755201	Gabriella Chrtr 2	3736 TRINITY ST	LOS ANGELES	90011	CSI	TK-5	C	South Los Angeles CoS	260	237	(23)	-8.85%	312	290	(22)	-7.05%	364	330	(34)	-9.34%
127	2281	1228101	Global Educ Acad 2	1717 7TH AVE	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	180	137	(43)	-23.89%	220	111	(109)	-49.55%	240	80	(160)	-66.67%
128	2025	1202501	1. Global Education Academy 2. Global Education Academy	1. 4141 S FIGUEROA ST 2. 4156 MENLO AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90037 2. 90037	1. CSI 2. CSI	1. K-5 2. 6-7	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	314	242	(72)	-22.93%	364	277	(87)	-23.90%	480	327	(153)	-31.88%
129	5187	1518701	1. KIPP Scholar Acad 2. KIPP Scholar Acad	1. 1729 MARTIN LUTHER KING JR BLVD 2. 1722 MARTIN LUTHER KING JR BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90062 2. 90062	1. CSI 2. CSI	1. 5-6 2. 7-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	437	397	(40)	-9.15%	450	411	(39)	-8.67%	450	363	(87)	-19.33%
130	8216	1821601	LA Acad of Arts and Enterprise	1200 W COLTON ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
131	4783	1478301	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	6-11	C	MacArthur Park CoS	1841	1557	(284)	-15.43%	1626	1584	(42)	-2.58%	1685	1610	(75)	-4.45%
132	8013	1801301	Magnolia Science Academy 6	1512 ARLINGTON AVE	LOS ANGELES	90019	CSI	6-8	W	LA Mid-City CoS	170	134	(36)	-21.18%	180	163	(17)	-9.44%	186	84	(102)	-54.84%
133	7674	1767401	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	W	LA Mid-City CoS	532	526	(6)	-1.13%	532	528	(4)	-0.75%	532	531	(1)	-0.19%
134	2023	1202301	1. N.E.W. Academy - Sci & Arts 2. N.E.W. Academy - Sci & Arts 3. N.E.W. Academy - Sci & Arts 4. N.E.W. Academy - Sci & Arts	1. 303 S LOMA DR 2. 345 S COLUMBIA AVE 3. 375 S COLUMBIA AVE 4. 379 S LOMA DR	1. LOS ANGELES 2. LOS ANGELES 3. LOS ANGELES 4. LOS ANGELES	1. 90017 2. 90017 3. 90017 4. 90017	1. CSI 2. CSI 3. CSI 4. CSI	1. TK-5 2. TK-5 3. TK-5 4. TK-5	1. C 2. C 3. C 4. C	1. MacArthur Park CoS 2. MacArthur Park CoS 3. MacArthur Park CoS 4. Macarthur Park CoS	450	440	(10)	-2.22%	450	417	(33)	-7.33%	450	403	(47)	-10.44%
135	8260	1826001	1. New Designs Chrtr 2. New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	1. CSI 2. CSI	1. 6-12 2. 6-12	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1032	899	(133)	-12.89%	1110	868	(242)	-21.80%	1209	819	(390)	-32.26%
136	5583	1558301	New Heights	3989 S HOBART BLVD	LOS ANGELES	90062	CSI	3-8	C	Manual Arts/Vermont Square CoS	465	429	(36)	-7.74%	465	404	(61)	-13.12%	444	403	(41)	-9.23%
137	8775	1877501	New Village Girls Acad	147 N OCCIDENTAL BLVD	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	180	94	(86)	-47.78%	120	100	(20)	-16.67%	125	94	(31)	-24.80%
138	2615	1261501	Para Los Ninos Chrtr	1617 E 7TH ST	LOS ANGELES	90021	CSI	K-5	E	Boyle Heights CoS	410	348	(62)	-15.12%	410	320	(90)	-21.95%	410	296	(114)	-27.80%
139	2163	1216301	Para Los Ninos Gratts	474 S HARTFORD AVE	LOS ANGELES	90017	CCAES	K-1	C	MacArthur Park CoS	360	271	(89)	-24.72%	360	294	(66)	-18.33%	360	209	(151)	-41.94%
140	8016	1801601	Para Los Ninos MS	835 STANFORD AVE	LOS ANGELES	90017	CSI	6-8	C	South Los Angeles CoS	360	303	(57)	-15.83%	360	309	(51)	-14.17%	360	288	(72)	-20.00%
141	5177	1517701	Rise Ko Hyang Middle	3020 WILSHIRE BLVD., SUITE 250	LOS ANGELES	90010	CSI	6-8	C	MacArthur Park CoS	450	423	(27)	-6.00%	450	386	(64)	-14.22%	450	343	(107)	-23.78%
142	5268	1526801	Rise Kohyang	600 S LA FAYETTE PARK PL	LOS ANGELES	90057	CSI	TK-1	C	MacArthur Park CoS	207	45	(162)	-78.26%	299	74	(225)	-75.25%	389	106	(283)	-72.75%
143	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
144	8196	1819601	Romero Chrtr Middle	2670 W 11TH ST	LOS ANGELES	90035	CSI	6-8	C	Koreatown/Pico-Union CoS	375	357	(18)	-4.80%	375	318	(57)	-15.20%	375	295	(80)	-21.33%
145	2451	1245101	STEM Prep ES	1374 W 35TH ST	LOS ANGELES	90018	CSI	TK-5	C	Manual Arts/Vermont Square CoS	275	236	(39)	-14.18%	350	309	(41)	-11.71%	400	337	(63)	-15.75%
146	7029	1702901	Synergy Chrtr	900 E 33RD ST	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	312	312	-	0.00%	360	310	(50)	-13.89%	360	302	(58)	-16.11%
147	8018	1801801	Synergy Kinetics Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	480	478	(2)	-0.42%	480	479	(1)	-0.21%	480	440	(40)	-8.33%
148	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
149	5984	1598401	Vista Chrtr Middle	2900 W TEMPLE ST	LOS ANGELES	90026	CSI	6-8	C	Downtown CoS	420	389	(31)	-7.38%	420	349	(71)	-16.90%	420	339	(81)	-19.29%
150	5270	1527001	Vista Horizon Global Acad	980 S HOBART BLVD	LOS ANGELES	90006	CSI	TK-5	C	Koreatown/Pico-Union CoS	125	32	(93)	-74.40%	225	63	(162)	-72.00%	300	85	(215)	-71.67%
										TOTAL	**93,045**	**79,976**	**(13,069)**	**-2059.73%**	**91,297**	**77,436**	**(13,861)**	**-2140.39%**	**86,936**	**73,109**	**(13,827)**	**-2340.26%**
													FY 2019-2020				**FY 2020-2021**				**FY 2021-2022**	
			Total count of District and charter schools										**150**				**150**				**150**	
			(A) Count Under-Enrolled										**135**				**137**				**137**	
			(B) Count Under-Enrolled by 24 students or more										**110**				**112**				**115**	
			% of (B) of (A)										**81%**				**82%**				**84%**	
			Average students of (B)										**(119)**				**(126)**				**(122)**	

Equitas Academy 7 Schools within the Community List with Enrollment Data
LAUSD

No.	LOCN	CCC	SCHOOL	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS	2019-20 CAPACITY	2019-20 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY	2020-21 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY	2021-22 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	7082	1708201	10th St	1000 GRATTAN ST	LOS ANGELES	90015	ES	1-5	C	MacArthur Park CoS	740	543	(197)	-26.62%	674	472	(202)	-29.97%	443	385	(58)	-13.09%
2	7274	1727401	20th St	1353 E 20TH ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	645	595	(50)	-7.75%	591	551	(40)	-6.77%	529	494	(35)	-6.62%
3	7301	1730101	24th St	2055 W 24TH ST	LOS ANGELES	90018	ES	K-4	C	Manual Arts/Vermont Square CoS	595	557	(38)	-6.39%	614	519	(95)	-15.47%	611	494	(117)	-19.15%
4	7288	1728801	28th St	2807 STANFORD AVE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	689	628	(61)	-8.85%	659	590	(69)	-10.47%	570	522	(48)	-8.42%
5	7137	1713701	32nd St Mag	822 W 32ND ST	LOS ANGELES	90007	MSS	K-5	C	Manual Arts/Vermont Square CoS	1072	1019	(53)	-4.94%	1121	1006	(115)	-10.26%	930	908	(22)	-2.37%
6	6781	1678101	6th Ave	3109 SIXTH AVE	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	512	411	(101)	-19.73%	488	398	(90)	-18.44%	432	332	(100)	-23.15%
7	5505	1550501	9th St	835 STANFORD AVE	LOS ANGELES	90021	ES	K-5	C	South Los Angeles CoS	340	318	(22)	-6.47%	277	244	(33)	-11.91%	300	219	(81)	-27.00%
8	8207	1820701	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	545	460	(85)	-15.60%	615	485	(130)	-21.14%	586	496	(90)	-15.36%
9	8009	1800901	Adams Middle	151 W 30TH ST	LOS ANGELES	90007	MS	6-8	C	South Los Angeles CoS	1049	895	(154)	-14.68%	1085	844	(241)	-22.21%	942	749	(193)	-20.49%
10	2041	1204101	Alexandria Ave	4211 OAKWOOD AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	638	592	(46)	-7.21%	555	513	(42)	-7.57%	547	512	(35)	-6.40%
11	2369	1236901	Ambassador School of Global Ed	3201 W 8TH ST	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	433	363	(70)	-16.17%	425	325	(100)	-23.53%	378	322	(56)	-14.81%
12	7771	1777101	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	C	Koreatown/Pico-Union CoS	713	550	(163)	-22.86%	707	571	(136)	-19.24%	668	542	(126)	-18.86%
13	2137	1213701	Ann St	126 E BLOOM ST	LOS ANGELES	90012	ES	K-5	E	Lincoln Heights/El Sereno CoS	131	87	(44)	-33.59%	105	80	(25)	-23.81%	102	72	(30)	-29.41%
14	2192	1219201	Arlington Heights	1717 SEVENTH AVE	LOS ANGELES	90019	ES	K-5	W	LA Mid-City CoS	424	356	(68)	-16.04%	472	316	(156)	-33.05%	362	280	(82)	-22.65%
15	8543	1854301	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	2187	793	(1,394)	-63.74%	2037	725	(1,312)	-64.41%	1721	663	(1,058)	-61.48%
16	8057	1805701	Berendo Middle	-	LOS ANGELES	90006	MS	6-8	C	Koreatown/Pico-Union CoS	841	771	(70)	-8.32%	1278	684	(594)	-46.48%	984	613	(371)	-37.70%
17	7164	1716401	Bright	1771 W 36TH ST	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	551	512	(39)	-7.08%	464	435	(29)	-6.25%	448	401	(47)	-10.49%
18	2699	1269901	Cahuenga	220 S HOBART BLVD	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	513	419	(94)	-18.32%	455	387	(68)	-14.95%	470	343	(127)	-27.02%
19	2939	1293901	Carson-Gore Acad of Env Studies	3200 W WASHINGTON BLVD	LOS ANGELES	90018	ES	K-5	W	LA Mid-City CoS	554	532	(22)	-3.97%	529	491	(38)	-7.18%	470	417	(53)	-11.28%
20	8094	1809401	Carver Middle	4410 MC KINLEY AV	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	884	734	(150)	-16.97%	829	711	(118)	-14.23%	813	673	(140)	-17.22%
21	2863	1286301	Castelar St	840 YALE ST	LOS ANGELES	90012	SS	K-8	C	Downtown CoS	740	623	(117)	-15.81%	756	609	(147)	-19.44%	725	598	(127)	-17.52%
22	8045	1804501	Castro Middle	1575 W 2ND ST	LOS ANGELES	90026	MS	6-8	C	Downtown CoS	448	302	(146)	-32.59%	406	336	(70)	-17.24%	509	328	(181)	-35.56%
23	8062	1806201	Clinton Middle	3500 SOUTH HILL ST	LOS ANGELES	90071	MS	6-8	C	South Los Angeles CoS	883	767	(116)	-13.14%	784	685	(99)	-12.63%	645	592	(53)	-8.22%
24	8245	1824501	Cochran Middle	4066 W 17TH ST	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	752	571	(181)	-24.07%	742	561	(181)	-24.39%	523	476	(47)	-8.99%
25	3192	1319201	Commonwealth Ave	215 S COMMONWEALTH	LOS ANGELES	90004	ES	K-5	C	MacArthur Park CoS	605	568	(37)	-6.12%	545	525	(20)	-3.67%	541	473	(68)	-12.57%
26	8517	1851701	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	561	433	(128)	-22.82%	513	410	(103)	-20.08%	487	425	(62)	-12.73%
27	8516	1851601	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	C	Downtown CoS	1452	1172	(280)	-19.28%	1465	1173	(292)	-19.93%	1436	1159	(277)	-19.29%
28	3356	1335601	Dayton Heights	607 N WESTMORELAN	LOS ANGELES	90004	ES	K-5	C	Glassell Park/Los Feliz CoS	428	362	(66)	-15.42%	368	320	(48)	-13.04%	319	258	(61)	-19.12%
29	2386	1238601	Del Olmo	100 N NEW HAMPSHIRE AVE	LOS ANGELES	90004	ES	K-5	C	Downtown CoS	674	620	(54)	-8.01%	608	581	(27)	-4.44%	547	519	(28)	-5.12%
30	8738	1873801	Downtown Bus Mag High	1081 W TEMPLE ST	LOS ANGELES	90012	MHS	9-12	C	Downtown CoS	781	1047	266	34.06%	658	1035	377	57.29%	666	909	243	36.49%
31	8710	1871001	Early College Acad	400 W WASHINGTON BLVD	LOS ANGELES	90015	HS	9-12	C	South Los Angeles CoS			-	0.00%			-	0.00%			-	0.00%
32	2383	1238301	Esperanza	680 LITTLE ST	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	793	757	(36)	-4.54%	755	693	(62)	-8.21%	658	627	(31)	-4.71%
33	8132	1813201	Foshay Learning Ctr	3751 S HARVARD BL	LOS ANGELES	90018	SS	K-12	C	Manual Arts/Vermont Square CoS	2024	1871	(153)	-7.56%	2028	1859	(169)	-8.33%	1879	1736	(143)	-7.61%
34	2385	1238501	Gratts Lrng Acad for Young Scholars	309 LUCAS AVE	LOS ANGELES	90017	ES	K-5	C	MacArthur Park CoS	543	506	(37)	-6.81%	405	371	(34)	-8.40%	432	352	(80)	-18.52%
35	4681	1468101	Harmony	898 E 42ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	649	598	(51)	-7.86%	627	567	(60)	-9.57%	507	497	(10)	-1.97%
36	2042	1204201	Harvard	330 N HARVARD BLV	LOS ANGELES	90004	ES	K-5	W	Hollywood CoS	350	341	(9)	-2.57%	342	311	(31)	-9.06%	312	267	(45)	-14.42%
37	4548	1454801	Hobart Blvd	980 S HOBART BLVD	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	694	568	(126)	-18.16%	577	518	(59)	-10.23%	476	426	(50)	-10.50%
38	4589	1458901	Hoover St	2726 FRANCIS AVE	LOS ANGELES	90005	ES	K-5	C	Koreatown/Pico-Union CoS	687	676	(11)	-1.60%	643	614	(29)	-4.51%	579	558	(21)	-3.63%
39	2944	1294401	Huerta	260 E 31ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	395	361	(34)	-8.61%	364	342	(22)	-6.04%	376	315	(61)	-16.22%
40	8714	1871401	Jefferson High	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	879	721	(158)	-17.97%	865	749	(116)	-13.41%	857	724	(133)	-15.52%
41	2943	1294301	Jones	900 E 33RD ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	318	300	(18)	-5.66%	370	300	(70)	-18.92%	313	290	(23)	-7.35%
42	2701	1270101	Kim	225 SOUTH OXFORD AVE	LOS ANGELES	90004	ES	K-5	C	Koreatown/Pico-Union CoS	722	610	(112)	-15.51%	699	559	(140)	-20.03%	636	498	(138)	-21.70%
43	8064	1806401	Kim Acad	615 S SHATTO PL	LOS ANGELES	90005	MS	6-8	C	Koreatown/Pico-Union CoS	891	870	(21)	-2.36%	860	839	(21)	-2.44%	845	818	(27)	-3.20%
44	6534	1653401	King Jr., Martin Luther	3989 S HOBART BLV	LOS ANGELES	90062	ES	K-5	C	Manual Arts/Vermont Square CoS	420	390	(30)	-7.14%	397	381	(16)	-4.03%	366	334	(32)	-8.74%
45	8774	1877401	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	424	367	(57)	-13.44%	381	339	(42)	-11.02%	357	331	(26)	-7.28%
46	8501	1850101	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	537	429	(108)	-20.11%	523	437	(86)	-16.44%	494	444	(50)	-10.12%
47	2543	1254301	Lafayette Park PC	310 S LAFAYETTE PARK PL	LOS ANGELES	90057	ES	K-K	C	MacArthur Park CoS	72	72	-	0.00%	96	74	(22)	-22.92%	72	61	(11)	-15.28%
48	2393	1239301	Lake St PS	135 N LAKE ST	LOS ANGELES	90026	ES	K-1	C	MacArthur Park CoS	176	155	(21)	-11.93%	161	154	(7)	-4.35%	111	105	(6)	-5.41%
49	2311	1231101	LaMotte	4410 ORCHARD AVE	LOS ANGELES	90037	ES	K-5	C	Manual Arts/Vermont Square CoS	563	546	(17)	-3.02%	530	499	(31)	-5.85%	444	439	(5)	-1.13%
50	2307	1230701	Lee Med and Health Sci Mag	3600 W COUNCIL ST	LOS ANGELES	90004	MES	K-5	C	Downtown CoS	692	663	(29)	-4.19%	709	660	(49)	-6.91%	649	594	(55)	-8.47%
51	8058	1805801	Liechty Middle	650 S UNION AVE	LOS ANGELES	90017	MS	6-8	C	MacArthur Park CoS	1166	979	(187)	-16.04%	1096	962	(134)	-12.23%	1117	870	(247)	-22.11%
52	4680	1468001	Lizarraga	401 EAST 40TH PLACE	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	603	565	(38)	-6.30%	604	544	(60)	-9.93%	459	436	(23)	-5.01%
53	4904	1490401	Logan Acad	1711 W MONTANA ST	LOS ANGELES	90026	SS	K-8	C	Downtown CoS	613	403	(210)	-34.26%	574	368	(206)	-35.89%	502	386	(116)	-23.11%
54	4982	1498201	Los Angeles	5211 S HOBART BLV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	787	639	(148)	-18.81%	815	529	(286)	-35.09%	797	473	(324)	-40.65%
55	2544	1254401	MacArthur Park School for the Visual and Perf Arts	2300 W 7TH ST	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	565	502	(63)	-11.15%	538	457	(81)	-15.06%	453	417	(36)	-7.95%
56	5113	1511301	Mack	3020 S CATALINA ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	422	363	(59)	-13.98%	394	338	(56)	-14.21%	415	292	(123)	-29.64%
57	5055	1505501	Magnolia Ave	1626 S ORCHARD AV	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	934	803	(131)	-14.03%	779	686	(93)	-11.94%	846	622	(224)	-26.48%
58	8743	1874301	Manual Arts High	4131 S VERMONT AVE	LOS ANGELES	90037	HS	9-12	C	Manual Arts/Vermont Square CoS	1630	1307	(323)	-19.82%	1426	1170	(256)	-17.95%	1380	1076	(304)	-22.03%
59	7220	1722001	Maple PC	3601 S MAPLE AVE	LOS ANGELES	90011	ES	K-1	C	South Los Angeles CoS	205	179	(26)	-12.68%	177	155	(22)	-12.43%	153	125	(28)	-18.30%
60	4983	1498301	Mariposa-Nabi PC	987 S MARIPOSA AVE	LOS ANGELES	90006	ES	K-2	C	Koreatown/Pico-Union CoS	132	115	(17)	-12.88%	130	108	(22)	-16.92%	105	105	-	0.00%
61	5205	1520501	Mayberry St	2414 MAYBERRY ST	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	283	192	(91)	-32.16%	283	184	(99)	-34.98%	168	150	(18)	-10.71%
62	8611	1861101	Mendez LC Math/Sci	1200 PLAZA DEL SOL	LOS ANGELES	90033	HS	9-12	E	Boyle Heights CoS	1078	1012	(66)	-6.12%	1039	969	(70)	-6.74%	981	863	(118)	-12.03%
63	5247	1524701	Menlo Ave	4156 MENLO AVE	LOS ANGELES	90037	ES	K-6	C	Manual Arts/Vermont Square CoS	655	451	(204)	-31.15%	602	410	(192)	-31.89%	608	428	(180)	-29.61%
64	5288	1528801	Micheltorena St	1511 MICHELTORENA	LOS ANGELES	90026	ES	K-5	C	Glassell Park/Los Feliz CoS	507	406	(101)	-19.92%	473	389	(84)	-17.76%	414	336	(78)	-18.84%
65	3500	1350001	Mid-City Prescott Mag	3150 W ADAMS BLVD	LOS ANGELES	90018	MSS	1-5	W	Fairfax CoS	262	237	(25)	-9.54%	234	227	(7)	-2.99%	255	184	(71)	-27.84%
66	7614	1761401	Nava College Prep Acad	1319 E 41ST ST	LOS ANGELES	90011	HS	9-12	C	Historic Central Avenue CoS	788	704	(84)	-10.66%	975	650	(325)	-33.33%	805	584	(221)	-27.45%
67	5173	1517301	Nava Lrng Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	MS	6-8	C	Historic Central Avenue CoS	995	792	(203)	-20.40%	880	690	(190)	-21.59%	758	620	(138)	-18.21%
68	5466	1546601	Nevin Ave	1569 E 32ND ST	LOS ANGELES	90011	ES	K-5	C	Historic Central Avenue CoS	578	562	(16)	-2.77%	519	497	(22)	-4.24%	516	462	(54)	-10.47%
69	7783	1778301	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	ES	K-12	C	Koreatown/Pico-Union CoS	1267	1138	(129)	-10.18%	1275	1050	(225)	-17.65%	1198	996	(202)	-16.86%
70	5699	1569901	Norwood St	2020 OAK ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	499	417	(82)	-16.43%	470	411	(59)	-12.55%	412	340	(72)	-17.48%
71	2392	1239201	Olympic PC	950 S ALBANY ST	LOS ANGELES	90015	ES	K-K	C	MacArthur Park CoS	144	129	(15)	-10.42%	120	102	(18)	-15.00%	120	102	(18)	-15.00%
72	8853	1885301	Orthopaedic Med Mag HS	300 W 23RD ST	LOS ANGELES	90007	MHS	9-12	C	South Los Angeles CoS	839	803	(36)	-4.29%	808	794	(14)	-1.73%	758	734	(24)	-3.17%
73	4980	1498001	Pio Pico Middle	1512 S ARLINGTON AVE	LOS ANGELES	90019	MS	6-8	W	LA Mid-City CoS	576	474	(102)	-17.71%	456	405	(51)	-11.18%	494	348	(146)	-29.55%
74	3247	1324701	Plasencia	1321 CORTEZ ST	LOS ANGELES	90026	ES	K-5	C	Downtown CoS	620	541	(79)	-12.74%	572	512	(60)	-10.49%	503	445	(58)	-11.53%
75	2384	1238401	Politi	2481 W 11TH ST	LOS ANGELES	90006	ES	K-5	C	Koreatown/Pico-Union CoS	819	687	(132)	-16.12%	874	662	(212)	-24.26%	801	594	(207)	-25.84%
76	6370	1637001	Rosemont Ave	421 N ROSEMONT AV	LOS ANGELES	90026	ES	2-5	C	Downtown CoS	334	243	(91)	-27.25%	243	217	(26)	-10.70%	207	203	(4)	-1.93%
77	8544	1854401	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	1215	835	(380)	-31.28%	1376	858	(518)	-37.65%	1143	981	(162)	-14.17%
78	6507	1650701	San Pedro St	1635 S SAN PEDRO	LOS ANGELES	90015	ES	K-5	C	South Los Angeles CoS	728	620	(108)	-14.84%	643	538	(105)	-16.33%	528	468	(60)	-11.36%
79	8716	1871601	Santee Ed Cmplx	1921 SOUTH MAPLE AVE	LOS ANGELES	90011	HS	9-12	C	South Los Angeles CoS	2091	1793	(298)	-14.25%	2035	1782	(253)	-12.43%	2150	1741	(409)	-19.02%
80	8527	1852701	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	649	481	(168)	-25.89%	568	481	(87)	-15.32%	530	437	(93)	-17.55%
81	8206	1820601	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	591	427	(164)	-27.75%	570	443	(127)	-22.28%	502	462	(40)	-7.97%
82	7219	1721901	Trinity St	3736 TRINITY ST	LOS ANGELES	90011	ES	2-5	C	South Los Angeles CoS	286	260	(26)	-9.09%	299	267	(32)	-10.70%	290	238	(52)	-17.93%
83	7780	1778001	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	ES	K-12	C	Koreatown/Pico-Union CoS	1154	995	(159)	-13.78%	1124	972	(152)	-13.52%	1074	951	(123)	-11.45%
84	7356	1735601	Union Ave	150 S BURLINGTON AVE	LOS ANGELES	90057	ES	K-5	C	MacArthur Park CoS	1081	1053	(28)	-2.59%	1005	958	(47)	-4.68%	895	870	(25)	-2.79%
85	7479	1747901	Vermont Ave	1435 W 27TH ST	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	523	502	(21)	-4.02%	463	434	(29)	-6.26%	376	375	(1)	-0.27%
86	8462	1846201	Virgil Middle	152 N VERMONT AVE	LOS ANGELES	90004	MS	6-8	C	Downtown CoS	1257	1177	(80)	-6.36%	1238	1147	(91)	-7.35%	1162	1032	(130)	-11.19%
87	7589	1758901	Wadsworth Ave	981 E 41ST ST	LOS ANGELES	90011	ES	K-5	C	South Los Angeles CoS	771	667	(104)	-13.49%	640	624	(16)	-2.50%	566	557	(9)	-1.59%
88	7151	1715101	Weemes	1260 W 36TH PL	LOS ANGELES	90007	ES	K-5	C	Manual Arts/Vermont Square CoS	620	482	(138)	-22.26%	538	452	(86)	-15.99%	577	421	(156)	-27.04%
89	8748	1874801	West Adams Prep High	1500 W WASHINGTON BL	LOS ANGELES	90007	HS	9-12	C	Koreatown/Pico-Union CoS	1424	1281	(143)	-10.04%	1665	1159	(506)	-30.39%	1539	1113	(426)	-27.68%
90	7654	1765401	West Vernon Ave	4312 S GRAND AVE	LOS ANGELES	90037	ES	K-5	C	South Los Angeles CoS	985	669	(316)	-32.08%	911	614	(297)	-32.60%	853	549	(304)	-35.64%
91	2542	1254201	White	2401 WILSHIRE BLVD	LOS ANGELES	90057	ES	1-5	C	MacArthur Park CoS	483	333	(150)	-31.06%	426	331	(95)	-22.30%	387	299	(88)	-22.74%
92	2619	1261901	Wilshire Park	4063 INGRAHAM ST	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	454	393	(61)	-13.44%	426	391	(35)	-8.22%	371	327	(44)	-11.86%
93	7808	1780801	Wilton Pl	745 S WILTON PL	LOS ANGELES	90005	ES	K-5	W	LA Mid-City CoS	544	430	(114)	-20.96%	504	383	(121)	-24.01%	376	327	(49)	-13.03%
										TOTAL	**65,366**	**55,442**	**(9,924)**	**-1308.49%**	**62,944**	**52,168**	**(10,776)**	**-1396.86%**	**57,611**	**47,929**	**(9,682)**	**-1402.45%**

Equitas Academy 7 Schools within the Community List with Enrollment Data
Charter

No.	LOCN	CCC	SCHOOL	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS	2019-20 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2019-20 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2020-21 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	2015	1201501	Accelerated	1. 119 E 37TH ST 2. 116 E MARTIN LUTHER KING JR BL	1. LOS ANGELES 2. LOS ANGELES	1. 90011 2. 90011	1. CSI 2. CSISS	1. K-8 2. K-8	1. C 2. C	1. South Los Angeles CoS 2. South Los Angeles CoS	737	745	8	1.09%	737	751	14	1.90%	737	776	39	5.29%
2	2013	1201301	Accelerated Chrtr	3914 S MAIN ST	LOS ANGELES	90037	CSIES	K-6	C	South Los Angeles CoS	500	492	(8)	-1.60%	528	493	(35)	-6.63%	528	511	(17)	-3.22%
3	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
4	8626	1862601	Alliance GRM Academy High	2023 UNION AVE	LOS ANGELES	90007	CSI	6-12	C	Manual Arts/Vermont Square CoS	1010	965	(45)	-4.46%	1010	994	(16)	-1.58%	1010	1002	(8)	-0.79%
5	8824	1882401	Alliance Neuwirth Ldrshp Acad	4610 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	600	571	(29)	-4.83%	600	593	(7)	-1.17%	579	590	11	1.90%
6	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
7	8818	1881801	Animo Jackie Robinson	3500 S HILL ST	LOS ANGELES	90007	CSI	9-12	C	South Los Angeles CoS	600	624	24	4.00%	600	638	38	6.33%	637	606	(31)	-4.87%
8	5981	1598101	Animo Jefferson	1655 E 27TH ST, STE A	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	540	551	11	2.04%	540	542	2	0.37%	540	531	(9)	-1.67%
9	8817	1881701	Animo Ralph Bunche High	1655 NE 27TH ST, STE B	LOS ANGELES	90011	CSI	9-12	C	Historic Central Avenue CoS	625	619	(6)	-0.96%	625	616	(9)	-1.44%	621	617	(4)	-0.64%
10	8828	1882801	Annenberg High	4000 S MAIN ST	LOS ANGELES	90037	CSI	9-12	C	South Los Angeles CoS	545	504	(41)	-7.52%	570	485	(85)	-14.91%	585	494	(91)	-15.56%
11	5987	1598701	Camino Nuevo Acad 2	3400 W 3RD ST	LOS ANGELES	90020	CSI	K-8	C	Downtown CoS	696	701	5	0.72%	696	692	(4)	-0.57%	696	688	(8)	-1.15%
12	2017	1201701	1. Camino Nuevo Chrtr Acad 2. Camino Nuevo Chrtr Acad	1. 653 BURLINGTON AVE 2. 697 BURLINGTON AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90057 2. 90057	1. CSI 2. CSI	1. 4-8 2. K-8	1. C 2. C	1. MacArthur Park CoS 2. MacArthur Park CoS	555	561	6	1.08%	555	577	22	3.96%	555	579	24	4.32%
13	2251	1225101	Camino Nuevo Chrtr Acad 4	1018 MOHAWK ST	LOS ANGELES	90026	CSI	K-8	C	Downtown CoS	656	632	(24)	-3.66%	652	604	(48)	-7.36%	678	602	(76)	-11.21%
14	2157	1215701	1. Camino Nuevo ES 3 2. Camino Nuevo ES 3	1. 1723 W CORDOVA ST 2. 2755 W 15TH ST	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90006	CSI	1. K-8 2. 6-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Koreatown/Pico-Union CoS	889	764	(125)	-14.06%	889	746	(143)	-16.09%	889	710	(179)	-20.13%
15	7624	1762401	Camino Nuevo HS 2	3500 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
16	3284	1328401	Center for Advanced Lrng	4016 S CENTRAL AVE	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	360	307	(53)	-14.72%	360	297	(63)	-17.50%	360	277	(83)	-23.06%
17	8719	1871901	Central City Value	221 N WESTMORELAND	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
18	2260	1226001	1. Citizens of the World Chrtr Silver Lake 2. Citizens of the World Chrtr Silver Lake	1. 110 N CORONADO ST 2. 152 N VERMONT AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90026 2. 90004	1. CSI 2. CSI	1. TK-5 2. 6-8	1. C 2. C	1. Downtown CoS 2. Downtown CoS	1196	872	(324)	-27.09%	1196	866	(330)	-27.59%	1196	798	(398)	-33.28%
19	2271	1227101	City Language Immersion Chrtr	4001 VENICE BLVD	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	432	426	(6)	-1.39%	432	402	(30)	-6.94%	432	378	(54)	-12.50%
20	5983	1598301	Crown Prep Acad	2055 W 24TH ST., RM 60	LOS ANGELES	90018	CSI	5-8	C	Manual Arts/Vermont Square CoS	480	432	(48)	-10.00%	480	449	(31)	-6.46%	480	431	(49)	-10.21%
21	4765	1476501	Downtown Value School	950 W WASHINGTON BLVD	LOS ANGELES	90015	CSI	K-8	C	Manual Arts/Vermont Square CoS	456	449	(7)	-1.54%	456	441	(15)	-3.29%	456	428	(28)	-6.14%
22	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%
23	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD., SUITE 400	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	0	0	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
24	7672	1767201	Ednovate - USC Hybrid Col Prep	3939 S VERMONT AVE	LOS ANGELES	90037	CSI	9-12	C	Manual Arts/Vermont Square CoS	500	508	8	1.60%	500	551	51	10.20%	500	546	46	9.20%
25	7551	1755101	Equitas Acad 4	2501 W 7TH ST	LOS ANGELES	90057	CSI	5-8	C	MacArthur Park CoS	400	151	(249)	-62.25%	400	255	(145)	-36.25%	400	352	(48)	-12.00%
26	5265	1526501	Equitas Acad 5	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	212	116	(96)	-45.28%	318	112	(206)	-64.78%	413	111	(302)	-73.12%
27	2468	1246801	Equitas Acad 6	631 S COMMONWEALTH AVE	LOS ANGELES	90005	CSI	TK-4	C	MacArthur Park CoS	0	0	-	0.00%	212	162	(50)	-23.58%	318	156	(162)	-50.94%
28	2154	1215401	Equitas Acad Chrtr	1700 W PICO BLVD	LOS ANGELES	90015	CSI	TK-4	C	Koreatown/Pico-Union CoS	450	471	21	4.67%	450	464	14	3.11%	450	461	11	2.44%
29	5190	1519001	Equitas Acad Chrtr 2	2723 W 8TH ST	LOS ANGELES	90005	CSI	5-8	C	Koreatown/Pico-Union CoS	400	403	3	0.75%	400	408	8	2.00%	400	394	(6)	-1.50%
30	2280	1228001	Equitas Acad Chrtr 3	1050 BEACON AVE	LOS ANGELES	90015	CSI	TK-4	C	MacArthur Park CoS	500	421	(79)	-15.80%	500	427	(73)	-14.60%	500	500	-	0.00%
31	5220	1522001	Everest Value School	668 S. CATALINA AVE	LOS ANGELES	90010	CSI	K-8	C	Koreatown/Pico-Union CoS	250	240	(10)	-4.00%	321	235	(86)	-26.79%	379	253	(126)	-33.25%
32	4034	1403401	Gabriella Chrtr	1435 LOGAN ST.	LOS ANGELES	90026	CSI	TK-8	C	Downtown CoS	480	454	(26)	-5.42%	480	468	(12)	-2.50%	480	443	(37)	-7.71%
33	7552	1755201	Gabriella Chrtr 2	3736 TRINITY ST	LOS ANGELES	90011	CSI	TK-5	C	South Los Angeles CoS	260	237	(23)	-8.85%	312	290	(22)	-7.05%	364	330	(34)	-9.34%
34	2281	1228101	Global Educ Acad 2	1717 7TH AVE	LOS ANGELES	90019	CSI	TK-5	W	LA Mid-City CoS	180	137	(43)	-23.89%	220	111	(109)	-49.55%	240	80	(160)	-66.67%
35	2025	1202501	1. Global Education Academy 2. Global Education Academy	1. 4141 S FIGUEROA ST 2. 4156 MENLO AVE	1. LOS ANGELES 2. LOS ANGELES	1. 90037 2. 90037	1. CSI 2. CSI	1. K-5 2. 6-7	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	314	242	(72)	-22.93%	364	277	(87)	-23.90%	480	327	(153)	-31.88%
36	5187	1518701	1. KIPP Scholar Acad 2. KIPP Scholar Acad	1. 1729 MARTIN LUTHER KING JR BLVD 2. 1722 MARTIN LUTHER KING JR BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90062 2. 90062	1. CSI 2. CSI	1. 5-6 2. 7-8	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	437	397	(40)	-9.15%	450	411	(39)	-8.67%	450	363	(87)	-19.33%
37	8216	1821601	LA Acad of Arts and Enterprise	1200 W COLTON ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
38	4783	1478301	Larchmont Chrtr	2801 W 6TH ST	LOS ANGELES	90057	CSI	6-11	C	MacArthur Park CoS	1841	1557	(284)	-15.43%	1626	1584	(42)	-2.58%	1685	1610	(75)	-4.45%
39	8013	1801301	Magnolia Science Academy 6	1512 ARLINGTON AVE	LOS ANGELES	90019	CSI	6-8	W	LA Mid-City CoS	170	134	(36)	-21.18%	180	163	(17)	-9.44%	186	84	(102)	-54.84%
40	7674	1767401	Math and Sci College Prep	3202 W ADAMS BLVD	LOS ANGELES	90018	CSI	9-12	W	LA Mid-City CoS	532	526	(6)	-1.13%	532	528	(4)	-0.75%	532	531	(1)	-0.19%
41	2023	1202301	1. N.E.W. Academy - Sci & Arts 2. N.E.W. Academy - Sci & Arts 3. N.E.W. Academy - Sci & Arts 4. N.E.W. Academy - Sci & Arts	1. 303 S LOMA DR 2. 345 S COLUMBIA AVE 3. 375 S COLUMBIA AVE 4. 379 S LOMA DR	1. LOS ANGELES 2. LOS ANGELES 3. LOS ANGELES 4. LOS ANGELES	1. 90017 2. 90017 3. 90017 4. 90017	1. CSI 2. CSI 3. CSI 4. CSI	1. TK-5 2. TK-5 3. TK-5 4. TK-5	1. C 2. C 3. C 4. C	1. MacArthur Park CoS 2. MacArthur Park CoS 3. MacArthur Park CoS 4. Macarthur Park CoS	450	440	(10)	-2.22%	450	417	(33)	-7.33%	450	403	(47)	-10.44%
42	8260	1826001	1. New Designs Chrtr 2. New Designs Chrtr	1. 2303 S FIGUEROA WAY 2. 1342 W ADAMS BLVD	1. LOS ANGELES 2. LOS ANGELES	1. 90007 2. 90007	1. CSI 2. CSI	1. 6-12 2. 6-12	1. C 2. C	1. Manual Arts/Vermont Square CoS 2. Manual Arts/Vermont Square CoS	1032	899	(133)	-12.89%	1110	868	(242)	-21.80%	1209	819	(390)	-32.26%
43	5583	1558301	New Heights	3989 S HOBART BLVD	LOS ANGELES	90062	CSI	3-8	C	Manual Arts/Vermont Square CoS	465	429	(36)	-7.74%	465	404	(61)	-13.12%	444	403	(41)	-9.23%
44	8775	1877501	New Village Girls Acad	147 N OCCIDENTAL BLVD	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	180	94	(86)	-47.78%	120	100	(20)	-16.67%	125	94	(31)	-24.80%
45	2615	1261501	Para Los Ninos Chrtr	1617 E 7TH ST	LOS ANGELES	90021	CSI	K-5	E	Boyle Heights CoS	410	348	(62)	-15.12%	410	320	(90)	-21.95%	410	296	(114)	-27.80%
46	2163	1216301	Para Los Ninos Gratts	474 S HARTFORD AVE	LOS ANGELES	90017	CCAES	K-1	C	MacArthur Park CoS	360	271	(89)	-24.72%	360	294	(66)	-18.33%	360	209	(151)	-41.94%
47	8016	1801601	Para Los Ninos MS	835 STANFORD AVE	LOS ANGELES	90017	CSI	6-8	C	South Los Angeles CoS	360	303	(57)	-15.83%	360	309	(51)	-14.17%	360	288	(72)	-20.00%
48	5177	1517701	Rise Ko Hyang Middle	3020 WILSHIRE BLVD., SUITE 250	LOS ANGELES	90010	CSI	6-8	C	MacArthur Park CoS	450	423	(27)	-6.00%	450	386	(64)	-14.22%	450	343	(107)	-23.78%
49	5268	1526801	Rise Kohyang	600 S LA FAYETTE PARK PL	LOS ANGELES	90057	CSI	TK-1	C	MacArthur Park CoS	207	45	(162)	-78.26%	299	74	(225)	-75.25%	389	106	(283)	-72.75%
50	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
51	8196	1819601	Romero Chrtr Middle	2670 W 11TH ST	LOS ANGELES	90035	CSI	6-8	C	Koreatown/Pico-Union CoS	375	357	(18)	-4.80%	375	318	(57)	-15.20%	375	295	(80)	-21.33%
52	2451	1245101	STEM Prep ES	1374 W 35TH ST	LOS ANGELES	90018	CSI	TK-5	C	Manual Arts/Vermont Square CoS	275	236	(39)	-14.18%	350	309	(41)	-11.71%	400	337	(63)	-15.75%
53	7029	1702901	Synergy Chrtr	900 E 33RD ST	LOS ANGELES	90011	CSI	K-5	C	South Los Angeles CoS	312	312	-	0.00%	360	310	(50)	-13.89%	360	302	(58)	-16.11%
54	8018	1801801	Synergy Kinetics Acad	1420 E ADAMS BLVD	LOS ANGELES	90011	CSI	6-8	C	Historic Central Avenue CoS	480	478	(2)	-0.42%	480	479	(1)	-0.21%	480	440	(40)	-8.33%
55	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
56	5984	1598401	Vista Chrtr Middle	2900 W TEMPLE ST	LOS ANGELES	90026	CSI	6-8	C	Downtown CoS	420	389	(31)	-7.38%	420	349	(71)	-16.90%	420	339	(81)	-19.29%
57	5270	1527001	Vista Horizon Global Acad	980 S HOBART BLVD	LOS ANGELES	90006	CSI	TK-5	C	Koreatown/Pico-Union CoS	125	32	(93)	-74.40%	225	63	(162)	-72.00%	300	85	(215)	-71.67%
										TOTAL	**27,679**	**24,534**	**(3,145)**	**-751.23%**	**28,353**	**25,268**	**(3,085)**	**-743.54%**	**29,325**	**25,180**	**(4,145)**	**-937.81%**

ATTACHMENT E

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE NEW CHARTER PETITION FOR EQUITAS ACADEMY 7 BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 101-22/23
Date: November 15, 2022

I. BACKGROUND

Equitas Academy 7 ("Charter School" or "Petitioner"[1]) submitted its charter school petition ("Petition") and supporting materials to the Charter Schools Division ("Staff") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to open a new charter school within the geographic boundaries of the LAUSD intending to serve 100 students in grades TK-8 in the first year and up to 1,000 students in grades TK-12 by the fifth year of the charter school's operations. The Charter School proposes to serve students in the community of Koreatown/Pico-Union, in and around ZIP code 90015, which is served by Board District 5, and Local District Central. The Petition proposes a five-year term from July 1, 2022 – June 30, 2027. (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pg. 6.)

In accordance with the Charter Schools Act (Ed. Code § 47600 et seq.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("District policy"), within 60 days of receipt of the new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by the LAUSD, other employees of the LAUSD, and parents, as directed by Education Code section 47605(b). Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition. Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, § 47605(b).) The District will publish the Superintendent's recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

Based on review of the application for the new petition and supporting materials relating to Petitioner's request to establish a new school within the LAUSD's boundaries, the District has substantial concerns with the Petition, as presented. The discussion below outlines the applicable law and criteria for evaluating new petitions and analysis concerning whether the Petitioner's request satisfies the requirements under the Charter Schools Act and District policy.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY FOR EVALUATING NEW PETITIONS

In determining whether to grant or deny a new charter petition, the LAUSD Board must carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of

[1] "Petitioners" include a lead petitioner or other authorized person(s) on behalf of the organization that submits a petition to the District seeking to establish a charter school.

pupils the school proposes to serve. (*See* Ed. Code, § 47605(c); *See also*, 5 C.C.R. § 11967.5.1.) A new charter petition shall only be denied if the LAUSD Board makes written factual findings specific to the petition setting forth facts to support that one or more of the following findings exist:

1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)

4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)

5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)

6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)

7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

8) The LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. The LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in the LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).)

III. BASIS OF FINDINGS OF FACT AND STAFF RECOMMENDATION

Based on a comprehensive review of the Petition and its supporting materials, Staff recommends that the LAUSD Board deny the proposed Charter School's Petition and adopt these *Findings of Fact in Support of Denial of the New Charter Petition for Equitas Academy 7* based on the following grounds:

- The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Petition.

- The Petition does not contain reasonably comprehensive descriptions of all required elements.

- The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

The analysis below contains the findings assessing the sufficiency of the Petition. Staff identified various areas of concern, and for the reasons set forth in more detail below, recommends **denial** of the Petition.

A. Petitioner is Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition

Pursuant to District policy, in evaluating whether a petitioner is demonstrably likely or unlikely to successfully implement the program set forth in the charter petition,[2] the LAUSD Board will assess a variety of factors, including but not limited to:

- Petitioner's past history of involvement in charter schools or other education agencies (public or private), as one the chartering agency would regard as unsuccessful.

- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school.

- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.

- Insurance (e.g., general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.

- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

- The petitioners' background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioner's plan to secure the services of individuals who have the necessary background and experience in these areas.

[2] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. (*See* 5 C.C.R. § 11967.5.1.)

1. Proposed Charter School Has Not Presented Evidence of Certificate of Occupancy to Occupy the Potential Location of Facilities

Charter schools occupying non-LAUSD facilities must, prior to use, provide the District with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency allowing the charter school to use and occupy the site as a charter school for its intended purpose (i.e., applicable grade levels).[3] Petitioner states that the proposed Charter School will be located on a private site (i.e., non-District facility at 1612 W. Pico Blvd, Los Angeles, CA 90015) ("Private Site") with Equitas Academy 5 and Equitas Academy 6 on the same site. Petitioner also states that the proposed Charter School would serve grades TK-8 in Year 1, as specified in the Petition's enrollment plan. However, the Petitioner produced a temporary Certificate of Occupancy only authorizing usage of the private site for an elementary school, grades TK-5. In order for the Charter School to occupy and use the potential site for its intended purpose, the Petitioner is obligated to provide an updated Certificate of Occupancy to the District. The Petitioner did not present any evidence authorizing the occupancy and appropriate use of the Private Site.

2. Petitioner Has Not Demonstrated the Capacity to Successfully Implement the Proposed High School Educational Program and a Blended Learning, Independent Study and/or Online Instructional Option

Based on the organization's record and experience in offering instruction to students and Petitioner's lack of participation at the Capacity Interview to address Staff's questions and concerns regarding the proposed educational program, Staff has determined the Petitioner is unlikely to successfully implement the educational program pursuant to applicable legal and District policy requirements. (*See* Ed. Code, § 47605(c)(2); *See also* District policy, pgs. 8-9.) Here, none of the currently LAUSD authorized six (6) operated Equitas Academy schools offer a high school program (9th-12th) or an instructional or educational model comparable to the blended learning, independent study and/or online option that the proposed Charter School desires to launch. Aside from the minimal information presented in the Petition regarding the educational program, Staff needed to obtain additional information regarding the Petitioner's background and experience in these areas, among others, to make an appropriate assessment regarding the school's capacity to successfully implement the program.

While the capacity interview is one factor considered when making a determination regarding the capacity to successfully implement the program, per District policy, Petitioner rejected the opportunity (offered by the District) to engage in the capacity interview to independently demonstrate the relevant experience and expertise to carry out the proposed program, stating their perspective that the organization has a sufficient record to demonstrate its capacity (*See* Exhibit 2, Response to Capacity Interview Equitas Academy 7.) Although petitioners who currently operate charter schools in the LAUSD with a demonstrated track record of successful operations may not necessitate a capacity interview (pursuant to District policy), as noted above, the organization has

[3] District policy further specifies that charter schools are responsible for ensuring compliance with all applicable building codes, standards, and regulations adopted by the city and/or county agencies with jurisdiction to enforce building and safety standards for the school site, as well as federal and state accessibility requirements, and all other applicable fire, health, and structural safety and access requirements. Charter schools must maintain records documenting such facilities compliance that are readily accessible.

not demonstrated successful school performance in offering a high school program (9th-12th), and a blended learning, independent study and/or online option. As such, Petitioner choosing not to participate in the capacity interview has left open many questions and concerns for Staff concerning the Petitioner's ability to implement the program.

3. Definition, Description, and Implementation of Nonclassroom-Based Instruction is Unclear

Petitioner did not provide reasonably comprehensive information concerning whether the proposed educational program's blended learning, independent study and/or online options are expected to be implemented pursuant to applicable legal requirements (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pgs. 14, 19-21, 33.) Upon review of the Petition, Staff was unable to determine if the nonclassroom-based educational program is in compliance with Education Code. California law states that no new charter school approved between January 1, 2020 and January 1, 2025 may offer nonclassroom-based instruction. (Ed. Code, § 47612.7.)[4] The Education Code defines "nonclassroom-based instruction" as instruction that does not meet the requirements of classroom-based instruction in that at least 80 percent of the instructional time offered by the charter school will be at the schoolsite; and that the charter school will require the attendance of all students for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered. (Ed. Code, § 47612.5.) For example, Petitioner proposes to offer independent study to students who "have barriers to attendance onsite" (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pg. 14), but fails to describe how such requirement would be consistent with Education Code section 51745.[5] Another example is that Petitioner proposes to offer blended learning[6] where "a student learns at least in part through online learning" (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pg. 20), but does not indicate or clarify whether the requirements for in-person instruction would be met to avoid qualifying as nonclassroom-based instruction.

4. The Petitioner's Proposed TK-12 Educational Program Is Not Clearly Supported by its Submitted Budget

Staff determined the Petition does not clearly outline how the proposed budget will staff and support its TK-12 educational program. In Year 1, as identified in the Petition, the proposed Charter School is budgeting 4.25 certificated teachers for 100 TK-8 students (4 Full Time

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[4] This section was initially added by Assembly Bill 1505 [Chaptered 486, Statutes of 2019], which was approved by the Governor on October 3, 2019, and then amended by AB 130 Section 58 [Chaptered 44, Statutes of 2021], which was approved by the Governor on July 9, 2021.

[5] Education Code section 51745 specifies that educational opportunities offered through independent study may include, but shall not be limited to, the following: (1) Special assignments extending the content of regular courses of instruction. (2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum. (3) Continuing and special study during travel. (4) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement. (5) Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

[6] The California Department of Education (CDE) defines blended learning as a "combination of in-person and distance learning." (See blended learning)

Equivalent [FTE] teachers/0.25 Resource Specialist Program [RSP] teacher). The Petition does not provide information on how 4.25 FTE teachers will provide instruction for 100 TK-8 students.

Further, in Year 2 as identified in the Petition, the proposed Charter School states the school will serve 30 grade 9 students, in addition to 180 grade TK-8 students, with 7.5 teachers (6 FTE teachers/1 Enrichment teacher/0.50 RSP teacher). It is unclear how the proposed Charter School will sustain a TK-9 educational program for 210 students with 7.5 teachers in Year 2 given the teaching credential requirements for secondary grade levels and the stated proposed Charter School's grade 9-12 educational program. The proposed Charter School's grade 9-12 educational program requires 22 high school courses with students completing an average of 5.5 courses per grade level (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pg. 35.) However, due to the number of required high school courses, the proposed Charter School will need a number of teachers with single subject teaching credentials beyond the number of budgeted teachers for the TK-12 educational program. The Petition provides no information on how the budget will sustain necessary teachers and staff for the high school grade levels.

B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of all of the Fifteen Elements Set Forth in the Petition

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being proposed.[7] The Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below.

1. Educational Program (Element 1)

The Petition lists Career Technical Education (CTE) Pathways as a part of the Local Control Funding Formula (LCFF) Table within Priorities 4 and 6, but CTE is not addressed in the Petition narrative (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pgs. 39-49.) Additionally, the Petition identifies Advanced Placement (AP) courses as a part of the LCFF Table within Priorities 4 and 6, but the AP curriculum and instruction are not addressed in the Petition narrative (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pgs. 38-49.)

As related to both CTE and AP courses, the Petition narrative does not contain reasonably comprehensive descriptions[8] of these essential components and Staff is unable to assess and determine whether the proposed program and course offerings will be implemented in accordance with applicable legal requirements and in a manner that will provide educational benefits to students. Also, these specialized academic programs may influence the College and Career Indicator (CCI) in the California Dashboard and, as such, should be clearly described in the Petition.

[7] The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. (*See* 5 C.C.R. § 11967.5.1.)

[8] Annually, the LAUSD Charter Schools Division publishes a *New Independent Charter School Petition Application Guide* to provide petitioners with clear information regarding what the District considers to be a "reasonably comprehensive" petition.

Also, the Petition does not contain a reasonably comprehensive description of the "A Typical Day" needed to deliver the proposed educational program and satisfy the statutory requirements set forth in Education Code section 47605 as well as the expectations outlined in the *New Independent Charter School Petition Application Guide* (*Application Guide*, pg. 20). Here, the proposed Charter School plans to offer programs that have not historically been available at the other existing Equitas Academy schools. Particularly, programs such as CTE Pathways, AP courses, and Blended Learning are not currently a part of the educational program for the Equitas Academy schools. Therefore, the "A Typical Day" section of the Petition would offer insight into the Petitioner's plan to implement the program, as noted in Section A above, and the lack of specificity of this information in the Petition limits the authorizer's ability to determine, and parents/stakeholders to be aware of, how the educational program will operate.

The *Equitas Academy English Learner Master Plan* as submitted with the Petition only addressed grades TK-8, and did not address English Learners in grades 9-12 (*See* Exhibit 3, Equitas Academy English Learner Master Plan) Further, it is unclear from the Petition and the English Learner plan as to what English Language Development program will be implemented to address the needs of English Learners. Moreover, the Petition materials reflect a discrepancy in that the LCFF Table within Priority 4 Outcome 2 (*See* Exhibit 1, Equitas Academy 7 Charter School Petition, pg. 40), the Petition states, "EQ7 will implement the Vista Public Schools English Learner Master Plan."

Further, the Petition is unclear how the 20% nonclassroom-based component and in-person instruction of the educational program will be implemented pursuant to applicable legal requirements and how students in TK-3 grades will participate in the independent study program. The Petition does not contain a reasonably comprehensive description of how the proposed Charter School will operationalize the blended learning, independent study and/or online portion of the educational program for all grade level students (TK-12) in that the Petition; 1) does not identify the online program(s)/platform(s) that its teachers and staff will use and its elementary and secondary level students will rely on for appropriate instruction and learning; and 2) does not identify the grading, monitoring, and accounting systems that the proposed Charter School will use to appropriately track the students' online instructional (and to the extent applicable, behavioral) progress. Further, the Petition does not describe the trainings and professional development that will be available for teachers and staff as necessary to operationalize the blended learning, independent study and/or online portion of the proposed Charter School's educational program.

2. Description of the Proposed Charter School's Means to Achieve Racial and Ethnic Balance (Element 7)

The Petition does not describe how the Charter School will achieve a balance of special education and English Learner students, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial boundaries of the LAUSD.

3. Description of the Proposed Charter School's Annual Financial Audits (Element 9)

The Petition does not describe the process that the Petitioner will employ to address and resolve any deficiencies, findings, material weaknesses, or audit exceptions identified in the annual independent financial audit.

C. The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate

Pursuant to Education Code section 47605(c)(7), Staff analyzed whether the proposed Charter School is demonstrably likely or unlikely to serve the interests of the entire community in which the Charter School proposes to locate. Staff's analysis includes consideration of the fiscal impact of the Charter School. Staff analyzed specific facts and circumstances and considered the following factors:

- The extent to which the Charter School would substantially undermine existing services, academic offerings or programmatic offerings; and

- Whether the Charter School would duplicate a program currently offered within the LAUSD and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the Charter School intends to locate.

New charter school petitions are considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board, determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement; trends in declining/increasing enrollment; effective use of district facilities and resources; and, needs to achieve adequacy of funding for public schools.

Pursuant to District policy, the Petitioner is required to complete a Community Impact Assessment to address the following areas: identification of the community for the proposed Charter School; facilities plan; evidence of community engagement; enrollment trends; assessment of duplication of existing services, academic offerings or programmatic offerings; consideration of academic performance in the community. Staff examined the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment and performed its own analysis.

Based on Staff's analysis of the Petition and the Petitioner's Community Impact Assessment, consistent with how best to meet the educational needs of all students, the below information demonstrates that the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Staff examines the reasonableness and comprehensiveness of the petitioner's Community Impact Assessment. Moreover, Staff also analyzes the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available.

1. The Proposed Charter School Undermines/Impacts Existing Services, Academic Offerings or Programmatic Offerings by the District

a. Enrollment Trends within the Proposed Community

The Community Impact Analysis considers the enrollment trends of the existing District schools and charter schools in the proposed targeted community. Such analysis is necessary to help

determine the need for a new school and the financial viability of the proposed charter school, as well as any impact to existing services, academic offerings or programmatic offerings. If the petitioner submits an application for a new charter school in a community in which under-enrollment among existing District schools and/or charter schools is prevalent, this factor may constitute a significant fact in finding the proposed new charter school has a substantially undermining effect.

Staff review of the 2021-2022 Norm Enrollment data provided by LAUSD's Master Planning and Demographics office (MPD) reveals that 137 of the 150 existing District and charter schools within the community in which the Charter School proposes to locate are under-enrolled in comparison to their current capacity. Moreover, the enrollment data show that the majority of schools are under-enrolled by an average of 122 students (115 schools under-enrolled by 24 students or more, representing 84% under-enrolled schools). As a way to assess the materiality of the under-enrollment, Staff reviews the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (in this case, 24:1 in grades TK-3,[9] 27:1 in grades 6-8,[10] and 35.5:1 in grades 9-12[11]). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community.

Enrollment data from Fiscal Years 2019-2020 and 2020-2021 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled by 24 students or more, representing 81% and 82% of under-enrolled schools for Fiscal Years 2019-2020 and 2020-2021, respectively.

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e., staffing a class), which indicates prevalent under-enrollment. (*See* Exhibit 4, Equitas Academy 7 Schools within the Community List with Enrollment Data.)

Moreover, the proposed Charter School is planning to locate on the same private site as Equitas Academy 5 and Equitas Academy 6. Staff reviewed the current enrollment of these two schools. Equitas Academy 5 (serving grades TK-4) and Equitas Academy 6 (serving grades TK-4) have not met their Fiscal Year 2021-2022 projected enrollment of 413 and 318 students, per their enrollment roll-out plans included in the schools' approved petitions, representing a shortfall of 302 students (73%), and 162 students (51%), respectively. The under enrollment of Equitas Academy 5 and Equitas Academy 6, which serve the same grade levels at the proposed same campus as Equitas Academy 7 calls into question the need for the proposed Charter School and raises concerns about the ability of Equitas Academy 7 to meet its projected enrollment.

Further, the Petitioner expects Equitas Academy 7 would receive incoming 9th grade students from Equitas Academy 2 (5-8) and Equitas Academy 4 (5-8); "…we expect our 8th graders matriculating for our two middle schools to enter Equitas Academy 7 for the high school option, thus creating a community of schools pattern." (*See* Exhibit 5, Community Impact Assessment Equitas Academy 7, pg. 25.) Based on the Enrollment Rollout Plan in Element 1 (*See* Exhibit 1, Equitas Academy 7

[9] Elementary Schools Staffing Ratios FY 2022-2023, Page 10, Table 1P (Link)
[10] Middle Schools Staffing Ratios FY 2022-2023, Page 12, Table 2P (Link)
[11] High Schools Staffing Ratios FY 2022-2023, Page 15, Table 1P1 (Link)

Charter School Petition, pg. 15), the following seats would be potentially available for incoming 9th graders at Equitas Academy 7:

Table: Projected Space Available for Grade 9 Students at Equitas Academy 7 Based on the Enrollment Roll-Out Plans

Year	Equitas Academy 7 – Proposed Roll-out Plan for Gr. 9	Potential Matriculating Gr. 8 Students from Equitas Academy 7	Potential Matriculating Gr. 8 Students from Equitas Academy 2	Potential Matriculating Gr. 8 Students from Equitas Academy 4	Shortage in Available Seats*
2023-2024	30	15	92	100	177
2024-2025	60	20	92	100	152
2025-2026	75	60	92	100	177
2026-2027	75	75	92	100	192

**Shortage between proposed available grade 9 seats at Equitas Academy 7 and matriculating grade 8 students from Equitas Academy 7, Equitas Academy 2, and Equitas Academy 4*

However, based on Equitas Academy 7's Enrollment Roll-Out Plan in the Petition, the proposed Charter School has a limited capacity to serve incoming 9th grade students from Equitas Academy 2 (5-8) and Equitas Academy 4 (5-8) as well as surrounding middle schools in the community. Further, by Year 4 of the Petition, the Enrollment Roll-Out Plan assumes incoming 9th grade students will be matriculating from Equitas Academy 7. Accordingly, Equitas Academy 7 does not have projected available seating to accommodate all matriculating 8th grade students from Equitas Academy 2 and Equitas Academy 4.

b. Fiscal Impact to the Community

The proposed Charter School must be analyzed in terms of whether it has a fiscal impact to existing District schools in the proposed target community. Staff's evaluation of the fiscal impact of the Petition includes, but are not limited to, the following factors:

- Analysis of estimated total revenue losses for existing District schools; and
- Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g. use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current)

If the petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of the proposed Charter School's potential fiscal impact to existing District schools in the proposed target community.

Assuming that approximately 30%[12] of the students who plan to attend the proposed Charter School would have attended an existing LAUSD school, and assuming that the Charter School meets 69%[13] of its enrollment projections, the expected enrollment loss for the District's schools could be $509,235 (100 students) in the first year and increasing to $5,092,353 (1,000 students) by the proposed charter school's fifth year of operation (i.e., Fiscal Year 2026-2027). Staff estimates that the average revenue per student is $26,171[14] in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94%[15] District average daily attendance (ADA) ratio by this amount over the period of Charter School's proposed charter term equals to $14,156,742. Because District revenue is associated with ADA rather than enrollment (*See* 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend the Charter School. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue.

Further, and using the same assumptions above, it is also projected/anticipated that correlative District staff reductions will result based on the data. The projected staff reductions for the District schools within the proposed target community could be three teachers for the third year and five teachers by the proposed Charter School's fourth year and fifth year of its proposed charter term.

Based on the above analysis, Staff finds that the overall fiscal impact of Charter School on existing District schools in the proposed target community will be prevalent. Therefore, as established above, the Charter School will have a substantive fiscal impact on existing District schools in the proposed target community.

c. Limited Evidence of Community Engagement

The proposed Charter School must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community in which the proposed new charter school seeks to locate. These shall also include, but are not limited to, Local District and Community of Schools leadership and LAUSD Board of Education member(s) (District Policy, pg. 20).

Equitas Academy 7 provided limited documented evidence of community engagement with stakeholder groups in the community in which the charter school proposes to locate. Staff's review revealed that several links to the evidence included in the Community Impact Assessment were inactive or deleted and other submitted evidence was not specific to Equitas Academy 7. Additionally, the Charter School provided no evidence of community engagement with the following stakeholders: existing public schools, Local District and Community of Schools

[12] Historical average enrollment decline % to District schools due to students transferring to charter schools (from 2010-2011 through FY 2021-2022), per LAUSD's "Final Budget 2022-23" (Link)(Pages 208-210 in the PDF or Section V-7 through V-9)

[13] Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment projections) for the new LAUSD-authorized independent charter schools in the most five recent years (Fiscal Years 2017-2018 through 2021-2022)

[14] Per Pupil Revenue Rate based on LAUSD's "Final Budget 2022-23" (Link)(Page 79 in the PDF or Section II-3)

[15] District school attendance rate of 94.3% represents the 3-year cumulative average ADA from 2019-2020 through 2021-2022 based on LAUSD's "Final Budget 2022-23" (Link)(Page 388 in the PDF or SACS Page 126)

leadership, and the Offices of LAUSD Board Members. However, one submitted document demonstrated evidence of engagement with parents in the community about Equitas Academy 7. (S*ee* Exhibit 5, Community Impact Assessment Equitas Academy 7, pgs. 14-15; *See* Exhibit 6, Charter School Parent Guardian Approval Signature Page.)

Overall, Staff's review of the materials provided by the Charter School revealed limited community engagement with some of the stakeholders within the proposed community. Accordingly, and consistent with District policy requirements, the Charter School's community engagement was not transparent, inclusive, and active, and was limited/partial in scope based on the materials submitted as part of the Community Impact Assessment.

2. The Proposed Charter School Duplicates Programs Currently Offered in the District

The Petitioners are required to assess the duplication of existing programs currently offered by existing schools in the LAUSD, as a whole. Such assessment must consider how the charter school's proposed program would duplicate the current program offerings by existing schools. The enrollment trend analysis would inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the proposed location.

As part of the analysis to determine if the proposed Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is proposing to locate, Staff reviewed the programs in the community for duplication. The Petitioner asserted in its Community Impact Assessment (*See* Exhibit 5, Community Impact Assessment Equitas Academy 7, pg. 42) that the following programs are not duplicative in the community:

- K-12 Blended Learning Model
- Social Emotional Learning (SEL)
- Commitment to diversity, equity, inclusion and anti-racism
- Parent partnerships to provide leadership and advocacy training
- Access to high school and college counseling
- Parent engagement program

Based on Staff's review, including feedback from Local District leadership within the community, the above identified features are duplicative programs or features implemented in existing District schools in the community.

While the Petitioner states the educational program offers families "a K-12 blending learning model in the Pico-Union neighborhood" (*See* Exhibit 5, Community Impact Assessment Equitas Academy 7, pg. 42), as noted above, the Petitioner did not provide a reasonably comprehensive description of the program to assess any significant differentiation.

Staff also considered current capacity and academic achievement information as part of this analysis. Please see above regarding enrollment trends and the Staff Assessment and

Recommendation Report (SARR) regarding existing performance of academic achievement in the community.

Based on the Petitioners' Community Impact Assessment and Staff analysis, there is mostly a duplication of existing programs and the existing programs have sufficient capacity for the students proposed to be served by the Charter School. Moreover, while there are academic needs in the community, as noted in these findings, Petitioner did not provide reasonably comprehensive information concerning whether the proposed educational program's blended learning, independent study and/or online options are expected to be implemented pursuant to applicable legal requirements to demonstrate that the proposed charter school is likely to meet said needs (including not demonstrating in this application process a successful school performance in offering a high school program (9th-12th).)

IV. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" grounds for denying the Petition. The recommendation for denial is based on Staff findings that: (1) The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Petition; (2) The Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in the Petition; and (3) The Charter School is demonstrably unlikely to serve the interest of the entire community in which the school is proposing to locate. Should the Board decide to deny the Petition, Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board adopt these Findings of Fact in accordance with the statutory grounds for denial and deny the Petition for Equitas Academy 7.

ATTACHMENT F

COMMUNITY IMPACT ASSESSMENT
Equitas Academy 7

GENERAL INFORMATION	
Name of Proposed Charter School	Equitas Academy 7
Proposed location (street address, city, and zip code)	1612 Pico Blvd Los Angeles, CA 90015
LAUSD Community of Schools	Koreatown/Pico-Union
LAUSD Board District	2
LAUSD Local District	Central
Grade Levels Requested	K-12
Enrollment Capacity by the last year of the term (as reflected in the petition) (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	1000

SECTION 1: IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL
NARRATIVE
a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition).
Equitas Academy 7 will be located in the Pico-Union community which derives its name from the intersection of Pico Boulevard and Union Avenue, a neighborhood located outside of downtown Los Angeles. Pico-Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east. Pico-Union is a very densely populated neighborhood: ZIP code 90015 has almost 19,000 people in just 1.7 square miles, ZIP code 90006 has more than 59,000 people in 1.9 square miles, and 90057 has approximately 45,000 people in less than one square mile. 12 On average, Los Angeles has almost 7,000 people per square mile; these three ZIP codes

average 27,333 per square mile (statewide, the ratio is just 282.5 people per square mile in all of California; nationally it is just 88 people).

b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the same grade levels to be served by the proposed new charter school.

The following schools are located in a three-mile radius and includes all K-12 schools:

1 Accelerated Charter Elementary
2 Alexandria Avenue Elementary
3 Alliance College-Ready Middle Academy 12
4 Alliance Dr. Olga Mohan High
5 Alliance Gertz-Ressler Richard Merkin 6-12 Complex
6 Alliance Patti And Peter Neuwirth Leadership Academy
7 Alliance Ted K. Tajima High
8 Ambassador School-Global Education
9 Ambassador-Global Leadership
10 Animo Jackie Robinson High
11 Animo Jefferson Charter Middle
12 Animo Ralph Bunche Charter High
13 Ann Street Elementary
14 Ascot Avenue Elementary
15 Aurora Elementary
16 Belmont Senior High
17 Berendo Middle
18 Betty Plasencia Elementary
19 Birdielee V. Bright Elementary
20 Cahuenga Elementary
21 Camino Nuevo Charter Academy
22 Camino Nuevo Charter Academy #4
23 Camino Nuevo Elementary #3
24 Camino Nuevo High #2
25 Carson-Gore Academy of Environmental Studies
26 Castelar Street Elementary
27 Center for Advanced Learning
28 Central City Value
29 Charles H. Kim Elementary
30 Charles White Elementary
31 Citizens of the World Charter School Silver Lake
32 Commonwealth Avenue Elementary
33 Contreras Learning Center-Academic Leadership Community
34 Contreras Learning Center-Los Angeles School of Global Studies
35 Contreras Learning Center-School of Social Justice
36 Crown Preparatory Academy
37 Dayton Heights Elementary
38 Dolores Huerta Elementary
39 Downtown Value
40 Dr. James Edward Jones Primary Center
41 Dr. Julian Nava Learning Academy
42 Dr. Maya Angelou Community High

43	Dr. Sammy Lee Medical and Health Science Magnet Elementary
44	Dr. Theodore T. Alexander Jr. Science Center
45	Early College Academy-LA Trade Tech College
46	Ednovate - Brio College Prep
47	Ednovate - South LA College Prep
48	Ednovate - USC Hybrid High College Prep
49	Edward R. Roybal Learning Center
50	Elysian Heights ES Arts Magnet
51	Esperanza Elementary
52	Estrella Elementary
53	Everest Value
54	Fifty-Second Street Elementary
55	Forty-Ninth Street Elementary
56	Foshay Learning Center
57	Frank del Olmo Elementary
58	Gabriella Charter
59	Gabriella Charter 2
60	George Washington Carver Middle
61	Global Education Academy
62	Gratts Learning Academy for Young Scholars (GLAYS)
63	Harmony Elementary
64	Harvard Elementary
65	Hobart Boulevard Elementary
66	Hooper Avenue Elementary
67	Hooper Avenue Primary Center
68	Hoover Street Elementary
69	ISANA Himalia Academy
70	ISANA Nascent Academy
71	John Adams Middle
72	John Burroughs Middle
73	John H. Liechty Middle
74	John W. Mack Elementary
75	KIPP Vida Preparatory Academy
76	Lafayette Park Primary Center
77	Lake Street Primary
78	Lenicia B. Weemes Elementary
79	Leo Politi Elementary
80	Logan Academy of Global Ecology
81	Los Angeles Academy Middle
82	Los Angeles Academy of Arts and Enterprise
83	Los Angeles Elementary
84	Los Angeles High School of the Arts
85	MacArthur Park Elementary School for the Visual and Performing Arts
86	Magnolia Avenue Elementary
87	Main Street Elementary
88	Manual Arts Senior High
89	Maple Primary Center
90	Marguerite Poindexter LaMotte Elementary
91	Mariposa-Nabi Primary Center
92	Math and Science College Preparatory
93	Matrix for Success Academy
94	Mayberry Street Elementary
95	Menlo Avenue Elementary

96	Micheltorena Street Elementary
97	N.E.W. Academy of Science and Arts
98	Nava College Preparatory Academy
99	Nevin Avenue Elementary
100	New Designs Charter
101	New Open World Academy K-12
102	New Village Girls Academy
103	Ninth Street Elementary
104	Normandie Avenue Elementary
105	Norwood Street Elementary
106	Olympic Primary Center
107	Para Los Niños - Evelyn Thurman Gratts Primary
108	Para Los Niños Charter
109	Para Los Niños Middle
110	Quincy Jones Elementary
111	Ramon C. Cortines School of Visual and Performing Arts
112	Ricardo Lizarraga Elementary
113	Rise Kohyang Elementary
114	Rise Kohyang High
115	Rise Kohyang Middle
116	Rosemont Avenue Elementary
117	Sal Castro Middle
118	Sally Ride Elementary: A SMArT Academy
119	San Pedro Street Elementary
120	Santee Education Complex
121	School for the Visual Arts and Humanities
122	School of Business and Tourism at Contreras Learning Complex
123	Sixth Avenue Elementary
124	Solano Avenue Elementary
125	STEM Preparatory Elementary
126	Synergy Charter Academy
127	Synergy Kinetic Academy
128	Synergy Quantum Academy
129	Tenth Street Elementary
130	Third Street Elementary
131	Thomas Jefferson Senior High
132	Trinity Street Elementary
133	Twentieth Street Elementary
134	Twenty-Eighth Street Elementary
135	Twenty-Fourth Street Elementary
136	UCLA Community K-12
137	Union Avenue Elementary
138	University Preparatory Value High
139	Van Ness Avenue Elementary
140	Vermont Avenue Elementary
141	Virgil Middle
142	Vista Charter Middle
143	Vista Horizon Global Academy
144	Wadsworth Avenue Elementary
145	Wallis Annenberg High
146	West Adams Preparatory High
147	West Vernon Avenue Elementary
148	William Jefferson Clinton Middle

149 Wilshire Park Elementary
150 Wilton Place Elementary
151 Young Oak Kim Academy

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
1.1	Maps La Times Neighborhood (link only)	https://maps.latimes.com/neighborhoods/neighborhood/pico-union/	Link to LA Times neighborhood statistics
1.2	Community of Schools webpage (link only)	Our Schools	List of community schools in Koreatown/Pico Union
1.3	Equitas 3-Mile Radius (link only)	Equitas 3-Mile Radius	List of Schools within a 3-mile radius of school location

SECTION 2:
FACILITIES PLAN

NARRATIVE

In the space below, briefly describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community. (Please note that there are spaces below to provide more detail for each potential site.)

Equitas Academy has set a goal for each of its schools to operate on privately-owned facilities that can accomodate our full academic program. Operating on privately owned facilities also allows our schools to forego Proposition 39 co-locations, limiting the impact on nearby LAUSD campuses.

Equitas Academy has identified, secured, financed and is developing a long-term privately owned facility at 1612 Pico Blvd, Los Angeles, CA 90015 at the intersection of Pico Blvd and Union Ave, the heart of the Pico Union community. This site is walking distance to our flagship school and Equitas Academy 3. We have engaged our community with our school expansion plans with outreach and in conjunction with our process to secure a conditional use permit with the City of Los Angeles, City Planning Commission. The 1612-1636 West Pico Boulevard site is a two-story 52,409 square foot commercial building and the 1321-1331 South Union Avenue site is an existing surface parking lot. The entire project site is generally bounded by Pico Boulevard to the north, Constance Street to the west, Union Avenue to the east, and residential development to the south. The two sites are bisected by an existing alley, which is accessible from Union Avenue and Constance Street. The project proposes to repurpose the existing commercial building at 1612-1636 West Pico Boulevard for occupancy by Equitas Academy schools and central office space of 5,432 square feet. The existing surface lot will provide 54 parking spaces and will be accessed via the existing alley. Service and delivery operations will occur within the existing alley. Conditional Use Permit was approved by the Los Angeles City Planning Commision in November 19,2020. The facility project is expected to be completed by August 2022.

The property was built in 1982 and housed Detective, Guard, and Armored Car Services (Garda Security). The space will be converted to educational space for the use and occupancy of Equitas Academy 5 (EQ5) and Equitas Academy 6 (EQ6) and Equitas Academy 7 (EQ7). The site became available in 2018 when Garda Security vacated the site, it quickly attracted derelict uses and was covered with graffiti. The new facility located at 1612 Pico Blvd, LA, CA 90015 is a conversion of an existing commercial building for the operation of these schools (EQ5,6 and 7) totaling 53,262 square feet of floor area with a combined maximum occupancy of 1,000 students. The building will include 38 classrooms, a multi-purpose room, administrative offices, and an open play area on the second level. Required parking will be provided in an adjacent surface parking lot located at 1321 - 1331 South Union Avenue.

EVIDENCE TABLE			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
2.1	Equitas -Determinatio n Lettter.pdf		Letter of Determination For Approval of Conditional Use Permit
2.2	Colored Elevations-E quitas.pdf		Rendering of Facility that includes layout and feasibility

PRIVATE SITES	
Is the petitioner planning to utilize a private site (i.e., non-District site) to locate the proposed charter school at any point in the proposed term?	x Yes ☐ No
If the petitioner checked “Yes,” please proceed to the next question in this section. If the petitioner checked “No,” please skip to the “DISTRICT SCHOOL SITE (Prop. 39)” table below.	
Has the petitioner identified (e.g. has a current site, researched a site, leased a site, etc.) any specific potential private school sites within the target community?	x Yes ☐ No
If the petitioner checked “Yes,” please complete the remainder of the table below for each potential private site. If the petitioner checked “No,” please skip to the “DISTRICT SCHOOL SITE (Prop. 39)” table below. If the petitioner has identified more than two potential private sites, **please copy and re-number the table below, as needed, for each additional site**	
Potential Private Site #1	
In the space below, please describe the specific steps the petitioner has taken/is taking to research and secure this site.	
Equitas Academy has goals for all schools to be in long-term private facilities. We began our search in 2018 and were able to secure 1612 Pico Blvd for our central office spaces as we began the due diligence in purchasing the facility and developing the space for our newly proposed schools. The site includes a two-story building with 38 classrooms, admin space for each school and our central office space, ample outdoor space and parking. We will obtain a certificate of occupancy in August 2022.	

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
The site at 1612 Pico Blvd is able to accommodate 1000 students and office space for our central office. Equitas Academy 7 will co-locate with Equitas Academy 5 and Equitas Academy 6 who will serve 600 students in 2023 which allows for adequate space for this new school.
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.
Address: 1612 Pico Blvd. Los Angeles, CA 90015
Maximum Occupancy: 1000 Students
Approved Use(s): Conditional Use Permit issued 11/2020, COO will be issued 8/22
Issuing Authority (e.g., "City of Los Angeles"): City of Los Angeles

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition? *Please refer to "Charter Schools Facilities Requirements" on p. 61 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	x Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
N/A
Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: 1000
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): December 2020 - August 2022

DISTRICT SCHOOL SITE (Prop. 39)	
Does the petitioner intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) at any point in the proposed term? Per the LAUSD Policy and Procedures for Charter Schools, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate. Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change. Any analysis here will be superseded by current conditions and does not guarantee a specific offer of space from the District	☐ Yes x No
If the petitioner checked "Yes," please complete the table below. If the petitioner checked "No," please skip to the next section.	
NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.	
In the space below, please include a specific description, with supporting documentation, of each identified District site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity.	
N/A	

SECTION 3:
EVIDENCE of COMMUNITY ENGAGEMENT

NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate, including, but not limited to, engagement with the following stakeholder groups:

- Parents in the community
- Existing public schools
- Neighborhood councils
- Community-based organizations
- Elected representatives
- Local District and Community of Schools leadership
- LAUSD Board of Education member(s)

Equitas Academy opened in 2009 and has grown from one school to six, serving the Pico Union Community TK-8th grade. Our organization has deep roots in the neighborhood, as the founder and CEO, Malka Borrego is third generation to this community being raised and schooled in Pico Union and returning from college as a first generation graduate to teach here. Equitas Academy 7 our newest school is proposed to serve K-12 in a blended learning model to build on the instructional model created in response to the pandemic and in direct response to our community needs. We currently have many families in our independent studies program. In direct response to our community, we would like to open our community of schools to include a blended learning option for our families and the greater Pico Union community. We know for any school to be effective, family and community engagement is critical.

Equitas Academy is built with the Pico Union community and engagement with families on the learning and academic progress of our students. We have also dedicated resources and capacity within the Pico Union community to build strong relationships with community stakeholders.

Equitas Academy is proud of our long-standing relationship with the Pico Union community with our CEO/Founder who was born and raised as well as our founding board chair, Pilar Buelna and many of our school based staff.

We are also particularly proud of the community engagement process Equitas Academy recently underwent to engage the community in order to build our new, permanent campus at 1612 Pico Blvd, Los Angeles, CA 90015. Equitas Academy met with community groups including the Neighborhood Council, BID, Councilman’s office, Pico Union Housing Corporation, Councilman Cedillo’s office to ensure that we understood the needs of our community and were able to deepen existing relationships, as well as build and foster new opportunities. The very intentional outreach for Equitas Academy's new campus was to ensure that the community could utilize the new building as a community resource (evidence

3.12).

Equitas Academy has shifted all efforts to house all schools in private facilities and secured the long term financing that allows us to do that with our current four buildings that house our six schools. The addition of the facility at 1612 Pico Blvd will allow us to house Equitas Academy 7 for the 2023 school year. It is important to note that Equitas Academy has operated in the Pico Union neighborhoods for nearly 15 years and has pre-established relationships with community stakeholders. We typically conduct community outreach prior to having a facility fully approved and secured. Actively communicating with all stakeholders about a new facility change is part of our Conditional Use Permit and is a process we have used with our current four privately owned sites (Equitas Academy, Equitas Academy 2, Equitas Academy 3 and Equitas Academy 4). Equitas Academy 5 and Equitas Academy 6 are growing schools that will also be housed at 1612 Pico Blvd.

Equitas Academy began outreach to the District in early 2020 to let them know we were in development for a new facility and were housing our central office space while we conducted our due diligence on the new site. This outreach included our plan to increase to 8 schools that included a matriculation pathway to high School.

Equitas Academy has always conducted robust community outreach to stakeholders. Though most of our community outreach has been ongoing, updated outreach methods are articulated below.

Stakeholder Outreach:

- ***Parents in the community:*** While all Equitas Academy schools conduct regular outreach on academics and social-emotional progress for current families, Equitas Academy staff has additionally invested in a dedicated family engagement and enrollment team who works with local community organizations to introduce our new schools Equitas Academy 5, Equitas Academy 6 and Equitas Academy 7 to our community. They do this by providing presentations to parents and community members, set-up information tables outside community organizations and send mailers to homes within a 1-mile radius of the zip code 90015 (3.1, 3.2, 3,3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11)

Specific Activities:

- ***Regular Canvassing***: Bilingual (English/Spanish) - on-the-ground outreach in high traffic areas around the community (3.1 Canvassing Map)
- ***Community Tabling***: Bilingual (English/Spanish) - our team has regularly scheduled tabling sessions within a 1 mile radius from the school site to inform families of their school options. These are scheduled after regular work hours or during weekends to ensure that we can connect with families at times that are convenient for their schedules. (3.2 March Enrollment Tabling)
- ***Phone banking***: Bilingual (English/Spanish) - Equitas has received interest from thousands of families over the years. We ensure that families who expressed interest in previous years receive direct calls from our team as a reminder that our schools are

still an option. These calls are typically conducted after regular work hours or during weekends to ensure that we can connect with families at times that are convenient for their schedules.

- ***Online advertising***: Bilingual (English/Spanish) - Facebook, Instagram and Google ads are ongoing aimed at families within a 1 mile radius of our schools. Families have the option to reach out directly in either language or submit their contact information for a follow up call (3.3 Spanish Facebook Ad, 3.4 English Facebook Ad)
- ***Print advertising***: Bilingual (English/Spanish) - Equitas has worked with various community publications to share information about our schools, primarily we have advertised in El Aviso and La Opinion which are staples in the Pico-Union community (3.8 La Opinion Ad, 3.9 El Aviso Ad)
- ***Direct mailers***: Bilingual (English/Spanish) -Sent to all families within a 1 mile radius (3.7 Direct mailer sample)
- ***Presentations***: Bilingual (English/Spanish) - For families who have expressed interest. The presentations are always conducted in both English and Spanish. These sessions were recorded to share with families who were unable to attend due to schedule conflicts. (3.5 EQ5 Recorded Session, 3.6 EQ3 Recorded Session)
- ***Enrollment Events***: Bilingual (English/Spanish) - Equitas regularly attends and collaborates with various community partners to attend small and large-scale community events. In the previous year we have attended events at the Pico-Union Project, the LA Red Shield Center, and more. We have also co-hosted enrollment fairs with other local charter organizations. (3.10 Charter School Fair Flier)
- ***Parent Referrals***: Bilingual (English/Spanish) - Equitas families are regularly notified of outreach opportunities and receive resources to spread the word about our newest Equitas schools
- **Existing Public Schools.** Equitas Academy works hard to maintain strong relationships within the LAUSD community, and has previously collaborated with existing community based organizations to share resources, learnings and best practices such as attendance at the Pico Union Project November Block Party November 2021.
- ***Neighborhood Council*****:** Equitas Academy has presented to the Pico Union Neighborhood Council in 2020 regarding our new facility at 1612 Pico Equitas Academy maintains a relationship with the Pico Union neighborhood council and has presented various times. We presented to the Neighborhood Council in 2008 when our flagship school petitioned for our charter school and received a letter of support, received a grant from the Neighborhood Council in 2011, received support for our conditional use permit in 2012 for our site at 1700 W. Pico Blvd, and in 2013 for our site for Equitas Academy 3 on 1050 Beacon Ave as well. We believe keeping our neighborhood council aware of all school operations is critical to ensuring that community members are informed and invested in our schools as a community resource. We keep the neighborhood councils apprised of facility shifts and generally notify the neighborhood council after we have approval to operate on a given site.
- ***Community-Based Organizations:*** Equitas Academy collaborated with several other charter school networks to co-host Charter School Fairs in January 2022. Equitas will continue collaborating with local partners in getting the word out about our newest school located at 1612 Pico.
    - ***Direct Mailers:*** Equitas Academy engaged with the community in multiple

ways to ensure there was strong outreach. Equitas Academy sent direct mailers to the surrounding community members.
    - ***Direct Outreach:*** Equitas Academy engaged the community and collected 528 signatures of members in support of the 1612 Pico facility in October of 2020. Families recognized that Equitas Academy offers a quality education, and believe in their mission to prepare their students to attend a university. For children to be successful later in life, families know that they need a strong foundation. The new building provides new classrooms, a new multi-purpose room, a new outdoor play area, that give families great pride to say they are part of the Equitas family. Families believe that children in Pico Union deserve modern and beautiful spaces to be educated. (3.11b)
    - ***Byzantine-Latino Quarter Pico Business Improvement District (BID):*** Equitas Academy is a proud member of the BID and relies on the support of community-based organizations and local partnerships, in order to maximize student success and opportunity provided to them (3.16).

When possible, Equitas Academy makes a concerted effort to support local businesses that represent and serve our communities. Some examples include: partnering with Desi Wash to provide all the laundry needs for our schools. Additionally, for large and/or significant events, including ribbon cuttings, community breakfasts, etc.; Equitas Academy makes sure to invite the local fire and police departments, community partners. Because of these long-standing relationships, Equitas Academy conducts regular outreach for various needs (and vice versa)

Equitas Academy also prides itself in hiring members of the local Pico-Union community throughout all levels of the organization and aims to have employees who reflect the local makeup of the community.

Additionally, when proposing the facilities at 1612 Pico Equitas Academy partnered with DeAztlan Group (3.13) to ensure that as we built the campus we were intentionally engaging local community members for input and perspective.

- ***Elected representatives:*** Equitas Academy relies on the support of elected representatives. Our schools reside within CD 1, where we have built long lasting relationships throughout the years and currently with Councilman Cedillo's office. The Councilman's office set up community events and communication between neighbors to ensure we had a fair and transparent process in developing our new facility (3.14 and 3.15)
- ***Local District and Community of Schools Leadership:*** Equitas Academy and LAUSD have long enjoyed a positive relationship between the Local District, Community of School Leadership, School Support Team, CSD coordinators. We seek to keep a transparent relationship with our governance and intent to operate. We have called on the local superintendent to support our efforts when co-locating and enjoy a positive relationship.
- ***LAUSD Board of Education member(s):*** Equitas Academy has long valued building relationships with all LAUSD school board members. In an effort to be transparent with all Board Members, CEO and Founder, Malka Borrego has emailed all Board

Members of our intention to submit charters and to discuss further if any questions.

b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, etc.) in the Evidence Table below.

Our families in our community who are multilingual or non-English speakers. Therefore, all communication sent to families is typically sent in both Spanish and English. In addition to written material, presentations to current and prospective families are also made in both English and Spanish, and we always have someone available to translate. In terms of explicit bilingual outreach regarding the new facility, please see below.

***Please note, this is the same evidence noted in the above section under "Outreach Conducted for Parents in the Community."*

- Phone banking: Bilingual (English/Spanish) - Equitas has received interest from thousands of families over the years. We ensure that families who expressed interest in previous years receive direct calls from our team as a reminder that our schools are still an option. These calls are typically conducted after regular work hours or during weekends to ensure that we can connect with families at times that are convenient for their schedules.
- Online advertising: Bilingual (English/Spanish) - Facebook, Instagram and Google ads are ongoing aimed at families within a 1 mile radius of our schools. Families have the option to reach out directly in either language or submit their contact information for a follow up call (3.3 Spanish Facebook Ad, 3.4 English Facebook Ad)
- Print advertising: Bilingual (English/Spanish) - Equitas has worked with various community publications to share information about our schools, primarily we have advertised in El Aviso and La Opinion which are staples in the Pico-Union community (3.8 La Opinion Ad, 3.10 El Aviso Ad)
- Direct mailers: Bilingual (English/Spanish) -Sent to all families within a 1 mile radius (3.7 Direct mailer sample)
- Presentations: Bilingual (English/Spanish) - For families who have expressed interest. The presentations are always conducted in both English and Spanish. These sessions were recorded to share with families who were unable to attend due to schedule conflicts. (3.5 EQ5 Recorded Session, 3.6 EQ3 Recorded Session)
- Enrollment Events: Bilingual (English/Spanish) - Equitas regularly attends and collaborates with various community partners to attend small and large-scale community events. In the previous year we have attended events at the Pico-Union Project, the LA Red Shield Center, and more. We have also co-hosted enrollment fairs with other local charter organizations. (3.10 Charter School Fair Flier)
- Parent Referrals: Bilingual (English/Spanish) - Equitas families are regularly notified of outreach opportunities and receive resources to spread the word about our newest Equitas schools

EVIDENCE TABLE

(add additional rows as needed)			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
3.1	Canvassing Map (link only)	21-22 Equitas Canvassing Map	Equitas map used to plan most strategic canvassing areas - this includes high traffic locations such as doctor's offices, dentists, laundromats and more places families frequent.
3.2	March Enrollment Tabling (link only)	https://www.instagram.com/p/Ca-u9jBvrSH/	Tabling session next door to the 1612 W Pico Blvd, Los Angeles, CA 90015 location where families could stop by and register
3.3	Spanish Facebook Ad	EQ5-FB-Ad-2022.png	One of the ongoing Spanish Facebook Ads targeted to local parents and community members within a 2 mile radius of 1612 Pico
3.4	English Facebook Ad	EQ6-FB-Ad-2022.png	One of the ongoing English Facebook Ads targeted to local parents and community members within a 2 mile radius of 1612 Pico
3.5	EQ5 Recorded Session (link only)	Equitas Academy #5 Information Session / Sesión informativa de Equitas Academy #5	Virtual enrollment event for families interested in enrolling at EQ5 at the 1612 Pico site
3.6	EQ3 Recorded Session (link only)	Equitas Academy #3 Info Session / Sesión Informativa Equitas Academy #3	Virtual enrollment event for families interested in enrolling at another Equitas school
3.7	Direct mailer sample	Enrollment Card All Schools v01 012222.pdf	Sample of a direct mailer out to local Pico-Union families
3.8	La Opinion Ad	LAOP Education Supplement 032522.pdf	Recent print ad sharing information with local families about our newest school site at 1612 Pico
3.9	El Aviso Ad	El Aviso Ad.PDF	Print ad sharing information with local families about all Equitas schools
3.10	Charter School Fair Flier	Charter School Fair Flyer - English (1).png	Flier of recent Charter School Fairs, co-hosted in collaboration with other charter networks
3.11a & b	Direct Outreach	Support Signatures Map of Signatures	This is evidence for direct community outreach we conducted in relation to the 1612 Pico project approval
3.12	Business	https://www.dropbox	Business plan proposal to Pico Union Housing

	Plan Pico Union Housing Corporation	.com/s/da61xeidbjzmo6v/3.11%20BUSINESS%20PLAN%20PICO%20UNION%20HOUSING%20CORPORATION.pdf?dl=0	Corporation to incorporate the new building as a resource to the community.
3.13	DeAztlan Group (link only)	De Aztlan Group	Community engagement group to support our outreach efforts
3.14	Equitas Meeting Agenda	Agenda	Meeting with community residents on 10/26 hosted by Councilmember Cedillo's office)
3.15	Gutierrez-Equitas MOU	Sample MOU	MOU was established with neighbors to ensure we kept promises in operations of our new school and in conjunction with our Conditional Use Permit process.
3.16	Byzantine-Latino Quarter Pico Business Improvement District (BID) (link only)	Byzantine-Latino Quarter Pico BID	Byzantine-Latino Quarter Pico Business Improvement District (BID) website

SECTION 4:
ENROLLMENT TRENDS

NARRATIVE

a. In the space below, discuss the enrollment trends of existing schools (both District and charter) within the target community, including, but not limited to, existing space capacity, unmet demand, and/or any over-enrollment or under-enrollment of existing schools. Please ensure to cite sources for any data included in this description.

Equitas Academy reviewed the enrollment data of 151 different LAUSD and Charter schools serving at least one grade level in common with TK-12 that reside within either a three-mile radius of 1612 Pico Blvd, Los Angeles, Ca 90015. The enrollment data (source: 2021-22 enrollment from CDE DataQuest) and enrollment capacity (sources: e-CAR and Charter Petitions) for all 151 schools are in the table below in Section B.

We zeroed in on the six schools that are *both* within a three-mile radius, as we consider these schools the most viable alternative options to our families based on their membership in the community of schools and proximity to the new location. Their current campus utilization percentages are:

School	**Utilization % (2021-2022 enrollment/e-CAR capacity)**
Hobart Elementary	89%
Hoover Elementary	96%
John Burroughs Middle	102%
John H. Liechty Middle	78%
Cortines School of Visual Arts	124%
UCLA Community K-12	89%

None of the six schools has substantial capacity for additional enrollment except for John Liehty Middle with 78%. With two schools over enrolled and most schools nearing full capacity. Overall the average utilization is 88% for the 151 schools and demonstrates the schools in a 3-mile radius have little capacity for serving additional enrollment.

b. In the rows below, list the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. For each school listed, indicate both its current enrollment and enrollment capacity (per most recent snapshot in the e-CAR Report for District schools and approved charter for Charter schools.)

Please ensure that each source of enrollment data in the rows below is included in the Section 4 Evidence table at the end of this section.

Note: The data points in the reference source documents are not necessarily indicative of reality or current circumstances, and the enrollment trend analysis is subject to further information available to the District.

EXISTING SCHOOLS ENROLLMENT
(add additional rows as needed)

School Name	Current Enrollment	Enrollment Capacity
1 Accelerated Charter Elementary	528*	528
2 Alexandria Avenue Elementary	512	547
3 Alliance College-Ready Middle Academy 12	450*	450
4 Alliance Dr. Olga Mohan High	450*	450
5 Alliance Gertz-Ressler Richard Merkin 6-12 Complex	1010*	1010
6 Alliance Patti and Peter Neuwirth Leadership Academy	579	600
7 Alliance Ted K. Tajima High	442*	500
8 Ambassador School-Global Education	322	378
9 Ambassador-Global Leadership	542	668
10 Animo Jackie Robinson High	600*	600
11 Animo Jefferson Charter Middle	540*	540
12 Animo Ralph Bunche Charter High	625*	625
13 Ann Street Elementary	72	102
14 Ascot Avenue Elementary	676	712

15 Aurora Elementary	356	389
16 Belmont Senior High	663	1721
17 Berendo Middle	613	984
18 Betty Plasencia Elementary	445	503
19 Birdielee V. Bright Elementary	401	448
20 Cahuenga Elementary	343	470
21 Camino Nuevo Charter Academy	555*	555
22 Camino Nuevo Charter Academy #4	652*	678
23 Camino Nuevo Elementary #3	889*	889
24 Camino Nuevo High #2	696*	696
25 Carson-Gore Academy of Environmental Studies	417	470
26 Castelar Street Elementary	596	725
27 Center for Advanced Learning	360*	360
28 Central City Value	480*	480
29 Charles H. Kim Elementary	489	636
30 Charles White Elementary	299	387
31 Citizens of the World Charter School Silver Lake	912*	912
32 Commonwealth Avenue Elementary	473	541
33 Contreras Learning Center-Academic Leadership Community	496	586

34 Contreras Learning Center-Los Angeles School of Global Studies	331	357
35 Contreras Learning Center-School of Social Justice	434	530
36 Crown Preparatory Academy	480*	480
37 Dayton Heights Elementary	258	319
38 Dolores Huerta Elementary	315	376
39 Downtown Value	456*	456
40 Dr. James Edward Jones Primary Center	148*	148
41 Dr. Julian Nava Learning Academy	620	758
42 Dr. Maya Angelou Community High	1068	1164
43 Dr. Sammy Lee Medical and Health Science Magnet Elementary	594	649
44 Dr. Theodore T. Alexander Jr. Science Center	650*	650
45 Early College Academy-LA Trade Tech College	0	0
46 Ednovate - Brio College Prep	500*	500
47 Ednovate - South LA College Prep	130*	130
48 Ednovate - USC Hybrid High College Prep	500*	500
49 Edward R. Roybal Learning Center	981	1143
50 Elysian Heights ES Arts Magnet	340	384
51 Esperanza Elementary	627	658

52 Estrella Elementary	499	531
53 Everest Value	379*	480
54 Fifty-Second Street Elementary	581	600
55 Forty-Ninth Street Elementary	548	610
56 Foshay Learning Center	1736	1879
57 Frank del Olmo Elementary	519	547
58 Gabriella Charter	480*	480
59 Gabriella Charter 2	364*	468
60 George Washington Carver Middle	673	813
61 Global Education Academy	264*	264
62 Gratts Learning Academy for Young Scholars (GLAYS)	432	352
63 Harmony Elementary	507	497
64 Harvard Elementary	312	267
65 Hobart Boulevard Elementary	426	476
66 Hooper Avenue Elementary	718	789
67 Hooper Avenue Primary Center	148	192
68 Hoover Street Elementary	558	579
69 ISANA Himalia Academy	710*	765
70 ISANA Nascent Academy	630*	650
71 John Adams Middle	749	942
72 John Burroughs Middle	1460	1432
73 John H. Liechty Middle	870	1117

74 John W. Mack Elementary	292	415
75 KIPP Vida Preparatory Academy	550*	550
76 Lafayette Park Primary Center	61	72
77 Lake Street Primary	105	111
78 Lenicia B. Weemes Elementary	421	577
79 Leo Politi Elementary	594	801
80 Logan Academy of Global Ecology	386	502
81 Los Angeles Academy Middle	1036	1177
82 Los Angeles Academy of Arts and Enterprise	375*	500
83 Los Angeles Elementary	473	797
84 Los Angeles High School of the Arts	1053	1356
85 MacArthur Park Elementary School for the Visual and Performing Arts	417	453
86 Magnolia Avenue Elementary	622	846
87 Main Street Elementary	685	771
88 Manual Arts Senior High	1076	1380
89 Maple Primary Center	125	153
90 Marguerite Poindexter LaMotte Elementary	439	444
91 Mariposa-Nabi Primary Center	105	105
92 Math and Science College Preparatory	532*	532

93 Matrix for Success Academy	410*	600
94 Mayberry Street Elementary	150	168
95 Menlo Avenue Elementary	428	608
96 Micheltorena Street Elementary	336	414
97 N.E.W. Academy of Science and Arts	450*	450
98 Nava College Preparatory Academy	584	805
99 Nevin Avenue Elementary	456	516
100 New Designs Charter	910*	910
101 New Open World Academy K-12	996	1198
102 New Village Girls Academy	125*	180
103 Ninth Street Elementary	219	300
104 Normandie Avenue Elementary	581	692
105 Norwood Street Elementary	340	412
106 Olympic Primary Center	102	120
107 Para Los Niños - Evelyn Thurman Gratts Primary	210	220
108 Para Los Niños Charter	410*	410
109 Para Los Niños Middle	360*	405
110 Quincy Jones Elementary	290	313
111 Ramon C. Cortines School of Visual and Performing Arts	1436	1159
112 Ricardo Lizarraga Elementary	436	459
113 Rise Kohyang Elementary	389*	569

114 Rise Kohyang High	600*	600
115 Rise Kohyang Middle	450*	450
116 Rosemont Avenue Elementary	203	207
117 Sal Castro Middle	328	509
118 Sally Ride Elementary: A SMArT Academy	412*	458
119 San Pedro Street Elementary	468	528
120 Santee Education Complex	1741	2150
121 School for the Visual Arts and Humanities	462	502
122 School of Business and Tourism at Contreras Learning Complex	425	487
123 Sixth Avenue Elementary	332	432
124 Solano Avenue Elementary	186	201
125 STEM Preparatory Elementary	400*	450
126 Synergy Charter Academy	312*	360
127 Synergy Kinetic Academy	480*	480
128 Synergy Quantum Academy	583*	583
129 Tenth Street Elementary	385	443
130 Third Street Elementary	612	696
131 Thomas Jefferson Senior High	724	857
132 Trinity Street Elementary	238	290
133 Twentieth Street Elementary	494	529
134 Twenty-Eighth Street Elementary	522	570

135 Twenty-Fourth Street Elementary	494	611
136 UCLA Community K-12	951	1074
137 Union Avenue Elementary	870	895
138 University Preparatory Value High	480*	480
139 Van Ness Avenue Elementary	174	245
140 Vermont Avenue Elementary	375	376
141 Virgil Middle	1032	1162
142 Vista Charter Middle	420*	420
143 Vista Horizon Global Academy	300*	450
144 Wadsworth Avenue Elementary	557	566
145 Wallis Annenberg High	585*	600
146 West Adams Preparatory High	1113	1539
147 West Vernon Avenue Elementary	549	853
148 William Jefferson Clinton Middle	589	645
149 Wilshire Park Elementary	327	371
150 Wilton Place Elementary	327	376
151 Young Oak Kim Academy	823*	845

d. In the space below, discuss how the proposed charter school's requested enrollment capacity and enrollment roll-out plan take the enrollment trends in the target community into account.

Include the rationale for selecting the specific enrollment capacity and discuss the plan (including any efforts to date) to achieve the enrollment targets across all school years of the proposed charter term.

Equitas Academy 7 is located within the Pico Union target community where its students already reside. Equitas Academy expects Equitas Academy 7 to be an option to families looking for a blended learning option and many of our students are already enrolled in our independent studies offerings. We have over 100 families who have already indicated interest in enrolling into Equitas Academy 7. Further, we expect our 8th graders matriculating for our two middle schools to enter Equitas Academy 7 for the high school option, thus creating a community of schools pattern. Our community has been asking for a high school option to create a community of schools. Equitas Academy has been serving this community since its first year of operation in 2009, and will continue to draw enrollment from our existing families and community.

For all of the reasons stated above, we do not believe there will be an impact to the enrollment trends of the identified surrounding schools.

Our student recruitment efforts typically include:

- Informational materials to community organizations, community religious institutions, and other organizations that serve various racial and ethnic populations, such as the libraries, recreation centers, local businesses, and faith based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals.
- Outreach meetings are held in the Pico Union neighborhood to reach prospective students and parents. In these meetings more information is shared about the school's educational program, and parents and students have an opportunity to ask questions.
- Providing opportunities for parents to speak to our representatives outside popular shopping venues.

Our efforts to date are described in Section 3: Evidence of Community Engagement.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (Optional)	Description of Evidence
4.1	4.1 TASACES 2013 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.2	4.2 AlexandriaAveEl 2021 ECAR Report.pdf		ECAR Report
4.3	4.3 ALLCRMA12 5202 Petition Renewal Term 2018-2023.pdf		Charter Petition

4.4	4.4 ALLOLGA 8823 Petition Renewal Term 2019-2024.pdf		Charter Petition
4.5	4.5 ALLGRTZ-MRKN 8626 Petition Renewal Term 2019-2024.pdf		Charter Petition
4.6	4.6 ALLNWRTH 8824 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.7	4.7 ALLTAJIMA 7685 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.8	4.8 RFKAmbsdrGlblEdu 2021 ECAR Report.pdf		ECAR Report
4.9	4.9 RFKAmbsdrGlblLdsh 2021 ECAR Report.pdf		ECAR Report
4.10	4.10 ANMJROB 8818 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.11	4.11 ANMJEFF 5981 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.12	4.12 ANMBNCH 8817 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.13	4.13 AnnStEl 2021 ECAR Report (1).pdf		ECAR Report
4.14	4.14 AscotAveEl 2021 ECAR Report (1).pdf		ECAR Report
4.15	4.15 AuroraEl 2021 ECAR Report.pdf		ECAR Report
4.16	4.16 BelmontSH 2021 ECAR Report.pdf		ECAR Report
4.17	4.17 BerendoMS 2021 ECAR Report.pdf		ECAR Report
4.18	4.18 PlasenciaEl 2021 ECAR Report (1).pdf		ECAR Report
4.19	4.19 BrightEl 2021 ECAR Report (1).pdf		ECAR Report

4.20	4.20 CahuengaEl 2021 ECAR Report (1).pdf		ECAR Report
4.21	4.21 CNCA1 2017 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.22	4.22 CNCA4 2251 Petition Renewal Term 2016-2021.pdf		Charter Petition
4.23	4.23 CNAC3 2157 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.24	4.24 CNAC2 5987 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.25	4.25 CarsonGoreAcademy 2021 ECAR Report.pdf		ECAR Report
4.26	4.26 CastelarStEl 2021 ECAR Report.pdf		ECAR Report
4.27	4.27 CTRADV 3284 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.28	4.28 VALCENT 8719 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.29	4.29 KimEl 2021 ECAR Report (1).pdf		ECAR Report
4.30	4.30 WhiteEl 2021 ECAR Report.pdf		ECAR Report
4.31	4.31 CWC2 2260 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.32	4.32 CommonwlthAveEl 2021 ECAR Report.pdf		ECAR Report
4.33	4.33 ContrerasLCALC 2021 ECAR Report.pdf		ECAR Report
4.34	4.34 ContrerasLCGlblSt 2021 ECAR Report (1).pdf		ECAR Report
4.35	4.35 ContrerasLCSocJus 2021 ECAR Report.pdf		ECAR Report
4.36	4.36 CRWNPRP 5983 Petition		Charter Petition

	Renewal Term 2020-2025.pdf		
4.37	4.37 DaytonHeightsEl 2021 ECAR Report.pdf		ECAR Report
4.38	4.38 HuertaEl 2021 ECAR Report.pdf		ECAR Report
4.39	4.39 VALDWTN 4765 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.40	4.40 c85f2a23-5630-4746-a27e-abde 7879ee3e.pdf		CA School Dashboard report
4.41	4.41 NavaLearningAcademy 2021 ECAR Report.pdf		ECAR Report
4.42	4.42 AngelouCommunitySH 2021 ECAR Report.pdf		ECAR Report
4.43	4.43 LeeElMedHlthMag 2021 ECAR Report (1).pdf		ECAR Report
4.44	4.44 ZZ_ALXNDR 5111 Petition Renewal Term 2019-2024.pdf		Charter Petition
4.45	4.45 LosAngelesTechCtr 2021 ECAR Report (1).pdf		ECAR Petition
4.46	4.46 USC Prep Blue 0000 Petition New Term 2017-2022.pdf		Charter Petition
4.47	4.47 South LA College Prep — Ednovate _ Positive Multigenerational Change Starts Here_.pdf		Charter Petition
4.48	4.48 USCHYB 7672 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.49	4.49 RoybalLC 2021 ECAR Report.pdf		ECAR Report
4.50	4.50 ElysianHtsArtsMag 2021 ECAR Report.pdf		ECAR Report
4.51	4.51 EsperanzaEl 2021 ECAR		ECAR Report

	Report.pdf		
4.52	4.52 EstrellaEl 2021 ECAR Report.pdf		ECAR Report
4.53	4.53 VALEVRST 5220 Petition Renewal Term 2019-2024.pdf		Charter Petition
4.54	4.54 52ndStEl 2021 ECAR Report.pdf		ECAR Report
4.55	4.55 49thStEl 2021 ECAR Report.pdf		ECAR Report
4.56	4.56 FoshayLC 2021 ECAR Report.pdf		ECAR Report
4.57	4.57 DelOlmoEl 2021 ECAR Report.pdf		ECAR Report
4.58	4.58 GBRLA 4034 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.59	4.59 GBRLA2 7552 Petition New Term 2017-2022.pdf		Charter Petition
4.60	4.60 CarverMS 2021 ECAR Report.pdf		ECAR Report
4.61	4.61 GLBL 2025 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.62	4.62 GrattsLAforYS 2021 ECAR Report.pdf		ECAR Report
4.63	4.63 HarmonyEl 2021 ECAR Report.pdf		ECAR Report
4.64	4.64 HarvardEl 2021 ECAR Report.pdf		ECAR Report
4.65	4.65 HobartBlvdEl 2021 ECAR Report.pdf		ECAR Report
4.66	4.66 HooperAveEl 2021 ECAR Report.pdf		ECAR Report
4.67	4.67 HooperAvePC 2021 ECAR Report.pdf		ECAR Report

4.68	4.68 HooverStEl 2021 ECAR Report.pdf		ECAR Report
4.69	4.69 ISANAHIMA 2488 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.70	4.70 ISANANASC 2925 Petition Renewal Term 2020-2025		Charter Petition
4.71	4.71 AdamsMS 2021 ECAR Report.pdf		ECAR Report
4.72	4.72 BurroughsMS 2021 ECAR Report.pdf		ECAR Report
4.73	4.73 LiechtyMS 2021 ECAR Report.pdf		ECAR Report
4.74	4.74 MackEl 2021 ECAR Report.pdf		ECAR Report
4.75	4.75 KIPVIDA 2264 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.76	4.76 LafayetteParkPC 2021 ECAR Report.pdf		ECAR Report
4.77	4.77 LakeStPrimary 2021 ECAR Report.pdf		ECAR Report
4.78	4.78 WeemesEl 2021 ECAR Report.pdf		ECAR Report
4.79	4.79 PolitiEl 2021 ECAR Report.pdf		ECAR Report
4.80	4.80 LoganAcademy 2021 ECAR Report.pdf		ECAR Report
4.81	4.81 LosAngelesAcadMS 2021 ECAR Report.pdf		ECAR Report
4.82	4.82 LAAAE 8216 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.83	4.83 LosAngelesEl 2021 ECAR Report.pdf		ECAR Report
4.84	4.84 LosAngelesSH 2021 ECAR		ECAR Report

	Report.pdf		
4.85	4.85 MacArthurPkElVAPA 2021 ECAR Report.pdf		ECAR Report
4.86	4.86 MagnoliaAveEl 2021 ECAR Report.pdf		ECAR Report
4.87	4.87 MainStEl 2021 ECAR Report.pdf		ECAR Petition
4.88	4.88 ManualArtsSH 2021 ECAR Report.pdf		ECAR Petition
4.89	4.89 MaplePC 2021 ECAR Report.pdf		ECAR Petition
4.90	4.90 PoindexterLaMotteEl 2021 ECAR Report.pdf		ECAR Petition
4.91	4.91 MariposaNabiPC 2021 ECAR Report.pdf		ECAR Petition
4.92	4.92 MTHSCIPREP 7674 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.93	4.93 Matrix 0000 Petition Elements 1-15 New Term 2018-2023.pdf		Charter Petition
4.94	4.94 MayberryStEl 2021 ECAR Report.pdf		ECAR Report
4.95	4.95 MenloAveEl 2021 ECAR Report.pdf		ECAR Report
4.96	4.96 MicheltorenaStEl 2021 ECAR Report.pdf		ECAR Report
4.97	4.97 NEWNASA 2023 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.98	4.98 NavaCollegePrep 2021 ECAR Report.pdf		ECAR Report
4.99	4.99 NevinAveEl 2021 ECAR Report.pdf		ECAR Report

4.100	4.100 NWDSGN 8260 Petition Renewal Term 2019-2024.pdf		Charter Petition
4.101	4.101 RFKNewOpenWld 2021 ECAR Report.pdf		ECAR Petition
4.102	4.102 NWVILL 8775 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.103	4.103 9thStEl 2021 ECAR Report.pdf		ECAR Report
4.104	4.104 NormandieAveEl 2021 ECAR Report.pdf		ECAR Report
4.105	4.105 NorwoodStEl 2021 ECAR Report.pdf		ECAR Report
4.106	4.106 OlympicPC 2021 ECAR Report.pdf		ECAR Report
4.107	4.107 ParaLosNinosGratts 2021 ECAR Report.pdf		ECAR Report
4.108	4.108 PLNES 2615 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.109	4.109 PLNMS 8016 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.110	4.110 JonesEl 2021 ECAR Report.pdf		ECAR Report
4.111	4.111 CortinesSchofVAPA 2021 ECAR Report.pdf		ECAR Report
4.112	4.112 LizarragaEl 2021 ECAR Report.pdf		ECAR Report
4.113	4.113 Rise Kohyang ES 0000 Petition New Term 2018-2023.pdf		Charter Petition
4.114	4.114 BRSRISEHS 7579 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.115	4.115 BRSRISE 5177 Petition Renewal Term 2021-2026.pdf		Charter Petition

4.116	4.116 RosemontAveEl 2021 ECAR Report.pdf		ECAR Report
4.117	4.117 CastroMS 2021 ECAR Report.pdf		ECAR Report
4.118	4.118 RideElSmartAcad 2021 ECAR Report.pdf		ECAR Report
4.119	4.119 SanPedroStEl 2021 ECAR Report.pdf		ECAR Report
4.120	4.120 SanteeEC 2021 ECAR Report.pdf		ECAR Report
4.121	4.121 RFKSchVisArtsHum 2021 ECAR Report.pdf		ECAR Report
4.122	4.122 ContrerasLCBusTr 2021 ECAR Report.pdf		ECAR Report
4.123	4.123 6thAveEl 2021 ECAR Report.pdf		ECAR Report
4.124	4.124 SolanoAveEl 2021 ECAR Report.pdf		ECAR Report
4.125	4.125 STEM 0000 Petition New Term 2018-2023.pdf		Charter Petition
4.126	4.126 SYNSCA 7029 Petition Renewal Term 2017-2022.pdf		Charter Petition
4.127	4.127 SYNSKA 8018 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.128	4.128 SYNSQA 7692 Petition Renewal Term 2021-2026.pdf		Charter Petition
4.129	4.129 10thStEl 2021 ECAR Report.pdf		ECAR Report
4.130	4.130 3rdStEl 2021 ECAR Report.pdf		ECAR Report
4.131	4.131 JeffersonSH 2021 ECAR Report.pdf		ECAR Report
4.132	4.132 TrinityStEl 2021 ECAR		ECAR Report

	Report.pdf		
4.133	4.133 20thStEl 2021 ECAR Report		ECAR Report
4.134	4.134 28thStEl 2021 ECAR Report.pdf		ECAR Report
4.135	4.135 24thStEl 2021 ECAR Report.pdf		ECAR Report
4.136	4.136 RFKUCLACommSch 2021 ECAR Report.pdf		ECAR Report
4.137	4.137 UnionAveEl 2021 ECAR Report.pdf		ECAR Report
4.138	4.138 VALUEPREP 7593 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.139	4.138 VALUEPREP 7593 Petition Renewal Term 2020-2025.pdf		ECAR Report
4.140	4.140 VermontAveEl 2021 ECAR Report.pdf		ECAR Report
4.141	4.141 VirgilMS 2021 ECAR Report.pdf		ECAR Report
4.142	4.142 VISTAMS 5984 Petition Renewal Term 2020-2025.pdf		Charter Petition
4.143	4.143 VSTAHZNS 0000 Petition New Term 2019-2024.pdf		Charter Petition
4.144	4.144 WadsworthAveEl 2021 ECAR Report.pdf		ECAR Report
4.145	4.145 TASWALLIS 8828 Petition Renewal Term 2018-2023.pdf		Charter Petition
4.146	4.146 WestAdamsPrepSH 2021 ECAR Report.pdf		ECAR Report
4.147	4.147 WestVernonAveEl 2021 ECAR Report.pdf		ECAR Report

4.148	4.148 ClintonMS 2021 ECAR Report.pdf		ECAR Report
4.149	4.149 WilshireParkEl 2021 ECAR Report.pdf		ECAR Report
4.150	4.150 WiltonPlEl 2021 ECAR Report.pdf		ECAR Report
4.151	4.151 KimAcademy 2021 ECAR Report.pdf		ECAR Report

SECTION 5:
ASSESSMENT of DUPLICATION of EXISTING SERVICES, ACADEMIC OFFERINGS, and PROGRAMMATIC OFFERINGS

NARRATIVE

a. In the space below, provide a list of the existing services, academic offerings, and programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these existing services, academic offerings, and programmatic offerings and cite all sources used for the information described herein.

The Equitas Academy team reviewed the websites of 151 different LAUSD and Charter schools that reside within either a 3-mile radius of 1612 Pico Blvd., Los Angeles, CA 90015. In reviewing these websites, the Equitas Academy team found that there were two magnet schools including Elysian Heights ES Arts Magnet, Dr. Sammy Lee Medical and Health Science Magnet Elementary .

Additionally, several schools offered programs focused in specific areas like environmental studies, social justice, health and science, college preparatory, visual and performing arts, business and tourism.

UCLA Community offers a K-12 school model. STEM Preparatory Elementary noted their focus on math and science.

In terms of parent engagement the following schools: Magnolia and Tenth Street indicated that they have parent centers on their campus and also noted that they host parent workshop

As it pertains to student facing programming, the following schools noted that they offer an athletics program; Miguel Contreras. The School for the Visual Arts and Humanities indicated that they have arts programs.

While we reviewed the school websites of all 151 schools, we zeroed in on six chools which are both within a three mile radius of 1612 Pico Blvd., Los Angeles, CA 90015. Below we have provided a more holistic view of what these schools have noted as key aspects of their program on their website. Our hope is to better illustrate these schools which we consider as viable alternative options to our families based on their proximity to the new location.

- *Hobart and Hoover Elementary:* Hobart ES as a character education program and serves grades K-5th grade. The Hoover ES is an award winning school with a CA Distinguished, Gold Ribbon, Title 1 Academic Achievement Award, Educational Results Partnership and US New Best Elementary School Ranking.
- *John Liechty & John Burroughs Middle*: Serves grades 6-8. Liechty has AVID electives, a parents center, and college and career workshops. They also have a

percussion ensemble. Burroughs provides families with tech-integrated parent workshops, believes in a college-going culture, and provides a tutoring program.

- *Cortines School of Visual Arts and UCLA Community K-12:* Is a high school and K-12. Cortines School of Visual Arts provides arts opportunities, GATE programming and parent programming that includes digital kindness. UCLA Community provides parent resources, an antiracist coalition, and afterschool programs.

b. In the rows below, provide brief descriptions of the services, academic offerings, and programmatic offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition).

SERVICES (add additional rows as needed)	
Service	**Description**
Parent leadership and advocacy	Family engagement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Parents should be full partners in their child's education, play a key role in assisting in their child's learning, and be encouraged to be actively involved at school. Our principal leads all parent programming and our Director of Parent Partnership provides support and advocacy and leadership training to our families.
High School and College Counseling	We provide families support through the high school application and placement process in the highest achieving public, independent, and private schools of Los Angeles. We also maintain strong relationships with Equitas alumni and families and provide programming toward college entrance and graduations
Referral to Mental Health	All of our schools with full enrollment have a full time counselor and we provide referrals to mental health agencies for students and families.
ACADEMIC OFFERINGS (add additional rows as needed)	

Academic Offering	Description
College preparatory curriculum that begins in kindergarten	For scholars who live in a community where more than 30% of adult residents have less than a 9th grade education and a total of 47% do not have a high school diploma, we work hard to help our scholars believe that college is a realistic and attainable goal for each and every one of them. Our scholars are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Scholars are addressed individually as scholars and collectively as the year that they will graduate from college (kindergarteners that start in school in the fall of 2019 are called “The Class of 2036”). Additionally, every year, beginning in kindergarten, scholars visit colleges and universities, tour the campuses, and sit in on classes. By exposing scholars to the skills and knowledge they need to succeed in college and simultaneously stressing that every EQ7 scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the scholars of Pico-Union.
Laser focus on the core content areas of literacy, mathematics	Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Scholars will benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy will ensure scholars have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.
Intentional use of data to drive instructional decisions	Teachers plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for scholars

	to master the individual standards embedded within them. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and scholar learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, interim assessments are administered frequently three times a year to inform instruction and the scope and sequence of instruction is modified based on the scholar performance data in Interim Assessments. For instance, if Interim Assessments data demonstrates that our scholars have not mastered a specific content standard, we will modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. We expect scholars at EQ7 to perform competitively on state and nationally-normed assessment.
Blended Learning Model: Flex	The Flex model lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content. This model can give students a high degree of control over their learning. It can truly be a journey to be able to reach a point in the classroom where students have the agency and motivation to take control of their learning, and for the teacher to feel ready to guide from the side. Blended learning holds enormous potential to break the century-old factory model of education open by offering data on individual student performance, providing timely feedback, and opening up flexible pathways.
PROGRAMMATIC OFFERINGS **(add additional rows as needed)**	

Programmatic Offering	Description
Family Partnership	At Equitas Academy, we believe the teacher, student, parent partnership is the key for student success. In our core beliefs about families, we name the following beliefs: a strong home-school connection leads to scholar success, school staff has the responsibility to create clear and consistent communication pathways, all families have dreams for their children and want the best for them, all parents can contribute to the school community and school staff and parent interactions should be based on mutual respect and assuming best intentions. In addition, we have a year-long scope and sequence for family engagement events, parent workshops, cafecitos or Coffee with Principal, Family Nights, School Site Council and ELAC meetings.
Socio-Emotional Support and Counseling	Our schools focus on how to create a culture of belonging and inclusion and this do this with our socio-emotional supports and access to counseling. All students receive explicit instruction as well as teachers strive to create a culture of inclusion and belonging in all interactions.
After School Programming and Summer Schools	After School Program serves our scholars through quality programming, scholar-driven activities, academic/behavioral skill building, and enrichment.The Program partners closely with school staff and our partners-Woodcraft Rangers to ensure an after-school program which reinforces and enhances the scholars' learning. Our students receive programming that includes health and fitness, games, enrichment, clubs and a variety of extracurricular activities and provide a safe learning environment for our scholars.
Enrichment Programming	Because we want our scholars to strive academically as well as more broadly in the world around them, we also expose them to as much of the wider world of art, music,

	recreation, and nature as possible. Scholars participate in an enrichment program on campus and take field trips regularly throughout the year.
Student Technology Access	We have a 1:1 chromebook to student ratio, and all students have the opportunity to engage in online learning, as well as prepare for state tests through understanding how the computer works. We are equipped to provide laptops, hotspots and virtual learning platforms for all students.
Commitment to Diversity, Equity, Inclusion and Anti-Racism	Our adults commit to DEIA to ensure the envorment is focused on building and sustaining a network of anti-racist schools. Our comments include the following: COMMITMENT TO DEI: Equitas Academy commits to fostering a welcoming community where individuals of all philosophies, ways of thinking and communicating, cultural backgrounds, identities, abilities, and life experiences bring their individual and whole selves to work. Equitas values and honors the contributions and talents that each person brings. Equitas believes that every employee should have the space to engage in work that is fulfilling and purposeful to achieve personal well being, foster inclusive relationships, and engage in diversity of thought of all ideas. It is through this lens that Equitas desires to design its network and school support to provide the best experience possible for our scholars. COMMITMENT TO ANTI-RACISM: We acknowledge that racism can be unconscious or unintentional, and that identifying racism as an issue does not automatically mean those involved in the act are racist or intended to have a negative impact. As an anti-racist organization, we vow to purposefully identify, discuss and challenge issues of race and color and the impact(s) they have on our organization, its systems,

	and its people. We will also challenge ourselves to understand and correct any inequities we may discover and gain a better understanding of ourselves during this process. We are resolved to explicitly and publicly affirm our identity as an anti-racist organization. We are resolved that our anti-racism commitment be reflected in the life and culture of the organization through our policies, programs, and practices as we continue to learn about racism. We resolve to develop and work to implement strategies that dismantle racism within all aspects of our organization.

c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current services, academic offerings, and programmatic offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above.

Like many schools in the local community, Equitas Academy offers an array of programming which includes access to after-school programming, parent workshops, and core ELA, math, science academic offerings as well as enrichment and field trips. The student ratio is also somewhat similar. There are also programs in the surrounding school that Equitas Academy does not offer, for example a dual language program and a focus on STEAM.

There are also unique aspects to Equitas Academy programming that provide a strong alternative option for families looking for a K-12 blended learning model in the Pico Union neighborhood. We provide extensive programming around Social Emotional Learning (SEL) and our commitment to Diversity, Equity, Inclusion and Anti-Racism. We have parent partnerships to provide leadership and advocacy training, access to HS and college counseling and other support to our community.

We are committed to providing counseling programs to students. Currently there is one counselor at each of our schools and/or a counselor which will travel between sites.

While many surrounding schools noted their use of a parent center and some schools noted parent programming which include workshops, Equitas has an established parent engagement program that was highlighted in our Distinguished Schools Award for our flagship school and will be used at Equitas Academy 7.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link	Description of Evidence

		(optional)	
5.1	Accelerated Charter Elementary School Website (link only)	https://www.accelerated.org/our-schools/aces/	School website
5.2	Alexandria Avenue Elementary School Website (link only)	https://alexandriaes-lausd-ca.schoolloop.com/	School website
5.3	Alliance College-Ready Middle Academy 12 School Website (link only)	https://www.crma12.org/	School website
5.4	Alliance Dr. Olga Mohan High School Website (link only)	https://www.mohanhs.org/	School website
5.5	Alliance Gertz-Ressler Richard Merkin 6-12 Complex School Website (link only)	https://www.gertzresslerhigh.org/	School website
5.6	Alliance Patti And Peter Neuwirth Leadership Academy School Website (link only)	https://www.neuwirthleadership.org/	School website
5.7	Alliance Ted K. Tajima High School Website (link only)	https://www.tajimahigh.org/	School website
5.8	Ambassador School-Global Education School Website (link only)	https://asge-lausd-ca.schoolloop.com/	School website
5.9	Ambassador-Global Leadership School Website (link only)	https://asgl-lausd-ca.schoolloop.com/	School website
5.10	Animo Jackie Robinson High School Website	https://ca.greendot.org/j	School website

	(link only)	ackierobinson/	
5.11	Animo Jefferson Charter Middle School Website (link only)	https://ca.greendot.org/jefferson/	School website
5.12	Animo Ralph Bunche Charter High School Website (link only)	https://ca.greendot.org/ralphbunche/	School website
5.13	Ann Street Elementary School Website (link only)	https://ann-lausd-ca.schoolloop.com/	School website
5.14	Ascot Avenue Elementary School Website (link only)	https://ascotavees-lausd-ca.schoolloop.com/	School website
5.15	Aurora Elementary School Website (link only)	https://auroraes-lausd-ca.schoolloop.com/	School website
5.16	Belmont Senior High School Website (link only)	https://www.belmonthighschool.org/	School website
5.17	Berendo Middle School Website (link only)	https://www.berendoms.net/	School website
5.18	Betty Plasencia Elementary School Website (link only)	https://plasenciaes-lausd-ca.schoolloop.com/	School website
5.19	Birdielee V. Bright Elementary School Website (link only)	https://bright-lausd-ca.schoolloop.com/	School website

5.20	Cahuenga Elementary School Website (link only)	http://www.cahuengaes.com/	School website
5.21	Camino Nuevo Charter Academy School Website (link only)	https://burlington.caminonuevo.org/	School website
5.22	Camino Nuevo Charter Academy #4 School Website (link only)	https://cisneros.caminonuevo.org/	School website
5.23	Camino Nuevo Elementary #3 School Website (link only)	https://eisner.caminonuevo.org/	School website
5.24	Camino Nuevo Charter Academy #2 School Website (link only)	https://kaynesiart.caminonuevo.org/	School website
5.25	Carson-Gore Academy of Environmental Studies School Website (link only)	https://carsongore-lausd-ca.schoolloop.com/	School website
5.26	Castelar Street Elementary School Website (link only)	https://castelares-lausd-ca.schoolloop.com/	School website
5.27	Center for Advanced Learning School Website (link only)	https://www.centeradvancedlearning.org/	School website
5.28	Central City Value School Website (link only)	https://www.ccvhs.valueschools.com/	School website
5.29	Charles H. Kim Elementary School Website (link only)	https://kim-lausd-ca.schoolloop.com/	School website

5.30	Charles White Elementary School Website (link only)	https://white-lausd-ca.schoolloop.com/	School website
5.31	Citizens of the World Charter School Silver Lake School Website (link only)	https://www.cwcsilverlake.org/	School website
5.32	Commonwealth Avenue Elementary School Website (link only)	https://commonwealth-lausd-ca.schoolloop.com/	School website
5.33	Contreras Learning Center-Academic Leadership Community School Website (link only)	https://www.alccobras.net/	School website
5.34	Contreras Learning Center-Los Angeles School of Global Studies School Website (link only)	https://www.lasgs.net/	School website
5.35	Contreras Learning Center-School of Social Justice School Website (link only)	http://www.socialjusticemclc.org/	School website
5.36	Crown Preparatory Academy School Website (link only)	https://www.crownprep.org/	School website
5.37	Dayton Heights Elementary School Website (link only)	https://daytonheights-lausd-ca.schoolloop.com/	School website
5.38	Dolores Huerta Elementary School Website (link only)	https://www.doloreshuertabears.org/	School website

5.39	Downtown Value School Website (link only)	https://www.dvs.valueschools.com/	School website
5.40	Dr. James Edward Jones Primary Center School Website (link only)	https://jonespc-lausd-ca.schoolloop.com/	School website
5.41	Dr. Julian Nava Learning Academy School Website (link only)	https://www.drjnla.net/	School website
5.42	Dr. Maya Angelou Community High School Website (link only)	https://angelouchs-lausd-ca.schoolloop.com/	School website
5.43	Dr. Sammy Lee Medical and Health Science Magnet Elementary School Website (link only)	https://drsammyleemag-lausd-ca.schoolloop.com/	School website
5.44	Dr. Theodore T. Alexander Jr. Science Center School Website (link only)	https://alexanderes-lausd-ca.schoolloop.com/	School website
5.45	Early College Academy-LA Trade Tech College School Website (link only)	https://eca-lattc-lausd-ca.schoolloop.com/	School website
5.46	Ednovate - Brio College Prep School Website (link only)	https://www.ednovate.org/brio	School website
5.47	Ednovate - South LA College Prep School Website (link only)	https://www.ednovate.org/south-la	School website
5.48	Ednovate - USC Hybrid High College Prep	https://www.ednovate.or	School website

	School Website (link only)	g/hybrid	
5.49	Edward R. Roybal Learning Center School Website (link only)	https://www.roybaltitans.net/	School website
5.50	Elysian Heights ES Arts Magnet School Website (link only)	https://ehartsmagnet.com/	School website
5.51	Esperanza Elementary School Website (link only)	https://esperanzaes-lausd-ca.schoolloop.com/	School website
5.52	Estrella Elementary	https://www.estrellaelementary.org/	School website
5.53	Everest Value School Website (link only)	https://www.evs.valueschools.com/	School website
5.54	Fifty-Second Street Elementary	https://52ndstreetes-lausd-ca.schoolloop.com/	School website
5.55	Forty-Ninth Street Elementary School Website (link only)	https://49thstes-lausd-ca.schoolloop.com/	School website
5.56	Foshay Learning Center School Website (link only)	https://www.foshaylc.org/	School website
5.57	Frank del Olmo Elementary School Website (link only)	https://delolmo-lausd-ca.schoolloop.com/	School website
5.58	Gabriella Charter School Website (link only)	https://www.gabriellacharterschools.org/	School website
5.59	Gabriella Charter 2 School Website (link only)	https://www.gabriellacharterschools.	School website

		org/	
5.60	George Washington Carver Middle School Website (link only)	https://www.carverms.org/	School website
5.61	Global Education Academy School Website (link only)	https://www.geaschool.com/	School website
5.62	Gratts Learning Academy for Young Scholars (GLAYS) School Website (link only)	https://glays-lausd-ca.schoolloop.com/	School website
5.63	Harmony Elementary School Website (link only)	https://harmony-lausd-ca.schoolloop.com/	School website
5.64	Harvard Elementary School Website (link only)	https://harvardes-lausd-ca.schoolloop.com/	School website
5.65	Hobart Boulevard Elementary School Website (link only)	https://hobartes-lausd-ca.schoolloop.com/	School website
5.66	Hooper Avenue Elementary	https://hooper-lausd-ca.schoolloop.com/	School website
5.67	Hooper Avenue Primary Center	https://hooperpc-lausd-ca.schoolloop.com/	School website
5.68	Hoover Street Elementary	https://hoover-lausd-ca.schoolloop.com/	School website
5.69	ISANA Himalia Academy	https://isanaacademies.org/himalia/	School website
5.70	ISANA Nascent Academy	https://isanaacademies.org/nascent/	School website

5.71	John Adams Middle School Website (link only)	https://www.jamsla.org/	School website
5.72	John Burroughs Middle	https://www.burroughsms.org/	School website
5.73	John H. Liechty Middle School Website (link only)	https://liechtyms-lausd-ca.schoolloop.com/	School website
5.74	John W. Mack Elementary School Website (link only)	https://mackes-lausd-ca.schoolloop.com/	School website
5.75	KIPP Vida Preparatory Academy School Website (link only)	https://www.kipp.org/school/kipp-vida-preparatory-academy/ f	School website
5.76	Lafayette Park Primary Center School Website (link only)	https://lafayette-lausd-ca.schoolloop.com/	School website
5.77	Lake Street Primary School Website (link only)	https://lakepc-lausd-ca.schoolloop.com/	School website
5.78	Lenicia B. Weemes Elementary School Website (link only)	https://weemeses-lausd-ca.schoolloop.com/	School website
5.79	Leo Politi Elementary School Website (link only)	https://politi-lausd-ca.schoolloop.com/	School website
5.80	Logan Academy of Global Ecology School Website (link only)	https://loganschool-lausd-ca.schoolloop.com/	School website
5.81	Los Angeles Academy Middle	https://laacademyms-lausd-ca.schoolloop.com/	School website

5.82	Los Angeles Academy of Arts and Enterprise School Website (link only)	https://www.laaae.org/	School website
5.83	Los Angeles Elementary School Website (link only)	https://laes-lausd-ca.schoolloop.com/	School website
5.84	Los Angeles High School of the Arts School Website (link only)	https://www.lahsa.net/	School website
5.85	MacArthur Park Elementary School for the Visual and Performing Arts School Website (link only)	https://macarthurparkes.org/	School website
5.86	Magnolia Avenue Elementary School Website (link only)	https://magnoliaes-lausd-ca.schoolloop.com/	School website
5.87	Main Street Elementary	https://maines-lausd-ca.schoolloop.com/	School website
5.88	Manual Arts Senior High School Website (link only)	https://www.mahs.org/	School website
5.89	Maple Primary Center School Website (link only)	https://maplepc-lausd-ca.schoolloop.com/	School website
5.90	Marguerite Poindexter LaMotte Elementary School Website (link only)	https://lamottees-lausd-ca.schoolloop.com/	School website
5.91	Mariposa-Nabi Primary Center School Website (link only)	https://mariposa-nabipc-lausd-ca.schoolloop.com/	School website
5.92	Math and Science College Preparatory	https://www.mscollegepr	School website

	School Website (link only)	ep.org/	
5.93	Matrix for Success Academy School Website (link only)	http://www.matrix4success.org/	School website
5.94	Mayberry Street Elementary School Website (link only)	https://www.mayberrystreetelementaryschool.org/	School website
5.95	Menlo Avenue Elementary School Website (link only)	https://menloaveel-lausd-ca.schoolloop.com/	School website
5.96	Micheltorena Street Elementary	https://www.micheltorena.org/	School website
5.97	N.E.W. Academy of Science and Arts School Website (link only)	https://newnasa.org/	School website
5.98	Nava College Preparatory Academy School Website (link only)	https://navacpa-lausd-ca.schoolloop.com/	School website
5.99	Nevin Avenue Elementary School Website (link only)	https://nevines-lausd-ca.schoolloop.com/	School website
5.100	New Designs Charter School Website (link only)	https://www.newdesignscharter.com/	School website
5.101	New Open World Academy K-12 School Website (link only)	https://now-lausd-ca.schoolloop.com/	School website
5.102	New Village Girls Academy School Website (link only)	https://newvillagegirlsacademy.org/	School website
5.103	Ninth Street Elementary School Website (link only)	https://9thstreetes-lausd-ca.schoolloo	School website

		p.com/	
5.104	Normandie Avenue Elementary School Website (link only)	https://normandiees-lausd-ca.schoolloop.com/	School website
5.105	Norwood Street Elementary School Website (link only)	https://www.norwoodstreetelementary.org/	School website
5.106	Olympic Primary Center School Website (link only)	https://olympicpc-lausd-ca.schoolloop.com/	School website
5.107	Para Los Niños - Evelyn Thurman Gratts Primary School Website (link only)	https://paralosninos.org/gratts-primary-center/	School website
5.108	Para Los Niños Charter School Website (link only)	https://paralosninos.org/charter-elementary-school/	School website
5.109	Para Los Niños Middle School Website (link only)	https://paralosninos.org/pln-school/charter-middle-school/	School website
5.110	Quincy Jones Elementary School Website (link only)	https://quincyjoneses-lausd-ca.schoolloop.com/	School website
5.111	Ramon C. Cortines School of Visual and Performing Arts School Website (link only)	https://www.cortinesgrandarts.org/	School website
5.112	Ricardo Lizarraga Elementary School Website (link only)	https://lizarragaes.org/	School website

5.113	Rise Kohyang Elementary School Website (link only)	https://www.brightstarschools.org/RKES	School website
5.114	Rise Kohyang High School Website (link only)	https://www.brightstarschools.org/rkms	School website
5.115	Rise Kohyang Middle School Website (link only)	https://www.brightstarschools.org/RKHS	School website
5.116	Rosemont Avenue Elementary School Website (link only)	https://rosemontes-lausd-ca.schoolloop.com/	School website
5.117	Sal Castro Middle School Website (link only)	https://www.salcastroms.com/	School website
5.118	Sally Ride Elementary: A SMART Academy School Website (link only)	https://sallyridees-lausd-ca.schoolloop.com/	School website
5.119	San Pedro Street Elementary School Website (link only)	https://sanpedroes-lausd-ca.schoolloop.com/	School website
5.120	Santee Education Complex School Website (link only)	https://www.santeefalcons.org/	School website
5.121	School for the Visual Arts and Humanities School Website (link only)	https://www.svah-rfk.org/	School website
5.122	School of Business and Tourism at Contreras	https://btmclc.org/	School website

	Learning Complex School Website (link only)		
5.123	Sixth Avenue Elementary School Website (link only)	https://6thave-lausd-ca.schoolloop.com/	School website
5.124	Solano Avenue Elementary School Website (link only)	https://solano-lausd-ca.schoolloop.com/	School website
5.125	STEM Preparatory Elementary School Website (link only)	https://www.stemprepelementary.org/	School website
5.126	Synergy Charter Academy School Website (link only)	https://www.synergycharteracademy.org/	School website
5.127	Synergy Kinetic Academy School Website (link only)	https://www.synergykineticacademy.org/	School website
5.128	Synergy Quantum Academy School Website (link only)	https://www.synergyquantumacademy.org/	School website
5.129	Tenth Street Elementary School Website (link only)	https://10thstreetes-lausd-ca.schoolloop.com/	School website
5.130	Third Street Elementary School Website (link only)	https://www.thirdstreetschool.com/	School website
5.131	Thomas Jefferson Senior High School Website (link only)	https://jefferson-lausd-ca.schoolloop.com/	School website

5.132	Trinity Street Elementary School Website (link only)	https://trinitystreetes-lausd-ca.schoolloop.com/	School website
5.133	Twentieth Street Elementary School Website (link only)	https://www.20thstreetdolphins.org/	School website
5.134	Twenty-Eighth Street Elementary School Website (link only)	https://28thstes-lausd-ca.schoolloop.com/	School website
5.135	Twenty-Fourth Street Elementary School Website (link only)	https://24thstreetes-lausd-ca.schoolloop.com/	School website
5.136	UCLA Community K-12 School Website (link only)	https://uclacs.org/	School website
5.137	Union Avenue Elementary School Website (link only)	https://uniones-lausd-ca.schoolloop.com/	School website
5.138	University Preparatory Value High School Website (link only)	https://www.upvhs.valueschools.com/	School website
5.139	Van Ness Avenue Elementary School Website (link only)	https://www.vannesselementary.com/	School website
5.140	Vermont Avenue Elementary School Website (link only)	https://vermontavees-lausd-ca.schoolloop.com/	School website
5.141	Virgil Middle School	https://www.	School website

	Website (link only)	virgilms.net/	
5.142	Vista Charter Middle School Website (link only)	https://www.vistacharterms.org/	School website
5.143	Vista Horizon Global Academy School Website (link only)	https://www.vistahorizonglobal.org/	School website
5.144	Wadsworth Avenue Elementary School Website (link only)	https://wadsworthavees-lausd-ca.schoolloop.com/	School website
5.145	Wallis Annenberg High School Website (link only)	https://www.accelerated.org/our-schools/wahs/	School website
5.146	West Adams Preparatory High School Website (link only)	https://westadamsprep-lausd-ca.schoolloop.com/	School website
5.147	West Vernon Avenue Elementary School Website (link only)	https://westvernon-lausd-ca.schoolloop.com/	School website
5.148	William Jefferson Clinton Middle School Website (link only)	https://wjcms-lausd-ca.schoolloop.com/	School website
5.149	Wilshire Park Elementary School Website (link only)	https://rockets-lausd-ca.schoolloop.com/	School website
5.150	Wilton Place Elementary School Website (link only)	https://wiltonplacees-lausd-ca.schooll	School website

		oop.com/	
5.151	Young Oak Kim Academy School Website (link only)	https://yokadragons.org/	School website

SECTION 6:
CONSIDERATION of ACADEMIC PERFORMANCE

NARRATIVE

In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.

The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community.

Within a 3 mile radius of 1612 Pico Blvd., Los Angeles, CA 90015, there are 151 schools which share at least one grade level with Equitas Academy 7 K-12. Of those 151 schools, 93% of the schools have 2019 CA Dashboard scores. 44% percent of the schools had ELA and Math scores which rated as red or orange on the 2019 CA Dashboard. Additionally, 66 of the schools had either red or orange scores in ELA, and 65 of the schools had either red or orange in Math. Additionally, 70% of schools had chronic absenteeism rates which placed them on the red indicator on the 2019 CA Dashboard.

Manual Art High School is one of the lowest performing schools within the three mile radius. Their 2019 data indicates that students performed -77 (red rating) below standard in ELA, and -156 X below in Math (red rating). Dr Maya Angelou Community High indicates that students are -76 (red rating) points below standard in ELA and -166 (red ating) points below in Math. Both schools also have persistent chronic absenteeism rates.

The scores of these surrounding schools indicate a significant need for high quality educational options for families. Equitas Academy already serves as a strong academic alternative for parents within the community, with the approval of this new petition for Equitas Academy 7, the Pico Union community will have a new k-12 blended learning opportunity to offer families and complete a community of schools model.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
6.1	6.1 Accelerated Charter Elementary-19647330100743.pdf		Accelerated Charter Elementary CA School Dashboard report
6.2	6.2 Alexandria		CA School Dashboard report

	Avenue Elementary-19647336015721.pdf		
6.3	6.3 Alliance College-Ready Middle Academy 12-19647330128058.pdf		CA School Dashboard report
6.4	6.4 Alliance Dr. Olga Mohan High-19647330111500.pdf		CA School Dashboard report
6.5	6.5 Alliance Gertz-Ressler Richard Merkin 6-12 Complex-19647330106864.pdf		CA School Dashboard report
6.6	6.6 Alliance Patti And Peter Neuwirth Leadership Academy-19647330111492.pdf		CA School Dashboard report
6.7	6.7 Alliance Ted K. Tajima High-19647330123141.pdf		CA School Dashboard report
6.8	6.8 Ambassador School-Global Education-19647330121103.pdf		CA School Dashboard report
6.9	6.9 Ambassador-Global Leadership-19647330121095.pdf		CA School Dashboard report
6.10	6.10 Animo Jackie Robinson High-19647330111583.pdf		CA School Dashboard report
6.11	6.11 Animo Jefferson Charter		CA School Dashboard report

	Middle-19647330122481.pdf		
6.12	6.12 Animo Ralph Bunche Charter High-19647330111575.pdf		CA School Dashboard report
6.13	6.13 Ann Street Elementary-19647336015812.pdf		CA School Dashboard report
6.14	6.14 44e5d4e1-a73f-480c-ba7a-21a72c3efd63.pdf		CA School Dashboard report
6.15	6.15 727de65a-efdf-4ddf-a211-02fde20d6dc2.pdf		CA School Dashboard report
6.16	6.16 Belmont Senior High-19647331930924.pdf		CA School Dashboard report
6.17	6.17 Berendo Middle-19647336061402.pdf		CA School Dashboard report
6.18	6.18 Betty Plasencia Elementary-19647336016638.pdf		CA School Dashboard report
6.19	6.19 Birdielee V. Bright Elementary-19647336019491.pdf		CA School Dashboard report
6.20	6.20 Cahuenga Elementary-19647336016232.pdf		CA School Dashboard report
6.21	6.21 Camino Nuevo Charter Academy-19647336117667.pdf		CA School Dashboard report
6.22	6.22 Camino Nuevo Charter Academy		CA School Dashboard report

	#4-196473361176 67.pdf		
6.23	6.23 Camino Nuevo Elementary #3-196473301225 64.pdf		CA School Dashboard report
6.24	6.24 Camino Nuevo Charter Academy #2-196473361176 67.pdf		CA School Dashboard report
6.25	6.25 Carson-Gore Academy of Environmental Studies-19647330 122101.pdf		CA School Dashboard report
6.26	6.26 Castelar Street Elementary-19647 336016380.pdf		CA School Dashboard report
6.27	6.27 Center for Advanced Learning-1964733 0115139.pdf		CA School Dashboard report
6.28	6.28 Central City Value-196473301 00800.pdf		CA School Dashboard report
6.29	6.29 Charles H. Kim Elementary-19647 330111989.pdf		CA School Dashboard report
6.30	6.30 Charles White Elementary-19647 330106948.pdf		CA School Dashboard report
6.31	6.31 fbc02490-85c1-4f 90-8670-01bc5b4f 4b31.pdf		CA School Dashboard report
6.32	6.32 Commonwealth Avenue		CA School Dashboard report

	Elementary-19647336016604.pdf		
6.33	6.33 Contreras Learning Center-Academic Leadership Community-19647330117721.pdf		CA School Dashboard report
6.34	6.34 Contreras Learning Center-Los Angeles School of Global Studies-19647330117721.pdf		CA School Dashboard report
6.35	6.35 Contreras Learning Center-School of Social Justice-19647330117721.pdf		CA School Dashboard report
6.36	6.36 Crown Preparatory Academy-19647330121848.pdf		CA School Dashboard report
6.37	6.37 Dayton Heights Elementary-19647336016711.pdf		CA School Dashboard report
6.38	6.38 Dolores Huerta Elementary-19647090100610.pdf		CA School Dashboard report
6.39	6.39 Downtown Value-19647336119903.pdf		CA School Dashboard report
6.40	6.40 c85f2a23-5630-4746-a27e-abde7879ee3e.pdf		CA School Dashboard report
6.41	6.41 Dr. Julian Nava Learning Academy-19647330124453.pdf		CA School Dashboard report

6.42	6.42 aa3c3bb0-b837-4ba6-82ff-abf9e4c5a2f7		CA School Dashboard report
6.43	6.43 Dr. Sammy Lee Medical and Health Science Magnet Elementary-19647330128710.pdf		CA School Dashboard report
6.44	6.44 Dr. Theodore T. Alexander Jr. Science Center-19647330102491.pdf		CA School Dashboard report
6.45	6.45 Early College Academy-LA Trade Tech College-19647330127803.pdf		CA School Dashboard report
6.46	6.46 Ednovate - Brio College Prep-19647330135723.pdf		CA School Dashboard report
6.47	6.47 e1d74b58-3709-4bac-b401-5af5ce5446c1.pdf		CA School Dashboard report
6.48	6.48 Ednovate - USC Hybrid High College Prep-19647330125864.pdf		CA School Dashboard report
6.49	6.49 Edward R. Roybal Learning Center-19647330117051.pdf		CA School Dashboard report
6.50	6.50 230d3699-fb14-4f8b-bdeb-8a7373f7fc21.pdf		CA School Dashboard report
6.51	6.51 Esperanza Elementary-19647336110969.pdf		CA School Dashboard report

6.52	6.52. Estrella Elementary 2019.pdf		CA School Dashboard report
6.53	6.53 Everest Value-196473301 29858.pdf		CA School Dashboard report
6.54	6.54 Fifty-Second Street Elementary .pdf		CA School Dashboard report
6.55	6.55 Forty-Ninth Street Elementary-19647 336017149.pdf		CA School Dashboard report
6.56	6.56 Foshay Learning Center-19647336 061451.pdf		CA School Dashboard report
6.57	6.57 Frank del Olmo Elementary-19647 330111971.pdf		CA School Dashboard report
6.58	6.58 Gabriella Charter-19647330 108886.pdf		CA School Dashboard report
6.59	6.59 Gabriella Charter 2-1964733013550 9.pdf		CA School Dashboard report
6.60	60. George Washington Carver Middle 2019.pdf		CA School Dashboard report
6.61	6.61 Global Education Academy-196473 30114967.pdf		CA School Dashboard report
6.62	6.62 Gratts Learning Academy for Young Scholars (GLAYS)-1964733 6113419.pdf		CA School Dashboard report

6.63	6. 63 Harmony Elementary 2019.pdf		CA School Dashboard report
6.64	6. 64 Harvard Elementary 2019.pdf		CA School Dashboard report
6.65	6.65 Hobart Boulevard Elementary-19647 336017602.pdf		CA School Dashboard report
6.66	6.66 Hooper Avenue Elementary 2019.pdf		CA School Dashboard report
6.67	6.67 Hooper Avenue Primary Center 2019.pdf		CA School Dashboard report
6.68	6.68 Hoover Street Elementary 2019.pdf		CA School Dashboard report
6.69	6.69 ISANA Himalia Academy (SBE) 2019.pdf		CA School Dashboard report
6.70	6.70 ISANA Nascent Academy 2019.pdf		CA School Dashboard report
6.71	6.71 John Adams Middle-19647336 057855.pdf		CA School Dashboard report
6.72	6.72 John Burroughs Middle 2019.pdf		CA School Dashboard report
6.73	6.73 John H. Liechty Middle-19647330 114199.pdf		CA School Dashboard report
6.74	6.74 John W. Mack Elementary-19647 330109355.pdf		CA School Dashboard report

6.75	6.75 KIPP Vida Preparatory Academy 2019.pdf		CA School Dashboard report
6.76	6.76 Lafayette Park Primary Center-19647336119093.pdf		CA School Dashboard report
6.77	6.77 Lake Street Primary 2019.pdf		CA School Dashboard report
6.78	6.78 Lenicia B. Weemes Elementary-19647336019483.pdf		CA School Dashboard report
6.79	6.79 Leo Politi Elementary-19647336110266.pdf		CA School Dashboard report
6.80	6.80 Logan Academy of Global Ecology-19647336017917.pdf		CA School Dashboard report
6.81	6.81 Los Angeles Academy Middle 2019.pdf		CA School Dashboard report
6.82	6.82 Los Angeles Academy of Arts and Enterprise-19647330110304.pdf		CA School Dashboard report
6.83	6.83 Los Angeles Elementary 2019.pdf		CA School Dashboard report
6.84	6.84 Los Angeles High School of the Arts 2019.pdf		CA School Dashboard report
6.85	6.85 MacArthur Park Elementary School for the Visual and Performing Arts-1964733612		CA School Dashboard report

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6.86	6.86 Magnolia Avenue Elementary-19647336017990.pdf		CA School Dashboard report
6.87	6.87 Main Street Elementary 2019.pdf		CA School Dashboard report
6.88	6.88 Manual Arts Senior High-19647331935519.pdf		CA School Dashboard report
6.89	6.89 Maple Primary Center-19647330106922.pdf		CA School Dashboard report
6.90	6.90 Marguerite Poindexter LaMotte Elementary-19647330126417.pdf		CA School Dashboard report
6.91	6.91 Mariposa-Nabi Primary Center-19647330109256.pdf		CA School Dashboard report
6.92	6.92 Math and Science College Preparatory-19647330126136.pdf		CA School Dashboard report
6.93	6.93 Matrix for Success Academy-19647330137562.pdf		CA School Dashboard report
6.94	6.94 Mayberry Street Elementary-19647336018097.pdf		CA School Dashboard report
6.95	6.95 Menlo Avenue Elementary-19647336018139.pdf		CA School Dashboard report

6.96	6.96 Micheltorena Street Elementary.pdf		CA School Dashboard report
6.97	6.97 N.E.W. Academy of Science and Arts-19647330100289.pdf		CA School Dashboard report
6.98	6.98 Nava College Preparatory Academy-19647330129585.pdf		CA School Dashboard report
6.99	6.99 Nevin Avenue Elementary-19647336018303.pdf		CA School Dashboard report
6.100	6.100 New Designs Charter-19647330102541.pdf		CA School Dashboard report
6.101	6.101 New Open World Academy K-12 2019.pdf		CA School Dashboard report
6.102	6.102 83a9cca0-f296-4234-9e09-e129a5914205.pdf		New Village Girls Academy CA School Dashboard report
6.103	6.103 77d625e1-cc0b-41d5-b49e-f997d19b9835.PDF		Ninth Street Elementary CA School Dashboard report
6.104	6.104 a3fb8c6a-a9d5-44fb-92ca-1a7a6e972885.pdf		Normandie Avenue Elementary CA School Dashboard Report
6.105	6.105 c925257a-5bfb-42b9-894e-a619c1db55f3.PDF		Norwood Street Elementary CA School Dashboard report
6.106	6.106 9f10de0e-9b7f-4d		Olympic Primary Center CA School Dashboard report

	7a-a8f4-81d0b2be0831.PDF		
6.107	6.107 6.107 7fdfcbb8-fa9d-48c7-8175-c42cf1e64e67.pdf		Para Los Ninos Evelyn Thurman Gratts Primary CA School Dashboard report
6.108	6.108 e64dee6b-0949-4dba-bbb6-2818f8eced17.pdf		Para Los Ninos Charter CA School Dashboard report
6.109	6.109 01975395-29dc-49b4-b090-7ee767e4802b.PDF		Para Los Ninos Middle CA School Dashboard report
6.110	6.110 aba43080-b836-4d3c-a229-fb731032a8fb.PDF		Quincy Jones Elementary CA School Dashboard report
6.111	6.111 bdb51422-0b2b-4a3a-82e4-8b769f8c80f3.PDF		Ramon C. Cortines School of Visual and Performing Arts CA School Dashboard report
6.112	6.112 81860728-191a-40d6-9b45-6b8baa42779c.PDF		Ricardo Lizarraga Elementary CA School Dashboard report
6.113	6.113 960c9b1b-8800-4ece-965a-b73da562cde1.pdf		Rise Kohyang Elementary CA School Dashboard report
6.114	6.114 ce5863ef-ede7-41f1-87d3-be3d5c63b1df.pdf		Rise Kohyang High CA School Dashboard report
6.115	6.115 33472bff-4e0d-4d3f-ae5e-8aed619c54fb.pdf		Rise Kohyang Middle CA School Dashboard report
6.116	6.116 8e369319-fd8f-4ca4-a837-9f1548b4bf17.pdf		Rosemont Avenue Elementary CA School Dashboard report

6.117	6.117 403973a4-0b48-4c3f-9c97-97f59a5ec23b.PDF		Sal Castro Middle CA School Dashboard report
6.118	6.118 e65f3d17-d140-4fdd-a1b7-ac24358dbd40.PDF		Sally Ride Elementary: A SMArT Academy CA School Dashboard Report
6.119	6.119 109c241b-e279-43cc-ae75-d6beb13ac8c7.PDF		San Pedro Street Elementary CA School Dashboard report
6.120	6.120 b9a1e7c2-f22f-4e0d-81f1-267d6ba94f28.PDF		Santee Education Complex CA School Dashboard report
6.121	6.121 19be82b6-ab4e-441a-8e7c-e50b5d9f1d2d.PDF		School for the Visual Arts and Humanities CA School Dashboard report
6.122	6.122 6018cba7-c367-4df0-b591-a305693f1dfa.PDF		School of Business and Tourism at Contreras Learning Complex CA School Dashboard report
6.123	6.123 f77812f6-0660-49b2-a94a-054c3e1d4b49.PDF		Sixth Avenue Elementary CA School Dashboard report
6.124	6.124 cfa73ad8-91a8-4785-bc9c-698a1bf45941.PDF		Solano Avenue Elementary CA School Dashboard report
6.125	6.125 46c3a579-598e-42d0-a555-a5c3a057bb9d.PDF		STEM Preparatory Elementary CA School Dashboard report
6.126	6.126 1bab47e4-27c7-4f5d-a887-ae4f6be710d1.PDF		Synergy Charter Academy CA School Dashboard report
6.127	6.127 ee093f51-b43c-4625-a91e-7147275		Synergy Kinetic Academy CA School Dashboard report

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6.128	6.128 320d3577-be10-42b7-bbce-9ad4a862c0d8.pdf		Synergy Quantum Academy CA School Dashboard report
6.129	6.129 ecc87117-a1db-411e-9fd9-a3c3c9684bc6.PDF		Tenth Street Elementary CA School Dashboard report
6.130	6.130 33f329ed-9226-4193-a321-741f3fb8af5a.PDF		Third Street Elementary CA School Dashboard report
6.131	6.131 cedc0e17-d904-4e1a-8657-58c27b1ae365.PDF		Thomas Jefferson Senior High CA School Dashboard report
6.132	6.132 06937a19-fc4c-449a-b7cf-5d60fd9f582b.PDF		Trinity Street Elementary CA School Dashboard report
6.133	6.130 f4011329-87d4-4b37-b968-d8188d016fea.PDF		Twentieth Street Elementary CA School Dashboard report
6.134	6.134 118f80e9-6b0e-44b2-a545-ab2e3f0a2b7c.PDF		Twenty-Eighth Street Elementary CA School Dashboard report
6.135	6.135 ca2f66ef-cb1e-4f23-a325-494fcb0e294d.PDF		Twenty-Fourth Street Elementary CA School Dashboard report
6.136	6.136 fcbede20-0eeb-4d9e-951c-39d8bfaad5d4.PDF		UCLA Community K-12 CA School Dashboard report
6.137	6.137 7d6d34c6-f1a4-4ffa-aed5-69b9bf4891c4.PDF		Union Avenue Elementary CA School Dashboard report

6.138	6.138 15f4dcff-d5eb-4230-88b8-9e487e4e96de.PDF		University Preparatory Value High CA School Dashboard report
6.139	6.139 5eb430eb-4e31-4db1-ad1e-b48462ebe40b.pdf		Van Ness Avenue Elementary
6.140	6.140 ae0e78e8-be31-4dde-be9b-a0443fcc7bce.PDF		Vermont Avenue Elementary CA School Dashboard report
6.141	6.141 d8a3b2e4-ef0d-4aca-804e-7914394b2689.PDF		Virgil Middle CA School Dashboard report
6.142	6.142 f2f202d8-39c3-4c56-b9a7-fa1ad05b97b7.PDF		Vista Charter Middle CA School Dashboard report
6.143	6.143 eec08742-73e7-4bd4-94c3-35ed0a10e2db.PDF		Vista Horizon Global Academy CA School Dashboard report
6.144	6.144 529c906b-0efb-4678-9c6a-961058f8fffe.PDF		Wadsworth Avenue Elementary CA School Dashboard report
6.145	6.145 bfb17b8e-1a5b-4a18-8f81-5e7496ea79e5.PDF		Wallis Annenberg High CA School Dashboard report
6.146	6.146 a76902d5-8c70-453f-94d0-d5b8fa6fd89d.PDF		West Adams Preparatory High CA School Dashboard report
6.147	6.147 fd2d1aa6-0a72-4c48-9065-424e8d31558a.PDF		West Vernon Avenue Elementary CA School Dashboard report
6.148	6.148 33829ae8-a308-48bf-97ce-675b08e		William Jefferson Clinton Middle CA School Dashboard report

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6.149	6.149 06580cd0-b5cb-4b5e-b573-cd44f4cb8439.PDF		Wilshire Park Elementary CA School Dashboard report
6.150	6.150 3d4f6ead-b467-47c3-8ed6-337ae642783d.PDF		Wilton Place Elementary CA School Dashboard report
6.151	6.151 42748571-083e-46fa-a3b3-65834468b842.PDF		Young Oak Kim Academy CA School Dashboard report

In the *Current Measurements of School Wide Academic Performance in the Community* table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the *Current Measurements of School Wide Academic Performance in the Community* table should include a ***performance level*** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate ***status,*** as shown below:

	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
Performance Level	COLOR	COLOR	PROGRESS LEVEL	COLOR	COLOR	COLOR	COLOR
Status	(+/- DFS) Points above or below standard*	(+/- DFS) Points above or below standard*	% making progress	% prepared	% chronically absent	% graduated	% suspended at least once

*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points *above* standard and a negative value to indicate points *below* standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the *Current Measurements of School Wide Academic Performance in the Community* table.

	Academic Performance Indicators	**Academic Engagement Indicators**	**Conditions and Climate Indicator**

Existing School Name	ELA English Language Arts	Math Mathematics	ELPI English Learner Progress	CCI College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2019 State Average	GREEN -2.5 DFS	ORANGE -33.5 DFS	Medium 48.3%	YELLOW 44.1%	ORANGE 10.1%	GREEN 85.9%	YELLOW 3.4%

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY

(add additional rows as needed)

Existing School Name	Academic Performance Indicators				Academic Engagement Indicators		Conditions and Climate Indicator
	ELA English Language Arts	Math Mathematics	ELPI English Learner Progress	CCI College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
1.Accelerated Charter Elementary School	GREEN -3.2 DFS	YELLOW -27.3 DFS	MEDIUM 47.1%	N/A	RED 14%	N/A	BLUE 0%
2. Alexandria Avenue Elementary	YELLOW -36.8 DFS	YELLOW -51 DFS	LOW 43%	N/A	RED 15.5%	N/A	BLUE 0.1%
3. Alliance College-Ready Middle Academy 12	YELLOW -12.6 DFS	ORANGE -38.7 DFS	VERY LOW 30.1%	N/A	BLUE 2%	N/A	GREEN 0.4`%
4. Alliance Dr. Olga Mohan High	GREEN +53.7 DFS	BLUE +22.5 DFS	HIGH 59.5%	BLUE 77.8%	N/A	BLUE 99%	ORANGE 1.9`%
5. Alliance Gertz-Ressler Richard Merkin 6-12 Complex	GREEN +24.6 DFS	GREEN -21 DFS	MEDIUM 54.5%	BLUE 70.2%	GREEN 3.7%	BLUE 96.9%	YELLOW 1.5%
6. Alliance Patti And Peter Neuwirth Leadership Academy	GREEN +57 DFS	YELLOW -12.2 DFS	HIGH 56.6%	BLUE 78.9%	N/A	BLUE 97%	YELLOW 0.9%
7. Alliance Ted	GREEN	YELLOW	MEDIUM	BLUE	N/A	BLUE	YELLOW

K. Tajima High	+61.7 DFS	-7.5 DFS	45%	82.3%		96.8%	1%
8. Ambassador School-Global Education	ORANGE -52.4 DFS	ORANGE -61.5 DFS	MEDIUM 48.1%	N/A	RED 12.3%	N/A	BLUE 0%
9.Ambassador-Global Leadership	YELLOW -54.9 DFS	RED -116.7 DFS	LOW 31.3%	ORANGE 32.5%	RED 16.9%	ORANGE 74.1%	BLUE 0.2%
10.Animo Jackie Robinson High	ORANGE -7.8 DFS	ORANGE -79.1 DFS	HIGH 55.1%	ORANGE 49.3%	N/A	BLUE 95.3%	ORANGE 2.2%
11. Animo Jefferson Charter Middle	YELLOW -41.3 DFS	YELIOW -78.2 DFS	LOW 38.3%	N/A	RED 10.7%	N/A	GREEN 3.7%
12. Animo Ralph Bunche Charter High	ORANGE -11 DFS	ORANGE -101.8 DFS	MEDIUM 50.5%	ORANGE 38.2%	N/A	GREEN 93.1%	GREEN 1.6%
13. Ann Street Elementary	RED -78.9 DFS	YELLOW -60.6 DFS	LOW 40.9%	N/A	ORANGE 16%	N/A	BLUE 0%
14. Ascot Avenue Elementary	ORANGE -52 DFS	ORANGE -66.2 DFS	LOW 35.6%	N/A	RED 22.2%	N/A	GREEN 0.3%
15. Aurora Elementary	ORANGE -55.8 DFS	YELLOW -58.1 DFS	VERY LOW 37.8%	N/A	RED 23.1%	N/A	BLUE 0.2%
16. Belmont Senior High	RED -48.6 DFS	RED -134.1 DFS	MEDIUM 48.2%	ORANGE 30.7%	N/A	RED 59.9%	BLUE 0%
17. Berendo Middle	YELLOW -64.9 DFS	RED -120.5 DFS	MEDIUM 52.1%	N/A	ORANGE 11.5%	N/A	GREEN 0.7%
18. Betty Plasencia Elementary	ORANGE -25.4 DFS	ORANGE -43.7 DFS	LOW 42.1%	N/A	RED 22%	N/A	BLUE 0%
19.Birdielee V. Bright Elementary	ORANGE -16.7 DFS	YELLOW -36.9 DFS	VERY HIGH 65.4%	N/A	RED 19.7%	N/A	BLUE 0.2%
20. Cahuenga Elementary	ORANGE -10.6 DFS	GREEN +3.4 DFS	MEDIUM 50.7%	N/A	ORANGE 10%	N/A	BLUE 0%

21. Camino Nuevo Charter Academy	YELLOW -10.3 DFS	GREEN +11.3 DFS	MEDIUM 48.9%	N/A	GREEN 4.6%	N/A	GREEN 0.7%
22. Camino Nuevo Charter Academy #4	YELLOW -10.3 DFS	GREEN -11.3 DFS	MEDIUM 48.9%	N/A	GREEN 4.6%	N/A	GREEN 0.7%
23. Camino Nuevo Elementary #3	YELLOW -47.2 DFS	YELLOW -58.8 DFS	LOW 41.8%	N/A	ORANGE 14.1%	N/A	GREEN 1.2%
24. Camino Nuevo High #2	YELLOW -10.3 DFS	GREEN -11.3 DFS	MEDIUM 48.9%	N/A	GREEN 4.6%	N/A	GREEN 0.7%
25. Carson-Gore Academy of Environmental Studies	YELLOW -12.6 DFS	YELLOW -36.2 DFS	MEDIUM 47.1%	N/A	RED 18.3%	N/A	BLUE 0.3%
26. Castelar Street Elementary	GREEN +4.2 DFS	GREEN -1.5 DFS	HIGH 56.3%	N/A	ORANGE 8.1%	N/A	BLUE 0%
27. Center for Advanced Learning	ORANGE -31 DFS	ORANGE -33.1 DFS	VERY LOW 28.2%	N/A	ORANGE 7%	N/A	YELLOW 0.6%
28. Central City Value	GREEN +39.8 DFS	ORANGE -80.5 DFS	MEDIUM 54.7%	GREEN 46.9%	N/A	YELLOW 94.7%	GREEN 0.8%
29. Charles H. Kim Elementary	GREEN +14.8 DFS	GREEN +6.3 DFS	HIGH 58.4%	N/A	ORANGE 8.1%	N/A	BLUE 0%
30. Charles White Elementary	YELLOW -63.7 DFS	YELLOW -81.4 DFS	MEDIUM 46.4%	N/A	RED 18%	N/A	YELLOW 0.6%
31. Citizens of the World Charter School Silver Lake	GREEN +19.5 DFS	YELLOW -6.4 DFS	HIGH 56.1%	N/A	YELLOW 12%	N/A	YELLOW 1.8%
32. Commonwealth Avenue Elementary	ORANGE -12.1 DFS	YELLOW -21.5 DFS	LOW 35.6%	N/A	RED 20.2%	N/A	BLUE 0%
33. Contreras Learning	YELLOW	ORANGE	LOW	ORANGE	N/A	RED	BLUE

Center-Academic Leadership Community	-8.2 DFS	-101.5 DFS	39.4%	27%		62.6%	0.2%
34. Contreras Learning Center-Los Angeles School of Global Studies	YELLOW -8.2 DFS	ORANGE -101.5 DFS	LOW 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
35. Contreras Learning Center-School of Social Justice	YELLOW -8.2 DFS	ORANGE -101.5 DFS	LOW 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
36. Crown Preparatory Academy	YELLOW -14.9 DFS	YELLOW -67.4 DFS	MEDIUM 51%^	N/A	RED 11.1%	N/A	ORANGE 2.6%
37. Dayton Heights Elementary	YELLOW -13.2 DFS	GREEN -16.8 DFS	LOW 35.6%	N/A	RED 19.3%	N/A	BLUE 0%
38. Dolores Huerta Elementary	GREEN -2.2 DFS	GREEN -12.3 DFS	MEDIUM 46.2%	N/A	GREEN 5.6%	N/A	BLUE 0%
39. Downtown Value	ORANGE -20.4 DFS	ORANGE -49.5 DFS	MEDIUM 48%	N/A	BLUE 1.7%	N/A	GREEN 0.8%
40. Dr. James Edward Jones Primary Center	YELLOW -50.8 DFS	YELLOW -47.8 DFS	MEDIUM 48/7%	N/A	RED 27%	N/A	BLUE 0%
41. Dr. Julian Nava Learning Academy	ORANGE -60.4 DFS	RED -108.1 DFS	VERY HIGH 68.6%	N/A	RED 17.3%	N/A	BLUE 0.5%
42. Dr. Maya Angelou Community High	RED -76.3 DFS	RED -166.1 DFS	LOW 40.6%	ORANGE 17.4%	N/A	RED 62.6%	BLUE 0%
43. Dr. Sammy Lee Medical and Health Science Magnet Elementary	BLUE +32 DFS	GREEN +22.6 DFS	HIGH 59.1%	N/A	ORANGE 8.9%	N/A	BLUE 0%
44. Dr. Theodore T. Alexander Jr.	YELLOW -17.2 DFS	YELLOW -38 DFS	LOW 41.2%	N/A	RED 17.2%	N/A	BLUE 0.2%

Science Center							
45. Early College Academy-LA Trade Tech College	NO COLOR -62.9 DFS	NO COLOR -145.6 DFS	N/A	YELLOW 19.4%	N/A	GREEN 89.2%	BLUE 0%
46. Ednovate - Brio College Prep	N/A	N/A	VERY LOW 30%	N/A	N/A	N/A	RED 15.3%
47. Ednovate - South LA College Prep	N/A	N/A	N/A	N/A	N/A	N/A	N/A
48. Ednovate - USC Hybrid High College Prep	GREEN 49.3 DFS	GREEN -7.6 DFS	HIGH 64.3%	GREEN 74.6%	N/A	BLUE 97%	GREEN 4.5%
49. Edward R. Roybal Learning Center	GREEN 32.7 DFS	YELLOW -49.8 DFS	LOW 41.2%	GREEN 43.5%	N/A	GREEN 1.2%	BLUE 0.2%
50. Elysian Heights ES Arts Magnet	YELLOW -22.5 DFS	YELLOW -40.4 DFS	LOW 41.7%	N/A	RED 21.4%	N/A	BLUE 0%
51. Esperanza Elementary	YELLOW -50.8 DFS	YELLOW -65 DFS	MEDIUM 48.1%	N/A	RED 12.2%	N/A	BLUE 0%
52. Estrella Elementary	ORANGE -39.3 DFS	YELLOW 37 DFS	HIGH 59.3%	N/A	RED 17.7%	N/A	BLUE 0%
53. Everest Value	ORANGE -8.2 DFS	GREEN -16 DFS	HIGH 56.5%	N/A	GREEN 3.7%	N/A	BLUE 0.4%
54. Fifty-Second Street Elementary	ORANGE -63 DFS	ORANGE -80.7 DFS	LOW 40.8%	N/A	RED 26.2%	N/A	BLUE 0%
55. Forty-Ninth Street Elementary	YELLOW -68 DFS	YELLOW -80.3 DFS	MEDIUM 50.5%	N/A	RED 17.8%	N/A	BLUE 0.1%
56. Foshay Learning Center	YELLOW -39.6 DFS	YELLOW -81.6 DFS	MEDIUM 46.2%	YELLOW 55.5%	RED 17.1%	BLUE 100%	BLUE 0.1%
57.Frank del Olmo Elementary	ORANGE -30.6 DFS	ORANGE -38.8 DFS	HIGH 59.2%	N/A	RED 12.3%	N/A	BLUE 0.1%

58. Gabriella Charter	GREEN +22.2 DFS	YELLOW -1 DFS	LOW 41.8%	N/A	YELLOW 4.3%	N/A	YELLOW 1.7%
59. Gabriella Charter 2	N/A -7.1 DFS	N/A +0 DFS	LOW 39.2%	N/A	YELLOW 14.1%	N/A	BLUE 0.5%
60. George Washington Carver Middle	ORANGE -72.3 DFS	ORANGE -108.2 DFS	MEDIUM 40.2%	N/A	RED 22.8%	N/A	BLUE 1.8%
61. Global Education Academy	GREEN +23.2 DFS	GREEN +27.3 DFS	LOW 40.9%	N/A	ORANGE 8.8%	N/A	BLUE 0%
62. Gratts Learning Academy for Young Scholars (GLAYS)	YELLOW -32.3 DFS	YELLOW -61.8 DFS	VERY HIGH 73.2%	N/A	ORANGE 11.3%	N/A	BLUE 0%
63. Harmony Elementary	ORANGE -75.6 DFS	YELLOW -92.8 DFS	LOW 35.3%	N/A	RED 26.7%	N/A	BLUE 0.2%
64. Harvard Elementary	ORANGE -48.7 DFS	YELLOW -43.1 DFS	MEDIUM 51.5%	N/A	RED 14%	N/A	BLUE 0%
65. Hobart Boulevard Elementary	ORANGE -50.7 DFS	ORANGE -48.9DFS	MEDIUM 48.1%	N/A	RED 11.3%	N/A	BLUE 0%
66. Hooper Avenue Elementary	ORANGE -66.6 DFS	ORANGE -80.9DFS	VERY LOW 34.9%	N/A	RED 17.7%	N/A	BLUE 0.1%
67. Hooper Avenue Primary Center	ORANGE -23.5 DFS	GREEN -17.1 DFS	N/A	N/A	RED 27.9%	N/A	BLUE 0%
68. Hoover Street Elementary	GREEN +15.7 DFS	GREEN +6.1 DFS	HIGH 57.7%	N/A	RED 13.8%	N/A	BLUE 0%
69. ISANA Himalia Academy	ORANGE -23.4 DFS	ORANGE -36.3 DFS	MEDIUM 47.2%	N/A	RED 10.1%	N/A	YELLOW 0.8%
70.ISANA Nascent Academy	YELLOW -15.5 DFS	ORANGE -39.4 DFS	MEDIUM 52%	N/A	RED 12.4%	N/A	BLUE 0.6%

71. John Adams Middle	YELLOW -35.9 DFS	ORANGE -75.6DFS	LOW 38%	N/A	RED 12.6%	N/A	BLUE 0.6%
72. John Burroughs Middle	GREEN +10 DFS	ORANGE -28.6 DFS	MEDIUM 53.5%	N/A	RED 15.4%	N/A	YELLOW 1.1%
73. John H. Liechty Middle	YELLOW -55.8 DFS	ORANGE -110.1 DFS	LOW 40.4%	N/A	ORANGE 13.2%	N/A	BLUE 0.1%
74. John W. Mack Elementary	ORANGE -84.8 DFS	ORANGE -85.5 DFS	LOW 42.9%	N/A	RED 24.4%	N/A	BLUE 0.2%
75. KIPP Vida Preparatory Academy	ORANGE -33.2 DFS	GREEN -6.8 DFS	LOW 43.8%	N/A	RED 17.7%	N/A	BLUE 0.2%
76. Lafayette Park Primary Center	ORANGE -23.5 DFS	GREEN -17.1 DFS	N/A	N/A	RED 22.4%	N/A	BLUE 0%
77. Lake Street Primary	ORANGE -23.5 DFS	GREEN -17.1 DFS	VERY LOW 17.9%	N/A	RED 26.2%	N/A	BLUE 0%
78. Lenicia B. Weemes Elementary	YELLOW -68.5 DFS	ORANGE -71.8 DFS	LOW 44.5%	N/A	RED 20.4%	N/A	BLUE 0.3%
79. Leo Politi Elementary	YELLOW -49.6 DFS	YELLOW -69.1 DFS	VERY LOW 33.2%	N/A	RED 18.4%	N/A	BLUE 0%
80. Logan Academy of Global Ecology	ORANGE -57.9 DFS	ORANGE -85.4 DFS	LOW 42.1%	N/A	RED 23.9%	N/A	BLUE 0%
81. Los Angeles Academy Middle	YELLOW -69.2 DFS	ORANGE -125.5 DFS	VERY LOW 33.1%	N/A	ORANGE 15.8%	N/A	BLUE 0.5%
82. Los Angeles Academy of Arts and Enterprise	YELLOW -50.3 DFS	RED -107.2 DFS	LOW 37%	ORANGE 46%	GREEN 6.7%	YELLOW 76.5%	GREEN 0.3%
83. Los Angeles Elementary	ORANGE -39.2 DFS	ORANGE -48.5 DFS	LOW 41.1%	N/A	RED 16.4%	N/A	BLUE 0%
84. Los Angeles High School of	ORANGE	YELLOW	LOW	ORANGE	GREEN	N/A	BLUE

the Arts	-27.7 DFS	-114 DFS	42.7%	36.9%	80.5%		0.2%
85. MacArthur Park Elementary School for the Visual and Performing Arts	YELLOW -54.5 DFS	ORANGE -51.9 DFS	MEDIUM 54.2%	N/A	ORANGE 9.8%	N/A	BLUE 0%
86. Magnolia Avenue Elementary	YELLOW -51.2 DFS	YELLOW -58.6 DFS	HIGH 57.9%	N/A	RED 15.3%	N/A	GREEN 0.4%
87. Main Street Elementary	ORANGE -58 DFS	ORANGE -60.5 DFS	LOW 40.7%	N/A	RED 22.5%	N/A	BLUE 0.2%
88. Manual Arts Senior High	RED -77.7 DFS	RED -156.2 DFS	LOW 36.3%	YELLOW 33%	RED 23.9%	GREEN 80.7%	BLUE 0..2%
89. Maple Primary Center	ORANGE -23.5 DFS	GREEN -17.1 DFS	VERY LOW 24.4%	N/A	RED 32.5%	N/A	BLUE 0%
90. Marguerite Poindexter LaMotte Elementary	ORANGE -61 DFS	YELLOW -69.2 DFS	LOW 39.5%	N/A	RED 23.3%	N/A	BLUE 0.2%
91. Mariposa-Nabi Primary Center	RED -71.7 DFS	ORANGE -51.4 DFS	VERY HIGH 73.6%	N/A	RED 17%	N/A	BLUE 0%
92. Math and Science College Preparatory	BLUE -67.5 DFS	GREEN -25.4 DFS	LOW 43.3%	YELLOW 59.4%	N/A	BLUE 96.8%	YELLOW 1.4%
93. Matrix for Success Academy	N/A	N/A	VERY LOW 15.4%	N/A 0%	N/A	N/A 15.6%	N/A 0%
94. Mayberry Street Elementary	RED -72 DFS	ORANGE -103.9 DFS	MEDIUM 49%	N/A	RED 24.3%	N/A	BLUE 0.4%
95. Menlo Avenue Elementary	ORANGE -26.7 DFS	YELLOW -29.7 DFS	LOW 37.2%	N/A	RED 21.9%	N/A	ORANGE 1.1%
96. Micheltorena Street Elementary	GREEN -3.9 DFS	YELLOW -13.6 DFS	LOW 33.3%	N/A	RED 17.1%	N/A	BLUE 0%
97. N.E.W.	ORANGE	GREEN	HIGH	N/A	ORANGE	N/A	BLUE

Academy of Science and Arts	-15.3 DFS	-3.2 DFS	59.1%		6.2%		0%
98. Nava College Preparatory Academy	ORANGE -34.7 DFS	ORANGE -115.3 DFS	VERY LOW 22%	GREEN 38%	N/A	ORANGE 85.5%	BLUE 0.3%
99. Nevin Avenue Elementary	ORANGE -44.5 DFS	ORANGE -50.4 DFS	MEDIUM 50.9%	N/A	RED 15.8%	N/A	BLUE 0.3%
100. New Designs Charter	ORANGE -11.4 DFS	ORANGE -78 DFS	LOW 38.5%	BLUE 81.2%	BLUE 2.5%	GREEN 88.9%	BLUE 0.5%
101. New Open World Academy K-12	YELLOW -48.4 DFS	ORANGE -87.5 DFS	MEDIUM 48.7%	ORANGE 31.8%	RED 15.5%	GREEN 85.2%	BLUE 0.3%
102. New Village Girls Academy	N/A -65.8 DFS	N/A -150.3 DFS	VERY LOW 33.3%	N/A 20.8%	N/A	N/A 75%	BLUE 0%
103. Ninth Street Elementary	YELLOW -31 DFS	YELLOW -34.1 DFS	LOW 40%	N/A	ORANGE 19.4%	N/A	BLUE 0%
104. Normandie Avenue Elementary	RED -78.4 DFS	ORANGE -77.6 DFS	LOW 42.2%	N/A	RED 27.1%	N/A	YELLOW 0.6%
105. Norwood Street Elementary	ORANGE -57.3 DFS	YELLOW -57.5 DFS	MEDIUM 45.8%	N/A	RED 22.6%	N/A	BLUE 0.2%
106. Olympic Primary Center	ORANGE -23.5 DFS	GREEN -17.1 DFS	N/A	N/A	RED 24%	N/A	BLUE 0%
107. Para Los Niños - Evelyn Thurman Gratts Primary	ORANGE -23.5 DFS	GREEN -17.1 DFS	VERY LOW 32.3%	N/A	RED 23.3%	N/A	BLUE 0.3%
108. Para Los Niños Charter	ORANGE -42.4 DFS	ORANGE -45.6 DFS	LOW 40%	N/A	ORANGE 9.1%	N/A	YELLOW 1.1%
109. Para Los Niños Middle	RED -77.2 DFS	RED -122.7 DFS	VERY LOW 28.1%	N/A	RED 13.4%	N/A	YELLOW 2.4%

110. Quincy Jones Elementary	YELLOW -21.9 DFS	YELLOW -33.9 DFS	LOW 38.7%	N/A	RED 12.4%	N/A	GREEN 0.3%
111. Ramon C. Cortines School of Visual and Performing Arts	YELLOW +6.1 DFS	ORANGE -103.7 DFS	LOW 40%	GREEN 55%	N/A	BLUE 95%	BLUE 0.2%
112. Ricardo Lizarraga Elementary	YELLOW -53.3 DFS	YELLOW -52.1 DFS	MEDIUM 49.2%	N/A	RED 28.3%	N/A	BLUE 0%
113. Rise Kohyang Elementary	N/A	N/A	N/A	N/A	N/A	N/A	N/A
114. Rise Kohyang High	N/A +61.3 DFS	N/A -29.7 DFS	HIGH 64.1%	N/A	N/A	N/A	GREEN 0.7%
115.Rise Kohyang Middle	YELLOW +0.6 DFS	YELLOW -21.9 DFS	HIGH 60.9%	N/A	ORANGE 11.1%	N/A	GREEN 0.7%
116. Rosemont Avenue Elementary	YELLOW -30.6 DFS	YELLOW -48.3 DFS	LOW 35.2%	N/A	RED 17.6%	N/A	BLUE 0%
117. Sal Castro Middle	YELLOW -60.9 DFS	ORANGE -99 DFS	MEDIUM 50%	N/A	RED 22.8%	N/A	YELLOW 1.7%
118. Sally Ride Elementary: A SMArT Academy	ORANGE -48.5 DFS	YELLOW -55.1 DFS	LOW 40.3%	N/A	RED 20.6%	N/A	BLUE 0%
119. San Pedro Street Elementary	ORANGE -32.2 DFS	ORANGE -44.6 DFS	HIGH 62.6%	N/A	RED 15.1%	N/A	BLUE 0%
120. Santee Education Complex	YELLOW +19.9 DFS	ORANGE -94.7 DFS	LOW 36%	GREEN 39%	N/A	YELLOW 78.7%	BLUE 0%
121. School for the Visual Arts and Humanities	GREEN +16.2 DFS	YELLOW -85.1 DFS	HIGH 60%	GREEN 38.1%	N/A	YELLOW 76.5%	GREEN 0.4%
122. School of Business and Tourism at	ORANGE -28.7 DFS	RED -128.6 DFS	VERY LOW 25.9%	GREEN 65.8%	N/A	GREEN 83%	BLUE 0.2%

Contreras Learning Complex							
123. Sixth Avenue Elementary	YELLOW -65.2 DFS	YELLOW -78.8 DFS	LOW 41%	N/A	RED 35.2%	N/A	BLUE 0.2%
124. Solano Avenue Elementary	GREEN +20.6 DFS	GREEN +8.2 DFS	MEDIUM 50%	N/A	ORANGE 5.6%	N/A	YELLOW 0.8%
125. STEM Preparatory Elementary	N/A -11.5 DFS	N/A -21.7 DFS	LOW 36%	N/A	N/A 21.2%	N/A	N/A 0.6%
126. Synergy Charter Academy	GREEN +21.6 DFS	GREEN +2.2 DFS	VERY HIGH 66.3%	N/A	YELLOW 3.8%	N/A	BLUE 0%
127. Synergy Kinetic Academy	ORANGE -25.9 DFS	ORANGE -60.5 DFS	MEDIUM 50%	N/A	GREEN 5.5%	N/A	ORANGE 2.1%
128. Synergy Quantum Academy	BLUE +36.1 DFS	ORANGE -68 DFS	MEDIUM 48.3%	BLUE 73.8%	N/A	GREEN 82%	YELLOW 0.9%
129. Tenth Street Elementary	ORANGE -52.3 DFS	ORANGE -61.8 DFS	LOW 38.5%	N/A	RED 13.2%	N/A	BLUE 0%
130. Third Street Elementary	BLUE +48.6 DFS	BLUE +39.4 DFS	VERY HIGH 72.5%	N/A	RED 11.2%	N/A	BLUE 0.2%
131. Thomas Jefferson Senior High	RED -71.5 DFS	RED -148.3 DFS	VERY LOW 34.2%	YELLOW 31.8%	N/A	ORANGE 73.2%	YELLOW 0.8%
132. Trinity Street Elementary	YELLOW -53.8 DFS	YELLOW -63.4	HIGH 57%	N/A	RED 17.7%	N/A	BLUE 0%
133. Twentieth Street Elementary	ORANGE -20.4 DFS	YELLOW -22.4 DFS	VERY LOW 31.6%	N/A	RED 20.3%	N/A	BLUE 0%
134. Twenty-Eighth Street	YELLOW -69.9 DFS	ORANGE -64.1	MEDIUM 49.2%	N/A	RED 20.6%	N/A	BLUE 0%

Elementary							
135. Twenty-Fourth Street Elementary	ORANGE -65.3 DFS	ORANGE -55.8 DFS	VERY LOW 31.6%	N/A	RED 18.4%	N/A	BLUE 0.3%
136. UCLA Community K-12	ORANGE -24.2 DFS	ORANGE -51.7 DFS	MEDIUM 45.5%	GREEN 52.4%	RED 13.2%	YELLOW 83%	BLUE 0.3%
137. Union Avenue Elementary	ORANGE -25.1 DFS	ORANGE -27.1 DFS	MEDIUM 47.7%	N/A	RED 17.1%	N/A	BLUE 0.2%
138. University Preparatory Value High	ORANGE -30.9 DFS	ORANGE -95.9 DFS	VERY LOW 29.6%	N/A 50.4%	N/A	N/A 93.3%	BLUE 0.2%
139. Van Ness Avenue Elementary	YELLOW +3.3 DFS	YELLOW -14.3 DFS	LOW 43.3%	N/A	RED 20.8%	N/A	BLUE 0%
140. Vermont Avenue Elementary	ORANGE -28.5 DFS	YELLOW -43.5 DFS	HIGH 64.1%	N/A	RED 15.2%	N/A	BLUE 0%
141. Virgil Middle	ORANGE -34.7 DFS	YELLOW -53.8 DFS	MEDIUM 45.9%	N/A	RED 14.6%	N/A	YELLOW 0.8%
142. Vista Charter Middle	YELLOW -25.7 DFS	YELLOW -56.7 DFS	LOW 38.2%	N/A	ORANGE 13.5%	N/A	BLUE 0.5%
143. Vista Horizon Global Academy	N/A	N/A	N/A	N/A	N/A	N/A	N/A
144. Wadsworth Avenue Elementary	YELLOW -46.7 DFS	YELLOW -49.5 DFS	LOW 41.1%	N/A	RED 22.9%	N/A	GREEN 0.3%
145. Wallis Annenberg High	YELLOW +3.8 DFS	ORANGE -113.5 DFS	VERY LOW 34.4%	ORANGE 32.7%	N/A	GREEN 90%	ORANGE 2.8%
146. West Adams Preparatory	ORANGE -20.9 DFS	YELLOW -94.7 DFS	LOW 43%	GREEN 40.8%	N/A	GREEN 80.5%	BLUE 0.1%

High							
147. West Vernon Avenue Elementary	YELLOW -30.5 DFS	ORANGE -33.8 DFS	HIGH 57.3%	N/A	RED 11.4%	N/A	BLUE 0%
148. William Jefferson Clinton Middle	ORANGE -72.4 DFS	ORANGE -122.1 DFS	MEDIUM 52.2%	N/A	RED 18.8%	N/A	BLUE 0.5%
149. Wilshire Park Elementary	GREEN +8 DFS	ORANGE -29.7 DFS	LOW 41.5%	N/A	RED 15.7%	N/A	BLUE 0.2%
150. Wilton Place Elementary	ORANGE -40.7 DFS	ORANGE -36.8 DFS	LOW 44.9%	N/A	RED 15.9%	N/A	BLUE 0%
151. Young Oak Kim Academy	YELLOW -65.2 DFS	RED -96.5 DFS	HIGH 60.1%	N/A	RED 14.1%	N/A	BLUE 0.2%

(OPTIONAL) SECTION 7:
ADDITIONAL INFORMATION

Per the *LAUSD Policy and Procedures for Charter Schools,* ***Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.***

NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
7.1			
7.2			
7.3			
7.4			
7.5			
7.6			
7.7			
7.8			
7.9			

7.10			

ACTION
11-15-22
BR-101 - 22/23
PENDING BOARD
ACTION

EQUITAS ACADEMY
ACHIEVEMENT • EXCELLENCE • CHARACTER

Equitas Academy 7 Charter School
New Charter Petition
2022-2027

Respectfully Submitted to Los Angeles Unified School District
Charter Schools Division
333 S. Beaudry Avenue
Los Angeles, CA 90017

March 30, 2022

Contact:
Maggie Ford, Lead Petitioner
Chief Operating Officer
mford@equitasacademy.org
213.201.0440

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Federal, State and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions

Dear Applicants:

On the following pages, you will find the "Federal, State, and District Required Language" ("FSDRL") that must be included in a comprehensive independent charter school petition.*****

Please follow the instructions below:

- ❒ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the FSDRL, as it may be changed from time to time.

- ❒ Provide the "Assurances, Affirmations, and Declarations" page (the first two pages of the FSDRL) at the beginning of the petition, immediately after the table of contents.

- ❒ Place the FSDRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the FSDRL, including the statutory language for each Element.

- ❒ Highlight all FSDRL in gray, as shown here, to facilitate easy identification of the FSDRL within the petition. Do not highlight any other text in gray.

- ❒ On the "Assurances, Affirmations, and Declarations" page, replace "[Charter School]" with the name of the proposed charter school and replace "[short form of school name]" with an appropriate identifier.

- ❒ **Do not add, delete, or change any provision of the FSDRL other than the instruction above.**

- ❒ **Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the FSDRL.**

***NOTE: Public School Choice (PSC) charter schools seeking renewal must include in their renewal petitions the PSC-specific version of the FSDRL. Other charter schools, such as conversion independent and non-classroom based charter schools, may be required to include context-specific FSDRL as well.**

Assurances

Equitas Academy 7 (also referred to herein as "EQ7" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(c)(5)(A)(i).)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(c)(5)(A)(ii).)

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(c)(5)(A)(iii).)

GENERAL INFORMATION	
The contact person for the Charter School is:	Margaret Ford, COO
The contact address for the Charter School is:	1700 W Pico Blvd Los Angeles, CA, 90015
The contact phone number for the Charter School is:	(213) 271-5454
The current address of the Charter School is:	1612 Pico Blvd Los Angeles, CA 90015
This location is in the LAUSD Board District:	2
This location is in the LAUSD Local District:	Central
The grade configuration of Charter School is:	TK/K - 12
The number of students in the first year will be:	100
The grade level(s) of the students in the first year will be:	TK/K- 8
The Charter School's scheduled first day of instruction in 2021-2022 is:	September 6, 2022
The enrollment capacity is:	1000
The type of instructional calendar (e.g., traditional/year- round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	7:55 a.m. – 3:30 p.m.
The term of this Charter:	July 1, 2022 to June 30, 2026

COMMUNITY NEED FOR CHARTER SCHOOL

Equitas Academy 7 ("EQ7") is a proposed new (TK-12) charter school to be located within the Los Angeles Unified School District ("LAUSD" or "District") in the Pico-Union area of Los Angeles. EQ7 will be operated by Equitas Academy Charter School, Inc. ("Equitas Schools," "Equitas," "CMO," "Network,"), which also operates:

Equitas Academy: 450 scholars in grades TK-4; opened 2009, ***CA Gold Ribbon School***
Equitas Academy 2: 400 scholars in grades 5-8; opened 2013, ***CA Gold Ribbon School***
Equitas Academy 3: 500 scholars in grades TK-4, opened in 2015
Equitas Academy 4: 250 scholars in grades 5-8; opened in 2017, expanding to 400 scholars in grades 5-8 by 2023-2024
Equitas Academy 5: 115 scholars in TK-4 opened in 2019; ultimately will serve 500 scholars.
Equitas Academy 6: 120 scholars in TK-4 opened in 2020; ultimately will serve 500 scholars.

All of the Equitas Schools are located in the Pico-Union community, where our Founder and CEO, Malka Borrego, was raised. Equitas has proven that a strong culture, with family, scholar and staff dedication can lead to academic success. Ms. Borrego founded our first school, Equitas Academy, in 2009 at the culmination of her participation in the prestigious BES Fellowship program, a national incubator and school leader training program that has led to the opening of 120+ charter schools located in 29 high-need urban areas nationally, including some of the nation's top-performing urban schools.[1] As part of one of the first cohorts of BES Fellows in Los Angeles, Ms. Borrego has gone on to mentor subsequent BES Fellows as they have launched additional high-performing charter schools in Los Angeles, and has used the flagship school as a training site for future and existing school leaders.

We are proud of our accomplishments over our thirteen-year history, including:

- In 2013-14, the California Department of Education ("CDE") awarded our flagship school, Equitas Academy, prestigious recognition as a California Distinguished School and in 2015-16, designation as ***a Gold Ribbon School***.
- Our first middle school, Equitas Academy 2, also received ***Gold Ribbon School*** designated from the California Department of Education in 2016.
- Our flagship school, Equitas Academy, also received rankings from the California Charter Schools Association (CCSA), based on its Accountability Framework which assigns a ranking for all public schools in California based on data from CDE, **has a State Rank of 9/10 and a Similar Schools Rank of 10/10**.
- In 2020, Equitas Academy, Equitas Academy 2, Equitas Academy 3 were named some of the top public schools in Los Angeles County by a report published by Innovate Public Schools and by the USC Sol Price School of Public Policy and the USC Rossier School of Education.
- Our school leaders and teachers have attended significant professional development training including:
    - RELAY Getting Better Faster Training, June-October 2017
    - Achievement First Navigator Training in New York for ELA Instruction, June 2018
    - Achievement First Accelerator Training from Jan 2016-June 2018

[1] http://bes.org/

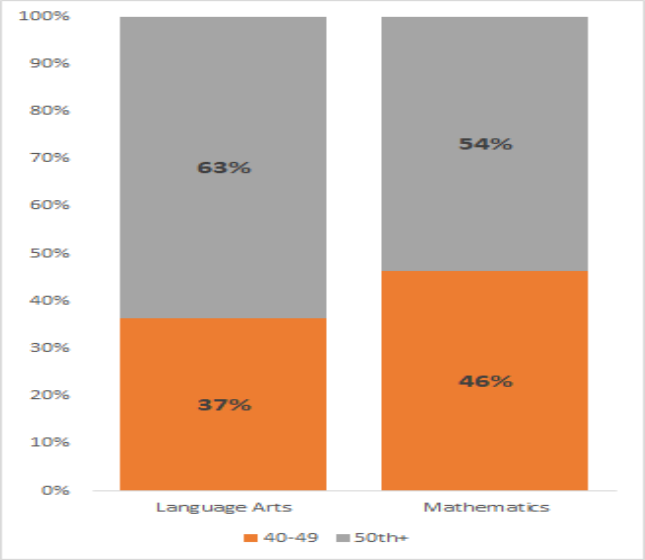
- Leaders of Emerging Network Program for Coaches and School Directors, July 2018-May 2019
- Standards Institute Training for Coaches, Deans, and School Directors, July 2018
- Navigator MS Lit Program Participation Achievement First, June 2018 - June 2020

Equitas Schools provide an environment that maximizes the opportunity for academic and life success for every scholar. The Equitas model upholds a rigorous academic program and serves the specific academic and developmental needs of scholars in grades TK-12. Equitas is a Latin word for justice, equity, and fairness. Our name guides the founding principle of the school. Too often, scholars enter schools lacking the strong study skills and content knowledge necessary to graduate and advance onto four-year colleges and universities. Equitas is a place to provide our scholars an equitable learning experience encouraging their development into persons capable of and determined to make meaningful contributions to society, and thereby fulfilling the educational goals to become self-motivated, competent and lifelong learners. As detailed fully in this petition, Equitas Schools have five core beliefs to fulfill our mission, based on best practices and research:

1. Equitas holds high academic and behavioral expectations for every scholar.
2. Equitas engages and grows competent and experienced school leadership and staff.
3. Equitas offers a rigorous academic program with intentional scholar support.
4. Equitas provides clear standards, research-proven curriculum, and frequent assessments.
5. Equitas is a mission-driven school community.

The proven success of our model is helping to demonstrate that **all** children, including those who are English Learners, socio-economically disadvantaged, Latino/a, special needs and who come from families where the adults have not completed high school can succeed in meeting our high expectations for success. We will build upon this success, and lessons learned throughout the Covid -19 Pandemic as we deliver a model that blends the best of our in-person learning with the best of our distance learning. Throughout the pandemic our community has told us that individualized learning where they have some control over the time and space that learning occurs is a need that currently is unfulfilled. Equitas Academy expects EQ7 to be an option to families looking for a blended learning option and many of our students are already enrolled in our independent studies offerings. We have over 100 families who have already indicated interest in enrolling into Equitas Academy 7. Further, we expect our 8th graders matriculating from our two middle schools to enter EQ7 for the high school option, thus creating a community of school's pattern. Our community has been asking for a high school option to create a community of schools. Equitas Academy has been serving this community since its first year of operation in 2009, and will continue to draw enrollment from our existing families and community.

Our plans for expansion come from our community who want more flexibility and the academic success we saw this year when we piloted a new curriculum. During the Winter 2022 NWEA MAP Scores for scholars participating using a new blended learning curriculum, we saw scholars exceed their expected growth.



In piloting a new curriculum and a new model, and having some initial success with over 63% of scholars in ELA and 54% in Math meeting our benchmark standards. For this reason, we are excited to bring a new schooling model to the Pico Union community.

We have designed a strategic plan to involve all members of the school community in the pursuit of our mission, and to continuously channel our collective energies towards our unrelenting goal of academic achievement and college readiness for every child. Within our achievement-oriented school community, we will engage all community stakeholders in the development of the school's core values— curiosity, optimism, gratitude, grit, social intelligence and zest.

Board of Directors

The Board of Directors is a group of dynamic, passionate, mission-driven professionals committed to the success of every student at Equitas. The Board of Directors brings expertise, time, and commitment to excellence in governing the management of the charter schools and is prepared to govern EQ7 by enacting policies that promote the school's ambitious academic goals.

Leaders

Our School leader (i.e., school director) serve as the principal for the school and implements the school's mission. Our school leader supports the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program to meet the individual needs of the students. The leaders are experienced and trained to meet the ambitious goals set forth in the mission, and the school staffing plan allows them to ultimately follow the student's past graduation to ensure we fulfill our mission.

Teachers

Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, as well as providing daily, individualized academic support as needed. All students will be supported in meeting rigorous standards with one-on-one tutoring provided by teachers during designated enrichment time, after school and during Saturday and summer enrichment (as needed).

Parents

A parent engaged in a child's education directly supports a child's academic success. To support parental engagement, EQ7 will provide family orientations, parent workshops, and frequent communications between school and home. Prior to entering the school, parents are invited to attend an informational session. After the school lottery which is held only in the case that enrollment interest exceeds the school's capacity, families are invited to attend an orientation meeting in which school leaders will explain the school mission, philosophy, code of conduct and family responsibilities; Spanish translation is provided at these sessions. Parent's participation in the pre-lottery and post-lottery information sessions has no impact on their child's eligibility for enrollment in the school. Before the first day of school, EQ7 leadership and staff will ensure families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and sign a contract.

Parents will be invited to attend Family Workshops provided and facilitated by the School Director along with teachers. These workshops will include Spanish translation for non-English speaking parents. The workshops will be held at times conducive to various family schedules. Workshop topics will include the transition from elementary to middle school, preparation for college preparatory high schools, and college field trips and informational sessions. Families also will have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we will ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Cafecitos (or coffee talks) will occur in the morning once a month with parents, school leadership and/or teachers, communicating curriculum, homework supports, and strategies to help each child succeed. Cafecitos are a time for parents and the school to communicate and build relationships all in support of the school's ambitious and critical mission. The School Director will facilitate in English and Spanish (and/or other languages as needed).

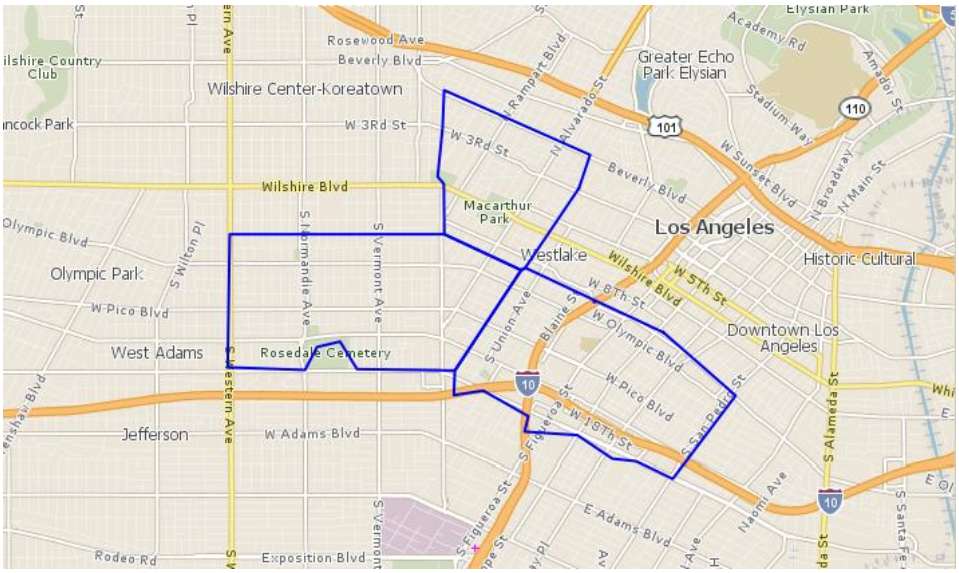
Students

With support, students will embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school's core values and involvement in the community. Our students will manifest the academic behavioral and leadership goals of the school. As students are driven to push themselves through goal setting, from the first day of school, students will set academic and personal goals. Teachers will communicate with students on a daily, weekly, and on a trimester basis regarding goals. In addition, parent-teacher-student conferences will be a time that unifies all three constituencies as well as motivates the student and builds the strong relationships needed to ensure students meet the high expectations placed on them and set by them. We will pay particular attention to following our students after matriculation by developing an alumni network. Our attention with alumni exemplifies our college-driven focus. Alumni will be given opportunities to return to Equitas to tutor students, participate in high school chats and mentor members of the current student body.

STUDENT POPULATION TO BE SERVED

Target Population

EQ7 will serve grades TK/K-12. Our target neighborhood is Pico-Union/MacArthur Park (zip codes 90015), illustrated in the map below – with the adjacent boundaries of West Pico, one block west of Union, within a mile of the flagship school. The Pico-Union[2] community derives its name from the intersection of Pico Boulevard and Union Avenue, west of downtown Los Angeles, thus our new school facility is literally in the heart of this neighborhood. Pico-Union is a very densely populated neighborhood: ZIP code 90015 has almost 19,000 people in just 1.7 square miles, ZIP code 90006 has more than 59,000 people in 1.9 square miles, and 90057 has approximately 45,000 people in less than one square mile. 12 On average, Los Angeles has almost 7,000 people per square mile; these three ZIP codes average 27,333 per square mile (statewide, the ratio is just 282.5 people per square mile in all of California; nationally it is just 88 people).



[2] Pico-Union, a sub area of Los Angeles includes the following boundaries: Olympic Boulevard to the north, Hoover Street to the west, the Santa Monica freeway to the south, and the Harbor freeway to east.

Pico-Union Demographics

Education Levels		National
Master's degree or higher	3%	12%
Bachelor's degree	12%	20%
Some college or associate's degree	17%	29%
High school diploma or equivalent	23%	27%
Less than high school diploma	45%	12%

Hide

Racial Diversity	
Hispanic	80%
Asian	12%
White	4%
African American	3%
Two or more races	0%
Other race	0%
American Indian or Alaska native	0%
Hawaiian or other Pacific Islander	0%

Gender	
Female	50%
Male	50%

Age	
<10 years	13%
10-17 years	10%
18-24 years	11%
25-34 years	20%
35-44 years	14%
45-54 years	13%
55-64 years	10%
65+ years	11%

Hide

Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn $73,615 annually to be self-sustaining (not needing public assistance) in Los Angeles.[3] This equates to $17.70/hour per adult; the federal poverty line rate equates to just $5.00/hour. *In other words, as many as 85-90% of families in these zip codes are living in poverty based on the economic realities of the area.*

In addition to residing in an economically impoverished community, Pico-Union residents lack educational attainment: 47% do not have a high school diploma (including 30% of adult residents having less than a 9th grade education). Only 14.5% have at least a Bachelor's degree, less than half the rate city-wide (29.2%). It is well-documented that scholars from families with low levels of parental educational attainment are at a greater statistical risk of dropping out.[4]

[3] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.

[4] Hammond, C., et al., (2007). *Dropout Risk Factors and Exemplary Programs.* National Dropout Prevention Center Network.

Equitas Academy 7 Will Meet the Needs of the Pico-Union Community

Certain key foundational beliefs and practices have helped us build an innovative, successful and engaging public education program:

College preparatory curriculum that begins in kindergarten: For scholars who live in a community where more than 30% of adult residents have less than a 9th grade education and a total of 47% do not have a high school diploma, we work hard to help our scholars believe that college is a realistic and attainable goal for each and every one of them. Our scholars are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Scholars are addressed individually as scholars and collectively as the year that they will graduate from college (kindergarteners that start in school in the fall of 2019 are called "The Class of 2036"). Additionally, every year, beginning in kindergarten, scholars visit colleges and universities, tour the campuses, and sit in on classes. By exposing scholars to the skills and knowledge they need to succeed in college and simultaneously stressing that every EQ7 scholar can and will attend and graduate from college, we help to dramatically improve the educational outcomes for the scholars of Pico-Union.

Laser focus on the core content areas of literacy, mathematics: Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Scholars will benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy will ensure scholars have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

Intentional use of data to drive instructional decisions: Teachers plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for scholars to master the individual standards embedded within them. Daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and scholar learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, interim assessments are administered frequently three times a year to inform instruction and the scope and sequence of instruction is modified based on the scholar performance data in Interim Assessments. For instance, if Interim Assessments data demonstrates that our scholars have not mastered a specific content standard, we will modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. We expect scholars at EQ7 to perform competitively on state and nationally-normed assessment. We expect to reach the ambitious and measurable goals outlined in the school's accountability plan (see Elements 2/3 for further detail).

Culturally-Relevant Learning Environment Our culturally-relevant learning environment honors our diverse representation of scholars as an asset to the school community. Because of the large Latino/a population, all home communications are accessible in English and Spanish. This helps to instill in our scholars that their bilingual capacities are attributes and gifts, as well as assets. We recognize our scholars have multiple identities whether as immigrants, Americans, and/or Angelinos, and we organize the learning environment to meet these needs and honor these identities. This lays the foundation for creating a school that personalizes the learning experience for each scholar, meets families' needs, and allows teachers more time to address the needs of

each scholar. Our individualized approach to learning also best allows scholars with special needs or EL to progress academically within the regular education classroom.

Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete secondary education and go on to pursue higher education, college preparation is infused into every aspect of school life. The standards-based, Common Core-aligned curriculum focuses on the core skills and content area knowledge that scholars need to excel in college preparatory high schools on their road to competitive colleges and universities. Scholars are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement.

Because we want our scholars to strive academically as well as more broadly in the world around them, we also expose them to as much of the wider world of art, music, recreation, and nature as possible. Scholars participate in an enrichment program on campus, participate in scholar clubs that are run by teachers and whose content includes such topics as origami, scholar government, and chess, and take field trips regularly throughout the year.

Blended Learning Model

Students move on an individually customized, fluid schedule among learning modalities, and the teacher of record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. In this model scholars will begin with an individualized leaning plan. Scholars will interact with online content in their brick and mortar school coupled with individual enrichment and intervention, special services and supplemental programs.

Independent Study

EQ7 will offer a small Independent Study program for scholars who have barriers to attendance onsite. EQ7 will adhere to CDE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745 et seq. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the school site, and EQ7 shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of the California Education Code §47612.5. If EQ7 offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in California Education Code §47612.5(e)(1), then EQ7 will be subject to the determination for funding requirement of §47634.2. EQ7 shall submit a request to the District for material revision in the event it surpasses the 20% threshold for non- classroom based instructional minutes. EQ7 shall not charge any fees for learners to enroll or participate in the Independent Study Program.

ENROLLMENT PLAN

	2022-23	2023-24	2024-25	2025-26	2026-27
TK/Kinder	10	20	50	75	80
Grade 1	10	20	50	75	80
Grade 2	10	20	50	75	80
Grade 3	10	20	50	75	80
Grade 4	10	20	50	75	80
Grade 5	10	20	50	75	75
Grade 6	10	20	50	75	75
Grade 7	15	20	60	75	75
Grade 8	15	20	60	75	75
Grade 9	0	30	60	75	75
Grade 10	0	0	40	75	75
Grade 11	0	0	0	75	75
Grade 12	0	0	0	0	75
TOTAL	100	210	570	900	1000

GOALS AND PHILOSOPHY

MISSION AND VISION

EQ7 will provide a structured, achievement-based community that prepares scholars to graduate from four-year colleges and universities.

EQ7 believes scholars must have access to an achievement-oriented learning environment, beginning in kindergarten (and transitional kindergarten) to ensure all scholars make a smooth transition to the demands of college. Our vision includes a school with a college preparatory focus in the primary grades, so scholars will be able to develop the foundational skills necessary for entrance into college. We envision a school with a grade span, curriculum, and educational program that will allow scholars, despite any obstacles, to learn to read, write, and compute on or above grade level, to develop the academic and character skills that will serve them through the many life challenges they may face in accessing higher education. We envision a school in which education enriches the lives of scholars and their families and where we work closely with families to do the hard work necessary to achieve excellence and college graduation.

For the vision of EQ7 to become a reality, every decision regarding the educational program and philosophy centers on how to best drive scholar achievement by creating a small, safe and structured community enabling scholars the opportunity and support to reach the high expectations we hold for them.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY/ HOW LEARNING BEST OCCURS

Beginning with kindergarten (including TK) Equitas believes that "college prep begins in kindergarten." Serving a population that does not traditionally have access to quality schooling that leads to higher education, college preparation begins with the youngest of scholars, and is infused into every aspect of school life. The curriculum focuses on the core skills and content area knowledge that scholars need to excel in life and allow for graduation into competitive colleges and universities. Scholars are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Scholars are explicitly taught the importance of attending and graduating from college.

As noted by Thomas L. Friedman in his book, lectures and numerous *New York Times* articles, the world is becoming increasingly "flat." That is to say, as a result of the Internet and increasing internationalization, the world is becoming more and more interconnected. What happens in far distant lands directly affects the health, happiness, economic-well-being and safety of Americans even if they never leave our shores. To enable students to be successful in the modern world, Equitas Academy views the following academic skills and qualities as important for an educated person:

- Proficient skills and content knowledge in English, mathematics, social studies, science and the arts
- Critical thinking skills
- In-depth cross-cultural understanding
- Intermediate fluency in at least one language in addition to the native language
- Proficient technology skills
- The ability to practice sound physical, social and emotional habits needed for physical and emotional well-being.

In order to provide scholars access to college and choice in life- sustaining employment as they move into the 21st century. In the 21st century, changes in our global society call for a new definition of "an educated person." Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires an understanding of the global diaspora with a respectful approach to communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before – aligned to living and working in a globalized new millennium. 21st century adults must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. "The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills –such as data literacy and analysis - and flexible,

'soft' skills – such as communication and teamwork – needed to compete in the 21st century economy." Most importantly, in a highly competitive and ever-changing work place, an educated person needs to be able to succeed and graduate from college. By integrating the needs of the 21st century into schools, scholars will grow to reach their maximum potential, and foster a lifetime love of learning.

EQ7's educational program will enable pupils to employ the above skills as self-motivated, competent, lifelong learners.

GOALS FOR ENABLING STUDENTS AS SELF MOTIVATED, COMPETENT AND LIFELONG LEARNERS

The goals and objectives of EQ7 are the following:

GOAL: *To prepare all students for* ***success in secondary education, college and career***

- **Objective:** Provide educational programming of exceptionally high quality, at a level adequate to meeting the above goals for every student served by Equitas Academy. Truly excellent instruction does not just help the most advantaged, well-prepared students to achieve; it successfully personalized learning to meet the needs of all students.
- **Objective:** Use an interdisciplinary curriculum aligned with the current California content standards will enable Academy graduates to enter secondary and, ultimately, post-secondary education with strong fundamental skills as well as a sense of personal purpose and meaning.
- **Objective:** Promote supportive adult-student relationships that promote academic growth
- **Objective:** Through engaging, meaningful, real world learning, enable students to become increasingly independent learners; to become deeply and personally involved in their work; to feel not only accountable, but also engaged.

GOAL: To *Provide students with global and cultural awareness information literacy*

- **Objective:** Develop student competency in a world language
- **Objective:** Develop in students a high level of understanding of other cultures and peoples, by using themes in social studies and literature to explore and develop their understanding of the world
- **Objective:** Develop skills with which to use information effectively. Information literacy refers to the ability to recognize when information is needed and how to locate, evaluate, and put it to proper use.

GOAL: *To increase* ***opportunities for teachers*** *to develop as highly skilled educators.*

- **Objective:** Establish a high-functioning professional learning community continually improving instruction to raise student achievement
- **Objective:** Articulate effective instructional method so that both Equitas Academy teachers and teachers from other schools can readily learn and further refine the school's approaches

Consistent with the California Charter Schools Act, these combined goals enable all students to become **self-motivated, competent and lifelong learners.** Strong academic preparation aimed at career and college readiness gives students a foundation to continue learning over a lifetime. EQ7 program will instill motivation by emphasizing "learning by doing," cooperative learning and meaningful activities that engage student interest. EQ7 program will also instill competence by emphasizing problem solving and critical thinking, conceptual understanding that can be applied to real world situations, academic and social skills students need to thrive in future careers, and metacognition, or, the ability to monitor one's own learning.

HOW LEARNING BEST OCCURS

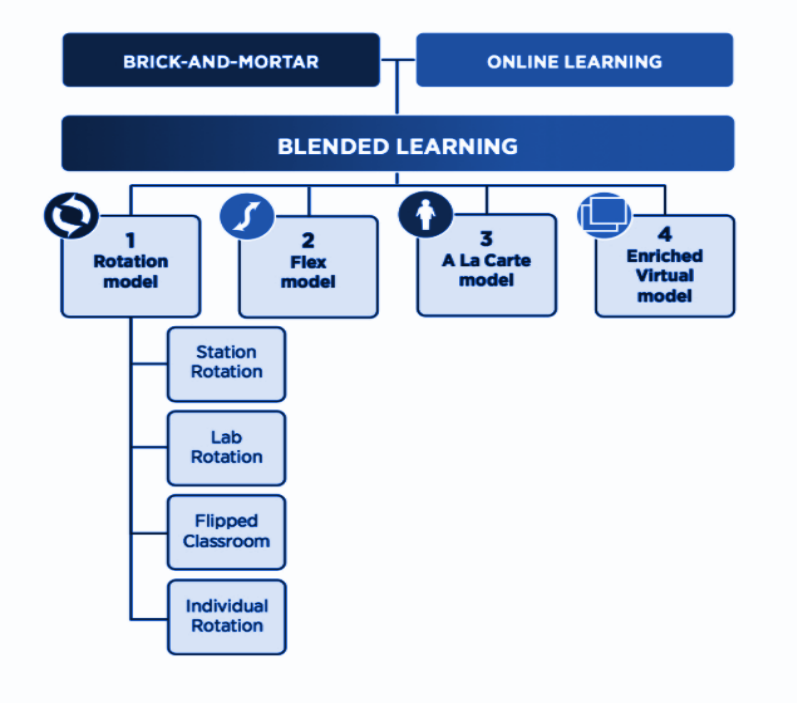
EQ7's design reflects a set of beliefs about how learning best occurs. The educational design and philosophy are consistent with the school's vision, mission, and target population and are grounded in research on best practices in education. Learning occurs best when the following conditions exist:

- Intellectually and emotionally supportive relationships with adults in the school promote academic growth. Recent research by the Economic and Social Research Council (ESRC) found that effective teachers stimulate pupils' imaginations, challenge their views, encourage them to do great things, and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and valued as part of the class community (ESCRC, 2009). A recent review of educational research found that children make the biggest strides when they are able to cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means being able to adapt the curriculum to address their students' needs and interests (Wilson, 2009).
- *By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning.* An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
    - Increased understanding, retention, and application of general concepts.
    - Better overall comprehension of global interdependence, along with the development of multiple perspectives and points of view, as well as values.
    - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
    - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
    - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
    - Increased motivation.

- Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world) contexts. Authentic learning situations increase the brain's ability to make connections and retain new

information (McBrien, 1997). Research on "authentic instruction"—instruction that is highly engaging and interactive, and which connects to students' real lives—showed that these methods increased student scores on high stakes standardized tests . In two recent studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000 students in 23 restructured schools, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed "authentic pedagogy"—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work.

- Students work at a level of cognitive challenge just beyond their present level of mastery. In his Zone of Proximal Development theory, educational theorist Lev Vygotsky (1978) argues that optimal learning occurs in the "distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers." This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs. Vygotsky's theory is widely accepted; the challenge is in personalizing each student's experience sufficient to provide an appropriate level of challenge.



Christensen Institute's definition of Flex: The Flex model lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model. Teachers provide support and instruction on a flexible, as-needed basis

while students work through course curriculum and content. This model can give students a high degree of control over their learning. In the flex model, learners move on an individually customized, fluid schedule. Students learn mostly on the brick-and- mortar campus, and instructors provide face-to-face support on a flexible, as-needed basis through small-group instruction, group projects, and individual tutoring. Students begin by completing an online learning journey, teachers will meet regularly with each student to discuss his or her progress. At the culmination of each tutorial independently. Throughout the learning experience, students will take an assessment before advancing.

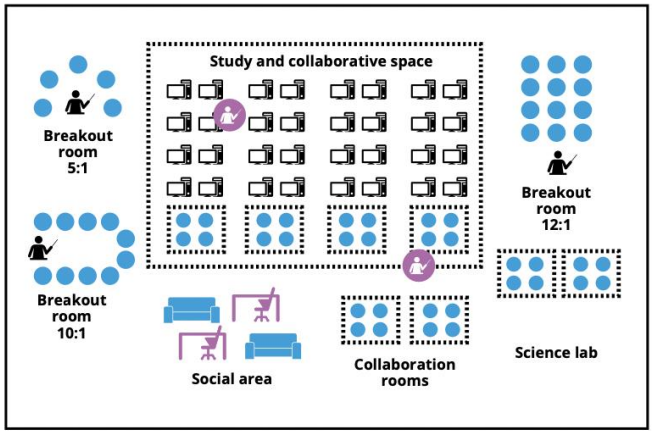
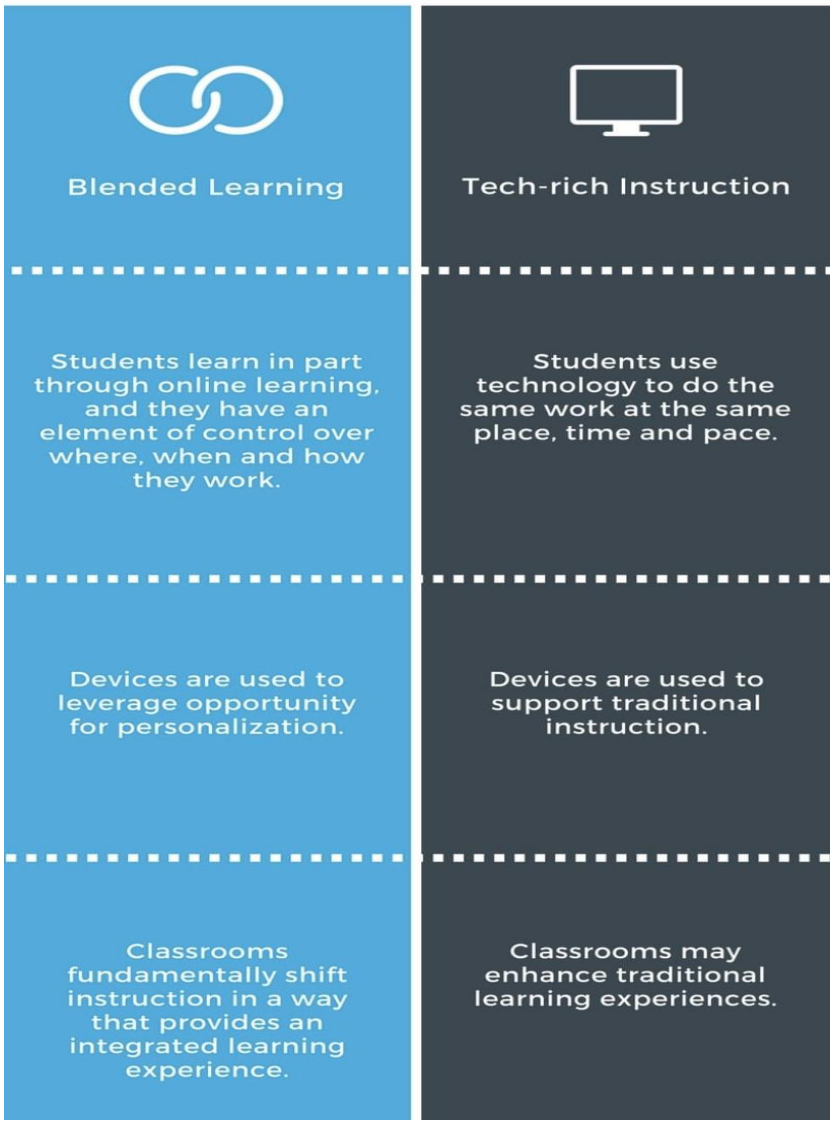


Image source: Clayton Christenson Institute

1. **Blended learning is any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.** Critical to the definition is "online learning, with some element of student control." In all blended-learning programs, students do some of their learning via the internet. This does not mean using any digital tool, such as an online graphing calculator or Google Docs. Online learning means a bigger instructional shift from a face-to-face teacher to web-based content and instruction. Some element of student control is critical; otherwise, blended learning is no different from a teacher beaming an online curriculum to a classroom of students through an electronic whiteboard. The technology used for online learning must shift content and instruction to the control of the student in at least some way for it to qualify as blended learning from the student's perspective, rather than just the use of digital tools from the classroom teacher's perspective. It may be merely control of pace—the ability for students to pause, go back, or skip forward through online content as free agents. But often, online learning extends other types of control—in some cases students can choose the time at which they do their online learning, the path they want to take to learn a concept, or even the location from which they want to complete the online work—whether in a brick-and-mortar classroom or anywhere else.
2. **In part in a supervised brick-and-mortar location** The second part of the definition is that **the student learns at least in part in a supervised brick-and-mortar location away from home.** In other words, the student attends a physical school with teachers or guides. Often it's the neighborhood school, but in other cases it's a learning center that could even be housed in a shopping mall space that has been converted into a drop-in

computer lab. Blended learning means that students have at least some on-campus, away-from-home component built into their schedule.

3. **An integrated learning experience** The third part of the definition is that **the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.** This means that if students are learning U.S. history in a blended way, the online and face-to-face components work together to deliver an integrated course. The opposite of this would be that the students learn some topics online and then return to their traditional classroom to repeat them in a face-to-face lecture. To prevent such lack of coordination, most blended-learning programs use a computer-based data system to track each student's progress and try to match the modality—whether it is online, one-on-one, or small group—to the appropriate level and topic. The key idea is that blended learning involves an actual "blend" of whatever formats are within the course of study.



The following sections elaborate on how each of these beliefs about how learning best occurs will translate into aspects of the Academy's plans for curriculum and instruction.

Instructional Materials

English/Language Arts

The language arts curriculum for the K-12 blended learning program will be based on California's Common Core State Standards and will emphasize the development of skills and strategies students need to thrive as readers, writers, speakers and listeners. The building blocks of literacy are made up of a set of independent skills, but that learning these skills in isolation is not the way that students learn to read, write, speak and listen critically and competently. In the primary grades, balanced literacy instruction will be the backbone of the language arts program. The literacy program will focus on reading fluency, comprehension, writing for varied audiences and purposes, and developing in students a love of literature and a deep understanding of its significance to their success. Literary analysis will be supported by multi-disciplinary vocabulary instruction. Teachers will lead in-depth discussions about characters, including how they show compassion and how they handle the consequences of their actions. All children will be served through the standards-based English/language arts curriculum whether students are working above grade level in discovering word origins, English Language Learners are illustrating their vocabulary, or special needs students are playing vocabulary charades. As described in more detail below, EQ7 instructional approaches are chosen for their alignment with the school's overarching goals and with their emphasis on supporting students with a wide range of academic needs to be successful.

EQ7 will partner with Imagine Learning to deliver the EL Curriculum Resource for scholars in grades TK/K through 8th grade. EL Education is fiercely focused on equity. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and prepare them to be contributing members of society. Equity is the foundation on which the entire curriculum rests. EL Education built its Dimensions of Student Achievement from this foundation of equity.

- Mastery of knowledge and skills. Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- Character. Students work to become effective learners, to become ethical people, and to contribute to a better world.
- High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work.

These three dimensions are the aspirational outcomes for the entire K-8 Language Arts curriculum. It was designed to help students build skills and content knowledge, meet college- and career-ready standards, and become more confident and collaborative learners.
This curriculum resource is research based and according to EdReports.org: the EL curriculum received EdReports.org's highest reviews. "Modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold support so that students will independently demonstrate grade-level proficiency at the end of the school year." Texts and text sets are high quality and at an appropriate level of rigor and complexity and organized to support students' growth in literacy over the course of the school year. The majority of tasks and questions are focused on these texts, and the instructional materials provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students build knowledge as they engage integrated reading, writing, speaking and listening, and language study. Culminating tasks require students to read, discuss, analyze, and write about texts while students participate in a volume of reading to build knowledge. Modules are developed to support and build knowledge, to intentionally address

academic vocabulary, and to scaffold supports so that students will independently demonstrate grade-level proficiency at the end of the school year.

Four modules, with 3 units in each, comprise a full year's curriculum. Each module progresses in a standard sequence: Building Background Knowledge (Unit 1), Extended Reading and Research (Unit 2), and Extended Writing (Unit 3). Each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity. Each unit is made up of a sequence of between 5-20 lessons. The "unit at a glance" chart in the curriculum map breaks down each unit into its lessons, to show how the curriculum is organized in terms of standards addressed, supporting targets, ongoing assessment, and protocols. It also indicates which lessons include the mid-unit and end-of-unit assessments. The ELA Curriculum Plan is attached as an addendum to this document.

ELA 9-12

ENGLISH LANGUAGE ARTS 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH LANGUAGE ARTS 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

ENGLISH LANGUAGE ARTS 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers

ENGLISH LANGUAGE ARTS 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

English-Language Arts Assessment

Assessment is woven throughout language arts instruction as teachers observe students' speech and writing using informal and formal methods. EQ7-ADP School will utilize the following formal types of assessments:

- State-mandated assessments –annually for state required grade levels and content areas
- NWEA's Measures of Academic Progress or other mutually agreed upon nationally normed assessment- quarterly grade K-12
- A formal assessment of students' individual reading levels and progress toward content standards, at the beginning, middle and end of the year- Grade K-3
- Informal reading assessments every four to six weeks, so that reading material can continue to be provided at students' just-right reading level, even when they make level jumps throughout the year. Grade K-3
- Publisher and teacher-created assessments- Ongoing K-12

MATH

TK/K-8

Imagine Learning will supply the platform to deliver MyPath Math MyPath's student-centered design helps each student meet their unique needs by creating an individualized learning path. MyPath also empowers teachers with the data and point-of-use resources that allow them to quickly get their students back on track. Lessons are designed to focus on the critical skills of each grade so students can build strong conceptual understanding, develop procedural fluency, and apply mathematics in context. Math lessons are developed utilizing modeling, age-appropriate math-manipulatives, and applications to real world scenarios.

MyPath supports teachers with an extensive Teacher Toolkit of offline extension learning activities to reinforce every lesson. Mypath informs the teacher when a student is struggling with a lesson, so that the teacher can quickly address student learning needs with re-teaching mini-lessons as well as guided notes. Lessons begin with a brief "Review" section, similar to what a teacher might post on a classroom anchor chart. This lesson opener strategically employs icons, graphic organizers, bullets, bolded words, and other text features to help students quickly access needed information. The lesson then proceeds to the "Try It" section, which guides students through the steps of a strategy or algorithm with support. Students might be asked to complete a partially worked example or trace a number or letter. "Thought bubble" scaffolds model practical self-questioning techniques students can use later to solve problems
or answer questions on their own.

9-12 Mathematics Resource - *Edgenuity*

ALGEBRA I
This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

GEOMETRY
This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines/cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

ALGEBRA II
This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

PRECALCULUS
With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads

students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

EQ7 intends to enhance mathematics instruction by providing teacher professional development in mathematics instruction to increase teacher effectiveness. According to two noted reviews of research in mathematics instruction conducted by Johns Hopkins University's Center for Research and Reform in Education, *Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis* and *Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis*, teacher professional development is much more important in contributing to student learning than the particular curriculum selected.

Mathematics Assessment. To assess students' mastery of mathematic standards, teachers will primarily use the math series' resources for formative and summative assessment. This includes class work checks, activities, homework, quizzes and constructed response tests. The series' digital resources include interactive student self-assessments, which students can learn to use to judge if they need to go back for additional video lesson review, tutoring, and/or skills practice. Students will also be assessed through teacher-designed constructed response tests, performance tasks, and skills inventories. For example, students in second grade can determine the quantities of protein, fat, carbohydrates and other nutrients in a fast food meal and create a line, bar and picture graph to show the results to students across grade levels. Performance tasks such as the above-mentioned are graded on a teacher-created rubric that is aligned with grade level standards. Informal assessments will be used on a daily basis to check for comprehension, allowing teachers to know when re-teaching to the whole class is needed, when only certain students need re-teaching, and when to accelerate instruction. Additionally, EQ7 will use pre-, benchmark and post-testing for diagnostic purposes and to form instruction throughout the year. The following is a partial list of assessments:

- State-mandated assessments
- Teacher-made assessments and observations
- School wide assessments such as NWEA's Measures of Academic Progress

Teachers will also utilize informal assessments, such as timed assignments and observations. Timed assignments, used across grade levels and modified for students with special needs, are one such example that will indicate whether or not students have mastered basic facts. Teachers will also observe students during small group activities and record which students may need extra help mastering certain concepts. These students will then be matched with volunteers or other students who can provide further practice.

History/Social Science

History/Social Studies instruction will be aligned to California state content standards in History/Social Science and will embed content knowledge within classroom activities that promote critical-thinking skills. In grade K-5 Social Studies will be embedded into the ELA curriculum and enhanced through project-based learning. In addition to classroom discussion and reading, learning activities will include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews – techniques used by social science practitioners. The social studies curriculum will be the starting point for integrated curriculum and for the

introduction of global studies and multicultural themes. Teachers will utilize multi-disciplinary instruction to strengthen the connection between curricular content and application to our modern world. For example, to make students aware of and to enjoy learning about Native Americans, students will build models of totem poles and tomol canoes, research on the Internet, view videos on various tribes, and read core literature such as *Pasquala: The Story of a California Indian Girl* by Gail Faber. A combination of whole-class instruction, learning centers, web quests, and journal writing from the point of view of a Native American living before and after colonization will allow students to achieve common goals during lessons of varying complexity and to gain a deeper understanding of modern Native Americans.

EQ7 anticipates using a variety of sources to create an inquiry-driven curriculum, including the – *California History-Social Science Course Models* published by the California Department of Education and posted at www.history.ctaponline.org/center/. These modules align with the California content standards, include assessments, and reflect the school's instructional approaches in social studies.

6-12 History/Social Science Resource - *Edgenuity*

MS U.S. HISTORY
Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the twenty-first century.

MS WORLD HISTORY
Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the twenty first century. Middle school students enrolled in this exciting and informative course investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during various periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

MS WORLD CULTURES & GEOGRAPHY
Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

SURVEY OF WORLD HISTORY
This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

MODERN WORLD HISTORY
This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

SURVEY OF U.S. HISTORY
This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Recent educational research supports Equitas Academy's emphasis on using dynamic activities to engage students powerfully to HSS content. A group of leading researchers from four universities recently published studies clarifying how historical consciousness does not seem to develop "rationally and sequentially through the efforts to create and deliver a state-mandated curriculum" so much as via "cultural curriculum," or, the entire process by which a culture transmits itself across generations. That is, simplified narratives transmitted through movies and other media turn out to have a much more powerful influence on students' understanding of

history than traditional schooling methods. The research suggests schools must get "students to think about the history that does and does not 'seep into their cultural pores'…it must find new ways to engage the cultural curriculum that engulfs them. Failing to do so guarantees school history's irrelevance through the current century." (Wineburg, Mosborg, Porat and Duncan, 2007)

The following websites are listed to provide an example of how technology will be blended into the day-to-day instruction to provide meaning and real world context. Most of these sites were cited by the leading educational journal, Phi Delta Kappan, as resources to bring history alive for students. Many of the websites are interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming, 2005). They will provide an excellent source of material for planning authentic (relevant) and challenging (rigorous) standards-based thematic integration:

- http://www.socialstudiesforkids.com - This website is rich in content and has discussions on historical events, links to other websites for particular topics, glossaries, maps, coverage of current events, and Internet games.
- http://www.eyewitnesstohistory.com/index.html - This interactive site lets users examine history through the eyes of those who lived it and integrates primary source documents and multimedia components into classrooms.
- http://www.authentichistory.com – This site contains a collection of artifacts on American societal values from the antebellum period through 9/11 – photos, audio files, and written works.
- http://www.teacheroz.com – This site has hundreds of links to websites on history and social studies topics from ancient times to the present.
- http://www.historyforkids.org – This is an online reference site for elementary and middle levels with project and activity suggestions for teachers and parents on Europe, Asia, and Africa before 1500.
- http://www.newseum.org – This site provides access to more than 400 newspapers from 44 countries, interactive quizzes for all educational levels, and interviews with photographers.
- http://www.digitalhistory.uh.edu/default.htm - This site is an online museum for teachers and students featuring active learning projects, multimedia components, virtual exhibitions, and resource guides for the study of American history; it includes an online textbook.
- http://americanhistory.si.edu - Designed by the Smithsonian National Museum of American History, this site allows users to visit the museum's collections and study American history. It has an interactive timeline, games, classroom activities, and teacher guides.
- http://www.ushmm.org - This is the website of the U.S. Holocaust Memorial Museum and includes text, historical photos, maps, images of artifacts, and audio clips for teaching and studying the Holocaust. It also reflects on current issues of genocide.
- http://www.members.aol.com/MrDonnHistory/World.html - An expansive research tool for students focusing on world history, this site contains links to online quizzes, lesson and unit plans for teachers, worksheets, and posters.
- http://search.eb.com/women - This is a multimedia encyclopedia site for the study of women in American history, including online study guides and classroom activities.
- http://ellisisland.org - This is the site of the Ellis Island Foundation

- where visitors can search for a relative in the Passenger Arrival Records. This site also contains personal stories of immigration, collections of historical photographs, and an interactive timeline on which you can click on a period of history and read about the forces driving immigration during that time. It is also a guide to conduct family history and genealogy.
- http://www.blm.gov/heritage/adventures -*Adventures in the Past* is created by the Bureau of Land Management in Washington, D.C. It provides lessons, activities, and articles for teaching about history, archaeology, and paleontology in North America and has information on railroads, the Gold Rush, the Oregon Trail, evergreen forests, caves, fossils, the Colorado Plateau ecosystem, early explorers, Puebloan farmers, and more.
- http://hlab.tielab.org/index.php. The TIELab History Lab is a website that features a simple template for creating lessons and activities around primary sources. The site has links to collections of primary and secondary sources and ideas on how historians analyze documents.
- http://www.21stcenturyskills.org/route21/. Route 21 is a constantly updated website of resources to help develop the skills emerging as a key to success in this century: global literacy, problem solving, innovation, creativity, etc. The site has information on standards, assessments, curriculum, and professional development. Users can mark, organize, collect, and share content based on their needs.

Social Studies Assessment

A variety of informal and formal assessment strategies will be used to provide ongoing diagnostic information about students' social studies learning at EQ7. Assessments will be designed to capture students' factual knowledge, conceptual understanding and process skills. These assessments will include projects and presentations, concept maps and diagrams/illustrations evaluated by rubrics, teacher observation, skills checklists, as well as more traditional textbook assessments. Paper and pencil tests, embedded curriculum assessment tools, and student self-assessment will also provide information about student learning and build students' metacognition.

Science

EQ7's science curriculum will be based on California Next Generation Science Standards and will emphasize development of critical-thinking skills and mastery of scientific inquiry methods. Students will develop intellectual curiosity and master the skills needed for success as life-long learners through hands-on activities along with experimentation to deepen conceptual understanding and facility with scientific methods.

Scientific thinking is a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing acting), comparing (pairing, making one-to-one correspondence), inferring (classifying via superordinate/subordinate and if/then reasoning), and applying (developing strategic plans, testing and proving scientific principles). The scientific habits of mind will be developed through a curriculum that emphasizes exploration and investigation, which encourages independent scientific thought. Scholars in grades Tk/K -5 will use Twig science as the resource for the content.

6th Grade LIFE SCIENCE

Examining a broad spectrum of the biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes . The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms . Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction . These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health . An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth .

7th Grade EARTH SCIENCE

Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

8th Grade PHYSICAL SCIENCE

This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science . The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks

9th Grade BIOLOGY

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

10th grade CHEMISTRY

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

11th Grade PHYSICS

This full-year course acquaints students with topics in classical and modern physics . The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and

modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

12th Grade ENVIRONMENTAL SCIENCE

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Social-Emotional Development

Having strong social-emotional skills is a key part of any person's ability to live a satisfying life and achieve one's goals. Through EQ7's social-emotional development curriculum, students will learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves, to consider the probable outcomes of various behaviors they could choose, and to consciously select helpful behaviors. Students will also learn to have empathy, to communicate effectively with others, and to effectively resolve or manage conflict. The social emotional curriculum includes the following program components:

- Social-emotional skills curriculum, primarily Promoting Alternative Thinking Strategies (PATHS) and also including, in the upper grades, peer mediation training
- Training and collaboration with all school staff, so that the skills and problem-solving strategies taught in PATHS are practiced and reinforced throughout the school day
- Training and collaboration with parents/guardians, so that the skills and problem solving strategies taught in PATHS are practiced and reinforced beyond the school day
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice, apply the scientific method – a method that parallels social problem solving,
- Social problem-solving structures, such as class meetings, a peer mediation program, access to a school counselor (funding permitting), and student-led problem solving on school-wide issues

Research base. The PATHS curriculum is selected because of the research supporting its effectiveness, the quality and results of which are unrivaled in this field, even among more commercially promoted programs. To identify just a few of its research-based distinctions, it received the **highest possible rating, Model Program,** from the Substance Abuse and Mental Health Services Administration (SAMHSA) and, in addition to social emotional development, is one of only 12 SAMHSA Model Programs that have documented Academic Achievement outcomes -- and is one of only two programs designed for children ages 5-12. It also received the **highest possible rating, Model Program,** from Blueprints Project for the Center for the Study and Prevention of Violence, University of Colorado and is the only violence-prevention curriculum for elementary-age children to achieve this rating.

PhysicalEducation
EQ7 physical and health education curriculum will promote healthy lifestyles among students and their families through the development of positive physical habits. Incorporating the Physical Education Framework for California Public Schools, the physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. During the PE program children will learn about healthy eating choices and understand our school's Wellness Policy.

Visual and Performing Arts
EQ7 will provide a balanced, sequential arts program for students. Not all arts strands will be included at every grade, but across grades K-12 students will address arts standards in all areas. Basic guiding principles of the EQ7 arts curriculum are that:

- The arts are, in and of themselves, an indispensable part of a complete education.
- Arts education increases students' overall learning potential and complements learning in other disciplines.

EQ7 will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theater, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts and other core subjects to create an integrated curriculum. Over the five-year term of the EQ7's charter petition, the arts curriculum is expected to build until it includes all five strands outlined in the Framework are accomplished:

- Artistic perception
- Creative expression
- Historical and cultural context
- Aesthetic valuing
- Connections, relationships and applications

Technology
Technology will be increasingly integrated throughout the curriculum across grades K-6. Technology instruction will be aimed at the target student population by supporting the skills needed to thrive in high school, college, as global citizens, and for other real world purposes. As students move through grades K-12, they will have increasing opportunities to use technology in their academic coursework. The school will implement a blended learning model of instruction; the definition of **blended learning** is a formal education program in which a student learns:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- at least in part in a supervised brick-and-mortar location away from home;
- and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

Enrichment Courses
For scholars to become competitive and college bound, they must be well rounded and have access to as many enrichment opportunities as possible. Therefore, we intend to develop

scholars' talents and interests in an enrichment curriculum that is an integral part of our daily educational program. Scholars attend enrichment classes that include music, movement, yoga, baseball, foreign language, technology and drama. The curriculum rotates by trimester to ensure scholars receive 12 weeks of enrichment in fine arts, foreign language, music, technology, and drama. The enrichment curriculum ensures scholars have access to a comprehensive education that enables them to be well-rounded individuals as well as competitive candidates to selective college preparatory high schools. All Elective/enrichment courses are part of an Elective enrichment program.

After School Programming

After School Program serves our scholars through quality programming, scholar-driven activities, academic/behavioral skill building, and enrichment. The Program partners closely with school staff and our partners-Woodcraft Rangers to ensure an after-school program which reinforces and enhances the scholars' learning. Our students receive programming that includes health and fitness, games, enrichment, clubs and a variety of extracurricular activities and provide a safe learning environment for our scholars.

The chart below depicts the curriculum resources per content area per grade

	Math	ELA	Science	Social Studies	Foreign Language	Electives
K-2	MYPATH	EL Curriculum	Twig	Embedded in ELA	Rosetta Stone	
4-6	MYPATH	EL Curriculum	Twig	Embedded In ELA	Rosetta Stone	
7-8	MYPATH	EL Curriculum	Edgenuity	Edgenuity	Rosetta Stone	
9-12	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity

5- 6 Course List

	Grade 5	Grade 6	Grade 7	Grade 8

English Language Arts	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Mathematics	Grade 5 Math	Grade 6 Math	Grade 7Math	Grade 8 Math
History / Social Science	5th grade History	6th grade History	7th grade History	8th grade History
Science	5th grade Science	6th grade Science	7th grade Science	Grade 8 Science
P.E. / Health	P.E./Health	P.E./Health	P.E./Health	P.E./Health
Arts/Enrichment	Arts/Electives	Arts/Electives	Arts/Electives	Arts/Electives

High School Courses Compared to A-G

Subject Area	UC A-G Requirements	EQ7 Requirements
English Language Arts	4 years	4 years
Math	3 years	3 years
Foreign Language	2 years	4 years
Lab Science	2 years	2 years
Social Studies/History	2 years	4 years
Arts	1 year	2 years
College Prep Elective	1 year	2 years
Physical Education	0 year	1 year

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

THE FOLLOWING CHART DETAILS THE CHARTER SCHOOL'S GOALS AS OF THIS PETITION SUBMISSION, FOR ALL PUPILS (INCLUDING STATISTICALLY SIGNIFICANT SUBGROUPS) PURSUANT TO CALIFORNIA EDUCATION CODE § 52052, FOR EACH OF THE EIGHT (8) STATE PRIORITIES IDENTIFIED IN CALIFORNIA EDUCATION CODE § 52060(D), INCLUDING SPECIFIC ANNUAL ACTIONS THE SCHOOL WILL TAKE TO ACHIEVE EACH OF THE IDENTIFIED ANNUAL GOALS. WE NOTE THAT AS REQUIRED UNDER THE CALIFORNIA EDUCATION CODE, EQ7'S STAKEHOLDERS WILL ENGAGE IN A COLLABORATIVE PROCESS EACH YEAR TO UPDATE AND PREPARE AN ANNUAL LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) AS A BASIS FOR PRIORITIZING ALLOCATION OF FUNDS. THE FOLLOWING IS INTENDED TO BE ILLUSTRATIVE OF THE GOALS AND ACTIONS WE ANTICIPATE AT THIS POINT IN TIME.

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, EQ77's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES

GOAL #1	
CONDITIONS OF LEARNING All EQ7 students will have access to a high-quality education program taught by qualified teachers.	Related State Priorities: ☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.
EQ7 will hire, supervise, evaluate and retain qualified teaching staff.
EQ7 will ensure verification of proper credentials and DoJ clearance prior to start of employment.
EQ7 will actively recruit qualified teachers reflecting student ethnic demographics

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.
EQ7 will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
EQ7 will review alignment of instructional materials to standards.
EQ7 will maintain an annual inventory of instructional materials and respective purchase of materials.
EQ7 budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).
EQ7 facilities will be maintained and cleaned by custodial staff
EQ7 will do annual and monthly facility inspections to screen for safety hazards.
EQ7 will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)
Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
EQ7 will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
EQ7 will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs.

EQ7 will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)
Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)
EQ7 will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
EQ7 will provide 1:1 technology (Chromebooks) to ensure access to web resources and curriculum tools.
EQ7 will hire, train, supervise and evaluate qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.
EQ7 staff and administration will review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.
Metric/Method for Measuring: % of courses and Teachers at EQ7 appropriately assigned and with appropriately credentialed personnel.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All EQ7 students (including all statistically significant subgroups) will have access to standards-aligned materials and technology
Metric/Method for Measuring: % of EQ7 students who will have sufficient access to standards-aligned instructional materials.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 3: EQ7 facilities will be maintained and cleaned through a contract with custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).
Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Hispanic/Latino	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
English Learner	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Socioeconomically Disadvantaged	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%
Students with Disabilities	> 90%	> 90%	> 90%	> 90%	> 90%	> 90%

Priority 2 Outcome 1: EQ7 will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.
Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All EQ7 students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses.
Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL #2	
PUPIL OUTCOMES Every EQ7 student will have the right to a personalized and individualized education.	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new CA Dashboard
EQ7 will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.
EQ7 will provide comprehensive professional development to support student achievement.
EQ7 will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.

Priority 4 Outcome 2 – Share of English learners that become English proficient
See above; plus: EQ7 will implement the Vista Public Schools English Learner Master Plan.
EQ7 will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
EQ7 will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
EQ7 will provide professional development related to EL support, including ELPAC training and re-designation criteria.
EQ7 will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Priority 4 Outcome 3- English learner reclassification rate
Same as Priority 4 Outcome 2 above, plus:
EQ7 budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
EQ7 will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 4 Outcome 4 - All students, including all subgroups, will make adequate progress on the NWEA MAP assessment
All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SWD, for CCSS in ELA/ELD, math, NGSS and prep test support

All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly

Priority 4 Outcome 5 – All High School students, including all subgroups, will make adequate progress toward A-G completion
EQ7 will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.
Priority 4 Outcome 6 – High School students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.
EQ7 will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.
EQ7 will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.

Priority 8 (Other Pupil Outcomes)
Priority 8 Outcome 1 - EQ7 will offer all students, including all subgroups, a rigorous, high-quality curriculum.
EQ7 will provide resources, professional development, time and materials for all students to engage in meaningful Blended Learning curriculum and other "best practices" STEAM learning opportunities.
the World, 2) Recognize different perspectives, 3) Communicate their ideas, and 4) Take Action.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: EQ7 students, including all significant subgroups, will meet or exceed state averages, or nearby similar comparison schools, along with annual targets for growth on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.
Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby

		similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Hispanic/Latino	N/A	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP

		in ELA and Math.	in ELA and Math.	in ELA and Math.	in ELA and Math.	in ELA and Math.
English Learner	N/A	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Socioeconomically Disadvantaged	N/A	School-wide and all significant subgroups will meet/ exceed meet/exceed state average	School-wide and all significant subgroups will meet/ exceed meet/exceed state average	School-wide and all significant subgroups will meet/ exceed meet/exceed state average	School-wide and all significant subgroups will meet/ exceed meet/exceed state average	School-wide and all significant subgroups will meet/ exceed meet/exceed state average

		or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.	or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP on the CAASPP in ELA and Math.
Students with Disabilities	N/A	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP	School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the EQ7 annual LCAP

		on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.	on the CAASPP in ELA and Math.
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. Metric/Method for Measuring: EL proficiency rates will meet or exceed state average on the ELPI, or nearby similar comparison schools, as demonstrated on ELPAC assessments and ELPI indicator						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	N/A	Baseline established with first year of ELPAC testing: meet/exceed state ELPI average or nearby similar comparison schools	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP	Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in EQ7's annual LCAP
Priority 4 Outcome 3: EQ7 will ensure EL reclassification rate will meet or exceed the local District's reclassification rate. Metric/Method for Measuring: EL reclassification rates						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	N/A	Baseline established with first year of reclassifications: meet/exceed District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.	Percentage of students reclassified each year will meet or exceed local District rate.
Priority 4 Outcome 4: EQ7 students, including all significant subgroups, will meet or exceed growth targets for SAT/ACT						

Metric/Method for Measuring: NWEA MAP test scores						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	N/A	N/A	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average
Hispanic/Latino	N/A	N/A	N/A	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average
English Learner	N/A	N/A	N/A	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average
Socioeconomically Disadvantaged	N/A	N/A	N/A	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average
Students with Disabilities	N/A	N/A	N/A	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average	SAT/ACT scores will meet or exceed local District average
Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements.						

Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Hispanic/Latino	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
English Learner	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Students with Disabilities	N/A	N/A	N/A	N/A	A-G percentage rates will meet or exceed District Average	A-G percentage rates will meet or exceed District Average
Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion						

Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established
Hispanic/Latino	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established
English Learner	TBD with first AP test results. CTE Pathway completion %s will be TBD	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway	AP pass rates will meet or exceed local District average CTE Pathway

	with first graduating class				completion % rates will be established	completion % rates will be established
Socioeconomically Disadvantaged	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established
Students with Disabilities	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average N/A	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established	AP pass rates will meet or exceed local District average CTE Pathway completion % rates will be established

Priority 8 Outcome 1: All EQ7 students will participate in a rigorous, high-quality curriculum.
Metric/Method for Measuring: % of access to Blended learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 3

ENGAGEMENT

EQ7 student academic achievement is supported by parents.

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)
Priority 3 Outcome 1 –Efforts to seek parent input in decision making.
EQ7 will engage parents in a series of relevant and interesting workshops related to their student's success, including workshops pertaining to A-G and financial aid for college-bound students.
EQ7 will maintain school website as a communication tool for the community.
EQ7 will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.
The EQ7 Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.

Priority 5 (Pupil Engagement)
Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism
EQ7 parent outreach and communications will stress the importance of attendance and arriving at school on time each day
EQ7's School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team to help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

Priority 5 Outcome 2 – Dropout rates
EQ7 will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs.
EQ7's Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program.

Priority 5 Outcome 3 – Graduation Rates

EQ7 will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates.

Priority 6 (School Climate)
Priority 6 Outcome 1 - pupil suspension rates
EQ7 will provide training and support for restorative justice practices and Way of Council
EQ7 will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 2 – pupil expulsion rates
EQ7 will provide training and support for restorative justice practices and Way of Council
EQ7 will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness
EQ7 will implement annual surveys to assess stakeholder satisfaction

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: EQ7 will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).
Metric/Method for Measuring: # of parents attending 2+ events annually

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Hispanic/Latino	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
English Learner	N/A	Establish baseline.	Increase parent	Increase parent	Increase parent	Increase parent

			participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)	participation rate annually (target estimated at 2-3% annually)
Socioeconomically Disadvantaged	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Students with Disabilities	N/A	Establish baseline.	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)	Increase parent participation rate annually (target estimated at 2-3% annually)
Priority 3 Outcome 2: EQ7 Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	100%	100%	100%	100%	100%
Hispanic/Latino	N/A	100%	100%	100%	100%	100%
English Learner	N/A	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: EQ7 maintain a high attendance rate and low rate of students who are chronically absent Metric/Method for Measuring: Attendance and chronic absenteeism rates						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Hispanic/Latino	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

English Learner	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
Socioeconomically Disadvantaged	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

Students with Disabilities	District average.	Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)

Priority 5 Outcome 2: EQ7 will maintain a low dropout rate Metric/Method for Measuring: Dropout rate						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.
Hispanic/Latino	N/A	Dropout rate that is the same or lower than	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or	Maintain low dropout rate that is the same or

		nearby comparison schools.	lower than nearby comparison schools.	lower than nearby comparison schools.	lower than nearby comparison schools.	lower than nearby comparison schools.
English Learner	N/A	Dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.
Socioeconomically Disadvantaged	N/A	Dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.
Students with Disabilities	N/A	Dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.	Maintain low dropout rate that is the same or lower than nearby comparison schools.
Priority 5 Outcome 3: EQ7 will maintain a high graduation rate Metric/Method for Measuring: Graduation rate						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Hispanic/Latino	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
English Learner	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Students with Disabilities	N/A	N/A	N/A	N/A	Graduation rate will be equal to or higher than that of the District Average.	Graduation rate will be equal to or higher than that of the District Average.
Priority 6 Outcome 1: EQ7 will maintain a low suspension rate that is < 2%.						

Metric/Method for Measuring: % of student suspensions						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Hispanic/Latino	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
English Learner	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Socioeconomically Disadvantaged	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Students with Disabilities	N/A	< 2%	< 2%	< 2%	< 2%	< 2%
Priority 6 Outcome 2: EQ7 will maintain a low expulsion rate that is < 0.5%. Metric/Method for Measuring: % of student expulsions						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Hispanic/Latino	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
English Learner	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Socioeconomically Disadvantaged	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Students with Disabilities	N/A	< 0.5%	< 0.5%	< 0.5%	< 0.5%	< 0.5%
Priority 6 Outcome 3: EQ7 will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff. Metric/Method for Measuring: % of participation in school climate survey and survey results						
Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakehol	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakehol	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakehol	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakehol

		on school climate (estimated target 80% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)	der approval ratings as needed on school climate (estimated target 2-3% annually)
Hispanic/Latino	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
English Learner	N/A	Establish high rate of	Increase rate of participat	Increase rate of participat	Increase rate of participat	Increase rate of participat

		participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	ion (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
Socioeconomically Disadvantaged	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase

		ratings on school climate (estimated target 80% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)
Students with Disabilities	N/A	Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)	Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

EQ7 will offer at least the minimum number of instructional days per year (175days) and number of instructional minutes per grade (grade K = 36,000, grades 1- 3 = 50,400; grades 4-8 = 54,000 9-12 64,800). We anticipate offering more than these minimums each year. The following sample schedules are planned with an assumption of 175 instructional days. In the sample schedules below, recess, lunch and PE are staggered for the grades to distribute usage of the physical recreation space across the grades and avoid crowding. Knowing the typical academic level of the students in the area, EQ7 believes that the amount of time allocated to Language Arts will be more than sufficient, even allowing for the intensive needs that some students will have. If students below grade level are not making satisfactory progress through all supports and interventions that the school is able to provide, the school and the parents together may decide to forgo world language instruction until the student is making sufficient progress. EQ7 anticipates that this would happen only rarely, if ever. If it were to occur, the student would then be placed into the world language instructional level appropriate to his or her needs, as would a student entering the school who had missed prior instruction.

The schedule below is a sample to convey how EQ7 might organize the instructional day in kindergarten-third grade (57,750 minutes in this schedule, at 330 minutes/day for 175 days). Instructional activities for each content area will be varied, emphasizing developmentally appropriate activities such as structured play and games, to keep kindergarten students engaged throughout each block of time.

Subject Area	Grades K-3
Morning Meeting	10 min
Language Arts	120 min
Social-Emotional Development	20 min
Mathematics	60 min
World Language	30 min, 3 times per week
Recess & Lunch	40 min
Social Studies, Science, Art and/or Music	90 min
PE	30 min, 2 times per week
Encore/Enrichment	60 min

The schedule below is a sample to convey how we might organize the instructional day in grades 4-8 (68,250 minutes in this schedule, at 390 minutes/day for 175 days):

Subject Area	Grades 4-6	Grades 7-8
Morning Meeting	10 min	10 min
Language Arts	120 min	60 min
Social Studies	30 min	60 min
Science	60 min	60 min
World Language	30 min	60 min
Lunch & Recess	35 min	35 min
Mathematics	60 min	60 min
Encore/Enrichment	60 min	30 min
P.E.	30 min	30 min

Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	139	390	36	300	0	0	0	0	175	36000	65010	29010
1	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
2	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
3	Yes	139	390	36	300	0	0	0	0	175	50400	65010	14610
4	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
5	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
6	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
7	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
8	Yes	139	390	36	300	0	0	0	0	175	54000	65010	11010
9	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
10	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
11	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210
12	Yes	139	390	36	300	0	0	0	0	175	64800	65010	210

EQUITAS ACADEMY
ACHIEVEMENT • EXCELLENCE • CHARACTER

2022 -2023 Equitas Academy Charter Schools Academic Calendar - DRAFT

4	Independence Day
DATE	**Kindergarten Testing**
18	Start of Summer Enrichment

Instructional Days: 0

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-5	New Families Orientation
8-12	Returning Family Registration
8-12	Leadership Week
15-19	New Staff Week
22-26	All Staff Week
26	Last Day of Summer Enrichment
29-31	School Site PD Week

Instructional Days: 0

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-2	School Site PD Week
5	**No School/Labor Day**
6	**First Day of School**
12-23	MAP Testing
14	MS Cafecito/ELAC Meeting
15	ES Cafecito/ELAC Meeting
21	MS Family Night
22	ES Family Night

Instructional Days: 19

SEPTEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

3	**No School/PD Day**
4	All Sites/SSC
12	MS Cafecito
13	ES Cafecito
19	MS Family Night
20	ES Family Night
20	EXLP Light's On After School

Instructional Days: 20

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1	All Sites/SSC
5	MS Family Day
9	MS Cafecito/ELAC Meeting
10	ES Cafecito/ELAC Meeting
11	**No School/Veteran's Day**
18	End of Trimester 1
19	ES Family Day
23-25	**No School/Thanksgiving**
28	**No School/PD Day**
29-30	Winter MAP

Instructional Days: 17

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1-8	Winter MAP
8	Early Dismissal/Parent Conf.
9	**No School/Parent Conf.**
19-30	**No School/Winter Break**

Instructional Days: 11

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

No School	
Early Dismissal	

JANUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2	**No School/PD Day**
3	All Sites/SSC
11	MS Cafecito
12	ES Cafecito
16	**No School/MLK Day**
18	MS Family Night
19	ES Family Night

Instructional Days: 20

FEBRUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

4	MS Family Day
7	All Sites/SSC
8	MS Cafecito/ELAC Meeting
9	ES Cafecito/ELAC Meeting
11	ES Family Day
20	**No School/President's Day**

Instructional Days: 19

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1	ELPAC SA Testing Window Opens
6	**No School/PD Day**
8	MS Cafecito/ELAC Meeting
9	ES Cafecito/ELAC Meeting
10	End of Trimester 2
16	Early Dismissal/Parent Conf.
17	**No School/Parent Conf.**
31	**No School/Cesar Chavez Day**

Instructional Days: 20

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-7	**No School/Spring Break**
10	**No School/PD Day**
11	All Sites/SSC
12	MS Cafecito
13	ES Cafecito
18-27	CAST

Instructional Days: 14

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5	ELPAC SA Testing window closes
10	MS Cafecito/ELAC Meeting
11	ES Cafecito/ELAC Meeting
15-26	SBAC Testing
17	MS Family Night
18	ES Family Night
29	**No School/Memorial Day**
30-31	Spring MAP

Instructional Days: 22

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-9	Spring MAP
6	All Sites/SSC
7	MS Cafecito
8	ES Cafecito
19	**No School/Juneteenth Observance**
23	**Last Day of School/Early Dismissal**

Instructional Days: 16

Totals	
SSC	6
Cafecitos	9
ELAC Meetings	5
Family Nights	4
Family Days	2

Total Instructional Days: 178
Regular School Days: 142
Short School Days: 36

Students, who are between the ages of six and eighteen years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney's Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply. Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at EQ7 has the responsibility to attend all classes regularly and to be on time. The required attendance of children shall conform to the minimum standards prescribed by State law. Therefore, absences from school should be only for illness or an emergency. In case of absence from school:

- The parent/guardian must notify the school prior to the beginning of the school day from which his/her child will be absent. Calls are to be made to the EQ7 office. Parents who do not call the school will be called at home or work to verify the absence;
- Any student who needs early dismissal must bring a note signed by the parent/guardian. The note must indicate who will pick up the child. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return for the remainder of the school day and a photo ID will be required. A sign-in/sign-out sheet is located in the EQ7 office;
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments outside of class hours, if at all possible. Every tardy or absence slows the progress of a child's development;
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for the purpose of determining whether or not a student may have the opportunity to make-up class work and whether or not disciplinary action is in order; and
- A student will be retained in his/her present grade level if he/she has been truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas.
- Students who are habitually or chronically absent or tardy may be required to complete additional assignments to ensure that they are not falling behind academically.

California Education Code 48205 provides that the term "excused" will refer to any absence from a class based on the following:

- Illness
- Quarantine
- Medical, dental, optometric, or chiropractic appointment
- Attending the funeral of an immediate family member, e.g. mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student. (one day within the state, three days outside the state)
- Illness or medical treatment of a child of whom the student is the custodial parent
- Personal illness
- Justifiable personal reasons when the pupil's absence has been requested in writing by the parent ***and*** pre-approved by the principal or designee. (Absences that fall into

this category include, but are not limited to an appearance in court, attendance at a funeral service, observance of religious holiday or ceremony. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.)

The term "unexcused" will refer to any absence from a class based on the following:

- Truancy
- Any absence where a student fails to provide appropriate written documentation of the absence (Students should have written documentation for absences in-hand on the first day that they return to school or an email from a parent or guardian sent to the EQ7 Office.)
- Leaving school early without proper authorization
- Each day that a student is late without appropriate documentation
- Other unexcused absence defined by the Principal

Truancy

EQ7 will act according to any federal, state, county and/or local laws or rules for any student who is deemed as truant, including but not limited to referring the parent/guardian of the student under eighteen (18) to Juvenile Court for possible prosecution.

The term "truancy" will refer to the following:

- Leaving school without permission;
- Being absent from school without a parent's/guardian's knowledge;

Habitually Truant

Student has:

- 5 consecutive unexcused absences; or
- 7 unexcused absences in one month; or
- 12 unexcused absences in one school year.

Chronically Truant

Student has:

- 7 consecutive unexcused absences; or
- 10 unexcused absences in one month; or
- 15 unexcused absences in one school year.

If the student is habitually truant, and the student's parents have failed to improve the student's attendance, the Board authorizes the Principal or his/her designee to inform the student and his/her parents of the truancy record and EQ7's intent to notify the Judge of the Juvenile Court of the student's excessive truancy.

The Site Director or his/her designee is also authorized, at the Site Director's discretion, to dismiss the student from the school.

Tardy Policy

- All students reporting to school after EQ7's school day begins will be considered tardy. Tardiness is a violation of the Code of Conduct and may lead to disciplinary

action which could include suspension, dismissal or expulsion.
- Students must be in their assigned classroom by the start of school day.
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if at all possible. Every tardy or absence slows the progress of a child's development.

Tardiness is only excused for valid reasons, which include, but may not be limited to:

- Illness or injury
- Death in the family
- Medical or dental appointments
- Religious observances
- Court Summons

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

The curriculum for Transitional Kindergarten at Equitas Academy 7 will be aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, per Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)).

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

Equitas 7 will graduate its first class of seniors in 2027 and will obtain WASC Accreditation before that date.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials

and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

English Language Learners

Equitas Academy provides a structured, achievement-based community that prepares students to graduate from college-preparatory high schools, four-year colleges and universities. In order to achieve this mission at Equitas Academy, we must ensure that all English Language Learners (EL) become fluent readers, speakers, and writers of the English language as quickly as possible. Serving families in the Pico-Union neighborhood of Los Angeles, we have an EL population of 40% or more. Our Educational Program was specifically built to meet the needs of our EL population. Through our intensive focus on literacy and academic supports, we believe that our students will move toward mastery of the English language at a rapid pace.

EQ7 has structured its curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL scholars respond well to a plan of instruction in which each aspect of the language builds on another, with frequent opportunities

for practice. The goal is for EL scholars to gain fluency in English as quickly as possible in a supportive setting and asset-based environment. Our EL program addresses the process for scholar identification, curriculum, assessments, reporting, progress monitoring and redesignation as well as professional development and teacher qualifications for working with our EL scholars.

Supporting our EL scholars, almost all of whom are Spanish speaking, requires that we take an approach that ensures the quickest acquisition of English. It also requires that we respect the culture and home language of our scholars. In order to reach the goal of strong English fluency and respect for the native language of our scholars, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. EQ7 helps scholars identify that their bilingual capacity is an asset, an admirable and necessary skill. EQ7 teachers and leadership communicate to parents in their native language as needed, but use English instruction for the content areas in the classroom.

We believe that the best approach to provide a comprehensive designated and integrated ELD instructional program for every EL scholar is through an inclusive structured English immersion (SEI) program. In an inclusive SEI program, EL scholars are fully included with their

English-speaking peers. The program provides the extra support scholars need, while immersing them in the English language.

English Learner Instructional Program

Within our SEI program, we meet the needs of our significant English Learner population via specific supports and strategies across the curriculum and instructional day designed to foster their English Language proficiency. All English learners receive daily Designated ELD and Integrated ELD to support their language proficiency growth.

Designated ELD

In our Elementary schools, Designated ELD occurs daily during a 35 minute Guided Reading group, in which EL scholars work in small groups based on their literacy levels and ELPAC proficiency level. During this time, there is an explicit focus on the ELD Standards and a specific language skill which is directly reinforced and practiced with a text at the scholars' reading levels.

In our Middle schools, Designated ELD occurs daily during a 30 minute school-wide intervention period in which EL scholars are placed into small groups based on their ELPAC proficiency level and receive Designated instruction. During this time, there is an explicit focus on the ELD Standards and a specific language skill which is directly reinforced and practiced with content from the grade level Integrated ELD classes. This explicit ELD instruction enables targeted English Language instruction in the context of grade-level literacy development and is connected to Integrated ELD content

Designated teachers utilize the California ELD standards to guide selection of specific and foundational language skills that supports proficiency with the ELD Standards. Designated ELD classes follow a daily and weekly instructional routine which focuses on direct input of an explicit language skill or sub-skill that is directly tied to an ELD Standard in either the

Emerging, Expanding or Bridging proficiency level depending on the proficiency level of the group.
Designated Teachers focus on a cycle of instruction that begins with supporting scholars to make connections to the language skill (personal, academic, content specific), then moves to explicit language instruction (Teacher build schema through anchor charts, input and modeling), and scholar practice (with a focus on academic discourse) and ends with formative and summative assessment.

This instructional routine was created and is implemented to build off of the core Integrated ELD content from Achievement First and Expeditionary Learning curriculum. Achievement First is used in all grade levels and core content areas (Math, ELA, Science and Social Studies), while Expeditionary learning is currently being piloted in ELA and Social Studies. In aligning the Designated ELD instructional routine with the core curriculum, we give ELs the opportunity to connect their language development practice to the language demands of specific content taught during their core content areas. This is important because language and content are inextricably tied together and do not live in isolation.

Designated ELD instruction focuses on a clear language target (explicit language instruction, modeling, scholar practice), intentional scaffolds which are based on data, frequent and structured academic discourse opportunities, and providing clear and specific feedback to scholars. Additionally, Designated ELD teachers monitor the progress of the scholars in their classes through a trimester data cycle using the Observation Protocol for Teachers of English Learners.

Integrated ELD

Integrated ELD is taught daily and in all subject areas and classes throughout the school day. Integrated ELD teachers instruct with their core content standards, while adding an additional focus of the CA ELD Standards to support the specific language proficiency needs of the ELs in their class. All Integrated ELD teachers select a daily language focus which is tied to the language objective taught and practiced during Designated ELD.

Additionally, Integrated ELD teachers utilize intentional language scaffolds, based on EL Scholar data, to ensure ELs can access the core curriculum and build the academic language skills needed to fully interact with the core content. Integrated ELD classes utilize Achievement First and/or Expeditionary Learning curriculum in all core content classes in all grade levels. These curricula meet the needs of our English Learners by providing a rigorous, standards-based curriculum that gives scholars repeated opportunities to practice and receive feedback on their application of the skills outlined in the Common Core Standards. Additionally, our ELs receive extensive practice with all four language domains (speaking, listening, reading and writing) through the use of this curriculum.

At EQ7, EL scholars are taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate. Teachers have intimate knowledge of their scholars' varying abilities through formal test data, regular communication among teachers, informal weekly assessments and a trimester progress monitoring cycle. Our teachers work closely with one another across all content areas to ensure the needs of EL scholars are met.

All Integrated ELD and Designated ELD teachers receive professional development throughout the school year which focuses on the following topics: analyzing and applying the ELD Standards into daily instruction, selecting a language focus and explicit language instruction, using data to inform and apply Intentional Scaffolds, structuring academic discourse to ensure ELs talk and utilize academic language, building connection with English learners and viewing scholars' native language as an asset in the classroom.

The following program(s)/resources were selected and meet the needs of ELs as evidenced in the Doing What Works webpage established by the Federal Department of Education. It lists five specific strategies that have been proven to be highly effective for supporting EL scholars, and we are confident that our school incorporates these strategies during language arts, math, science, and social studies instruction:

Screen and Monitor Progress

The federal recommendation is that an effective program for ELs includes well- developed assessments for identifying scholar needs. This corresponds with EQ7's focus on data-driven instruction. We assess our scholars' progress frequently and use the results of the assessments to drive overall instruction as well as identify scholars in need of individual intervention. The School Director oversees this process while working closely with teaching staff.

Provide Reading Intervention

Recognizing that ELs are often at risk for increased reading needs, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core-reading program. A key element to EQ7's educational program is regular small-group tutoring for scholars who are struggling. The Department of Education recommends that the intervention "utilize fast-paced, engaging instruction." This aligns with our philosophy that instruction should be delivered at a brisk and deliberate pace.

Teach Vocabulary

One of the most important components in language acquisition is vocabulary development. In the most effective schools, scholars are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Research shows that effective vocabulary instruction:

- Teaches vocabulary in context
- Gives scholars tools to expand word knowledge independently
- Reinforces word learning with repeated exposures over time
- Stimulate scholars' awareness and interest in words
- Encourage scholars to read widely

Develop Academic English

For ELs to have academic success, it is essential that they develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic subjects, but also the sophisticated use of language necessary to carry out higher-order academic

tasks such as comparing, synthesizing, and inferring. At EQ7, vocabulary development will be part of all subjects, not only English Language Arts, and will include explicit scaffolding of higher-order academic tasks.
Although language acquisition experts such as Jim Cummins predict that it could take ELs five years or longer to become truly proficient in CALP, we expect that the extended school day and training our teachers on the use of academic English will accelerate this process through increased daily exposure to academic English.

Schedule peer learning
Scholars improve their mastery of language through use. The Department of Education's recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow scholars to work together to provide practice and extension of language skills.

We will implement the practice of "turn and chat" in which the class is given a question or prompt and instructed to discuss the topic with a partner. Although these interactions are brief, lasting from a few seconds to several minutes, when used frequently throughout the day, there is a significant cumulative increase in authentic language practice.

English Learner Identification and Assessment

Scholar Identification
EQ7 will adhere to all applicable state and federal laws and regulations with regard to serving EL scholars.

Families will complete a home-language survey upon enrollment in the school for all scholars who are entering a California Public school for the first time. Scholars whose primary language is not English and are entering a California public school for the first time will be assessed over the summer or within the first 30 days of enrollment using the Initial English Language Proficiency Assessment for California (ELPAC IA). We will notify all parents of the ELPAC results within 30 days of enrolling. The ELPAC will be used to fulfill the requirements for initial testing and also the annual English proficiency testing of all English Learners in the spring of each year.
As with all incoming scholars, additional assessments will be administered to determine the specific language learning needs of the scholar (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the scholar's needs during both core classes, Designated ELD and additional instructional times.
EL scholars will be placed in mainstream classes for core academics and will receive additional English Language instruction during Designated ELD, using the English-Language Development Standards for California Public Schools as a guide. Based on assessment results, the School Director will work with teachers to create a plan to meet the additional instructional needs of each scholar identified as an English Learner. This instruction may occur during specially-designed guided reading classes and/or intervention blocks and may also occur as specialized pull-out instruction during other classes during the day, as appropriate.

Scholar Assessment

In accordance with the California English Language Development Standards, scholars will be assessed and monitored on the following domains: listening, speaking, reading, and writing. All English Learner scholars will take the annual summative ELPAC in the spring of each year. Scholars with individual educational plans will be given accommodations based on scholar's Individual Educational Plans. We will notify parents of the results within 30 days of receiving the Summative ELPAC results or within two weeks of the start of the next school year if the

results are received after our last day of instruction. Parents will be notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

How the Program will Meet the State ELD Standards and use the results Of The ELPAC

Our programs to support English Learners are based on the 2012 California ELD Standards. EQ7 will administer the English Language Proficiency Assessments for California (ELPAC) system as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the ELPAC test contractor's directions and California Education Code guidelines. Scholars with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the scholar's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to scholars who are unable to participate in the ELPAC test, according to the guidelines set forth in the scholar's IEP. EQ7 notifies parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Scholars are monitored in conjunction with the California English Language Development Standards levels described below:

Level	Description

4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.

2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to- moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to- moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Progress Monitoring and Reclassification

Process for Monitoring Progress of English Learners
EQ7 uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess scholar progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet scholars' needs.

Designated ELD teachers will monitor the progress of ELs through a trimester data cycle that includes data collection, intervention implementation and data sharing with scholars/families. Below are the descriptions for each part of the cycle of Trimester Progress Monitoring:

1. Trimester Data Collection: Designated ELD teachers use the OPTEL Rubric (Observation Protocol for Teachers of English Learners) to monitor the progress of ELs each trimester in all four language domains (speaking, listening, reading and writing). The OPTEL rubric asks teachers to assess scholars' proficiency in each language domain compared to English proficient grade-level peers.
2. Trimester Data Analysis and Intervention: Based on the data collected, Designated and Integrated ELD teachers will collaborate to analyze the data and then determine if additional interventions are needed. Classroom interventions include utilizing additional intentional scaffolds to provide greater access or a focus on sub-skills that need to be taught to support with a specific ELD standard. Some scholars might require more intensive interventions which would be discussed with all members of the grade level team and the scholar's guardian to determine the most appropriate level of support.
3. Trimester Data Sharing Designated ELD teachers will share the data collected with scholars and families one time each trimester. Scholars will participate in age appropriate data chats with their teacher in which they will co-construct a trimester goal based on the data in each of the four language domains. Homeroom teachers will share this data with families through report card comments and during parent conferences.

The school site leadership (School director, Assistant School Director, and EL Teacher Leader) and Network Leadership (the Director of ELD) will review the data on a trimester basis to determine trends and additional school-wide support that may be needed.

Additionally, the school site leadership team and the Director of ELD will review an on-track to reclassify report on a quarterly basis. This report will show how English Learners are currently doing in each of the criteria for reclassification. Analyzing the data from this report will help determine scholars who may need interventions and will identify school-wide trends and professional development opportunities for teachers based on scholars' needs.

A direct focus of progress monitoring will be to specifically analyze the data targeted groups of ELs: Newcomers, At-risk of Long Term English Learners and Long-Term English Learners.

Newcomers
Newcomer scholars who have been in the country for three years or less and scholars who are at the emerging language proficiency level who may be unable to complete some of the grade level academic content and will require additional support. The teacher and instructional leadership team will determine in class and out of class support these scholars might receive to ensure scholars do not fall behind in their core content proficiency. All newcomers in grades 3rd-8th grade will utilize Imagine Learning software to support their specific learning needs.

Imagine Learning is an adaptive software program that supports all language domains and provides targeted instruction for scholars.

Process for monitoring progress and supports for Long Term English Learners (LTELs) and scholars at risk of LTEL status

The schools will track student performance of all ELs, with a specific focus for LTELs and scholars at risk of LTEL status. All progress monitoring data analyzed will be filtered based on LTEL status to determine scholars who are LTELs or at-risk of LTEL. Because the needs of LTELs are varied, we will work with our school site leadership team to identify the reasons why a student has not acquired English at an expected rate and determine the best intervention approach for that student moving forward.

Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students' specific barriers to reclassification and ways to address them. Additionally, students and their parents/guardians will be made aware if their scholars are at risk of becoming a long-term English Learner.

Process for Monitoring Reclassified (RFEP) Students

The schools will also monitor the progress of scholars reclassified as RFEP for four years following redesignation to ensure that they maintain English proficiency and are experiencing success in all content areas. RFEP scholars who need additional support will receive intentional scaffolds and targeted intervention as needed.

Reclassification

EL scholars will be re-evaluated each spring until re-designated as English Language proficient. ELs will be reclassified based on ELPAC Assessments, SBAC ELA Scores, NWEA ELA scores, teacher recommendation and parent consultation. The teacher's recommendation will be based on a culmination of evidence, indicating mastery of a given ELD level, which may include classroom-based informal and formal assessments, as well as interim and trimester exams, given over a school year.

Scholars who have been identified as EL will be reclassified to fluent English proficient (RFEP) according to the following guidelines, based on the California Department of Education's reclassification criteria:

Reclassification Criteria

Assessment of Language Performance	Annual ELPAC Scores: Overall performance level of 4 which encompasses all language domains: listening, speaking, reading, and writing
Basic Skills Comparison	CAASPP ELA Results: CAASPP results in ELA at Standard Nearly Met, Standard Met, or Standard Exceeded Or NWEA ELA Scores: Minimum of 30th Percentile
Teacher Recommendation	Teacher confirms Language Performance Assessment and Basic Skills Comparison are accurate reflections of scholar's readiness to reclassify through analysis of classroom assessments.
Parent Opinion and Consultation	Parents and teachers meet to discuss in a parent/teacher conference. OR Parents are sent a Notification of Reclassification and acknowledges the scholar's change in language classification with an option for individual conference as needed.

Scholars who are reclassified to RFEP will continue to be monitored for four years after their reclassification. During this monitoring period, ELPAC testing will not be required.

Reclassification for English Learners who have an IEP

ELs who have been in the country for over 6 years and have an IEP are potentially eligible for an alternative reclassification process. During the annual IEP process, school teams will determine if an EL Scholar requires additional language support or is ready to reclassify based on comprehensive data collected by the IEP team and gains made on ELD goals. Recommendations from the IEP team will be discussed during the IEP meeting and will only be implemented with parent consultation and agreement.

Educational Program for English Language Acquisition

The EQ7's model seeks to create a school where all scholars achieve academic success. We have a scholar population that includes a majority of scholars who are socioeconomically disadvantaged and may begin at our school performing below grade level. The Charter School is designed to include multiple supports for all learners, including subgroups that are historically underperforming. We strive to include all of our scholars—scholars achieving below, at, and above grade level, inclusive of English Language Learners and scholars with special needs—in an environment that supports their continued academic and character development. Because the least restrictive environment is often a traditional classroom setting, we will work to include multiple supports for all learners within the classroom setting and at other opportunities throughout the school day and week.

Based on strategies proven effective at high-performing schools with similar scholar populations, the supports EQ7 offers include:

1. Effective Classroom Management and Effective Teaching Techniques Teachers are experienced professionals, dedicated to minimizing scholar misbehavior and maximizing each scholar's involvement in class. Scholars are engaged in a meaningful way 100% of the time, whether by working independently or in a group, participating in a class discussion, or actively listening to a class lecture. Teachers provide constant opportunities for scholars to interact with the material and use frequent checks for understanding to ensure that no scholars fail to master the content. It is expected that scholars are actively involved, from listening attentively to a speaker, to taking notes, to using work time efficiently from the start to end of class.
2. Differentiated Instruction While our goal is mastery of the state common core content standards for all children in every subject, we recognize that not all children learn in exactly the same way and it is our responsibility to teach so that all children learn. The use of differentiated instructional strategies allows teachers to efficiently and effectively use class time to meet the varied learning styles and needs of scholars within a single class period.4

Teachers use assessment data, classroom observation, interest inventories, learning style surveys, and other tools to identify scholar's unique needs, strengths, and weaknesses. They meet the widespread learning needs of their scholars using such differentiation strategies as:

- tiered activities
- flexible ability groups
- leveled readings
- choice of tasks or topics
- learning centers
- problem-based learning
- varied time allotments or staggered due dates
- group or partner work
- learning logs or journals
- individualized practice sets

While the exact process or product that evidences mastery may vary from scholar to scholar, differentiated instruction allows for all scholars to achieve success with the same content standards.

1. Leveled Guided Reading Groups Our guided reading groups are the only classes where scholars are grouped by ability. These groupings allow the most struggling readers to work in the smallest possible groups and teachers to focus on remediating specific skill deficits in order to effectively and efficiently accelerate the fluency, decoding, vocabulary, and comprehension skills of all scholars. These groups also allow the most advanced readers to continue to excel, as they may reach beyond grade-level content into material that best meets their advanced needs. Scholars' reading achievement is assessed frequently, and scholars may be moved at six-week intervals in order to ensure they are being instructed with books at the appropriate level. ELs will receive designated ELD support in Leveled reading group time in Elementary schools.
2. Frequent Assessment, Feedback, and Communication We believe that honest, systematic, and frequent feedback about scholar progress is critical to scholar success. Teachers

quickly score assessments and return these tools in a timely manner so that scholars can immediately correct and learn from their mistakes. Progress is communicated to families each week through completed work packets and through formal progress reports or report cards.

3. Interventions We believe in providing support structures to ensure all scholars meet mastery. We are organized some support structure to facilitate scholar learning and include the following:
    a. Fluency and Decoding Groups: These groups offer a systematic phonemic awareness and phonics instruction necessary to accelerate scholars to grade-level appropriate fluency and decoding skills. Scholars initially are assigned to these groups based on assessment data and frequently are assessed to monitor progress and make changes as appropriate.
    b. RTI: In addition to the fluency and decoding groups, scholars needing additional assistance in other areas may be assigned to RTI sessions based on a specific need and remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards and will vary throughout the year and may also be offered before, during, or after the school day.
    c. Newcomer Support: Scholars who have recently arrived in the United States may require extra intervention to build foundational literacy skills in English. Teachers will group Newcomers together during Designated ELD and also provide Imagine Learning Software which specifically targets the needs of newcomers and is adaptive to individual scholar needs.
    d. Enrichment: Additional enrichment opportunities are offered during and after school throughout the year and made available to scholars.

Services and Supports for English Learners, Including Instructional Strategies and Intervention
EQ7 will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified, and will place a priority on hiring teacher(s) that speak scholar's native languages and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development focused on Integrated ELD, Designated ELD, structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, ELD Standards, language development, intentional scaffolds, progress monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL scholars' needs.

EQ7 will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development will focus on developing reading and writing skills of EL scholars. Strategies to assist EL scholars in each classroom will include analyzing and applying the ELD Standards into daily instruction, selecting a language focus and explicit language instruction, using data to inform and apply Intentional Scaffolds, structuring academic discourse to ensure ELs talk and utilize academic language, building connection with English learners and viewing scholars' native language as an asset in the classroom.

English language learning is not a disability. It's not a barrier. ELLs have a language; it is just not English. Lack of English is not perceived as a problem, but rather as an opportunity to add an

innate language. When appropriately supported, bi- or multilingualism is an asset, an indicator of intelligence and ability.

The curriculum encourages teachers to honor and incorporate children's home languages as students learn English. Teachers can learn words and phrases in their students' home languages and publicly acknowledge them, for example, by adding the words and phrases to anchor charts and using them during various classroom routines.

To describe this process and the student learning English, EL Education opts for the common term "English learner" and "English learning" (EL). Although "emergent bilingual" is an apt, asset-based term to describe students who are in the process of adding English to their linguistic repertoire, this term has some fundamental sticking points: Unfortunately, for those with less experience in this field, "emergent bilingual" is often confused with bilingual education, and the EL Education curriculum is designed for multilingual contexts for learning English. In addition, many state English language development (ELD) standards use "emergent" to describe only their lowest-proficiency students.

All educators are responsible for EL success.

As educators, we all are responsible for educating ELs. This includes administrators, counselors, assessment specialists, and teachers. At the school level, schedules, materials, and any additional supports need to be in place to support the work with ELs in classrooms. As educators, how we interact with ELs and plan for and enact learning opportunities can make a fundamental difference in their educational careers and their lives. Assessment specialists must ensure that the district assessments are fair and unbiased toward ELs. All educators can make it or break it for an EL.

The EL Education curriculum integrates high-leverage instructional approaches that can assist all learners, but most especially ELs. Two of the most important approaches are Language Dives and Conversation Cues (see the "How is the curriculum structured?" section and the table titled "Eight High-Leverage Approaches to Supporting ELs."). We hope that all educators, by consistently incorporating these two high-leverage instructional approaches in particular, will come to understand how to better assist their ELs on a regular basis.

Second language development reveals itself in various ways

Understanding second language development is important. As demonstrated by the student profiles above, students who are developing a new language in addition to their home language arrive from different places. As they embark on learning a new language, they may vary in the speed and accuracy with which they use English. And not all language learning follows a linear path of progression. Often students will seem to regress, reverting to developmental errors they had used previously, then after a few months, jump ahead. In some cases, students may demonstrate understanding through gestures. Some students may learn a short phrase and overextend its use.

Other students who have more outgoing personalities may attempt to speak regardless of errors. Critical errors should be tracked and addressed, but always with the consideration that language errors are a sign of beneficial risk- taking and growth. It is important to be aware of a student's English level so the student can receive instruction and support that will foster language and

academic growth. A newcomer student may need the support of visuals in order to participate in class activities. However, these initial kinds of support would not be appropriate or sufficiently challenging for a student who is at a more intermediate stage, and might in fact hinder him or her from making greater progress. ELs need to be assisted in ways that will allow them to continuously move to more proficient levels of English. For this reason, we must always combine the appropriate supports with rigor (Wong Fillmore & Fillmore, 2012; Staehr Fenner, 2013; Gibbons, 2010; García & Walqui, 2015).

Productive and equitable conversation spurs language learning.

Oral language is critical. It is the basis for reading with comprehension and writing fluency. Therefore, for ELs, it is important to opt for interactions that are more productive and conversations that are more academically based. Before students can write successfully, they must discuss the content they are to write and the precise language they will need to use to communicate through writing. Their conversations should be content-related but also metacognitive: Students should be able to explain why they are completing any given task and what they have learned from their work. They have to engage in academically productive conversations, guided by the teacher, that call out language structures that make for great complexity in literary and informational texts. In extended, task-based interactions with peers, with teachers present to provide guidance and feedback to support effective communication, ELs encounter authentic opportunities to grapple with language to achieve specific goals, to self-correct, and to succeed. Indeed, environments where ELs have multiple opportunities to negotiate the meaning of content are most conducive to second language learning.

Diversity and children's backgrounds should be honored.

The curriculum is built on texts and tasks that honor the knowledge, languages, beliefs, and skills that exist in the cultures and backgrounds of our students and their families. For example, in the Grade 4, Module 3, Perspectives on the American Revolution, students read varying accounts of the Revolutionary War, including European, Native American, and African American perspectives. They formulate and write about their own opinion of the war. Honoring children's backgrounds also means asking students and their parents to share their knowledge, languages, beliefs, and skills with their peers and the teacher. In this way, ELs can shine and their classmates can learn from them and their families (Gay, 2000).

Concretely, where and how are ELs are supported in the K–2 curricula?

Module lessons and Labs:

GRADES K-5 MODULE LESSONS	EL instruction is seamlessly integrated into the main body of the lessons.
	Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners section. Lesson-specific ELL supports also are added to Meeting Students' Needs sections.

GRADES K–2 LABS	In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. Although Labs don't include formal scaffolds for ELs, the lesson foci and activities allow ELs to focus on, practice, and play with language. Every Lab session also begins with "storytime" (a read-aloud), which continues to expose ELs to important content and complex text in English.

Process for Annual Evaluation of the School's English Learner Program

Teachers regularly evaluate scholar progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to enhance their instructional practices to better serve each scholar. The goal is for each scholar to progress by at least one level per year on the ELPAC until they are able to be reclassified. EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Scholars will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. If scholars are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, scholars, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the EQ7 EL program is effectively meeting the needs of our scholars. If we find that we are not meeting the needs of our scholars, we will make the necessary modifications to the master plan to best meet the needs of our EL scholars.

To evaluate the effectiveness of our EL program, we look specifically at EL, LTEL, RFEP and never EL data. To gain a comprehensive picture of each subgroups' progress, we filter and analyze the data of all summative/state assessment data and any relevant school-wide data. If any group is not performing as expected, the entire ELD Instructional program must be evaluated to determine potential causes and apply additional supports or shifts to the program as needed.

While evaluating the effectiveness of our EL program, If we notice that ELs or a subgroup of ELs (Newcomers, At risk of becoming LTEL or LTELs) is not performing as expected (ex. not making yearly progress on the ELPAC, not reclassifying as expected, impacted attendance, etc.) we then evaluate both the Designated ELD and Integrated ELD programs to determine essential shifts that need to be made. Examples of potential supports or shifts to the EL program might be: additional group professional development, enhanced individual instructional coaching, class or school-wide interventions, and curricular evaluations for fidelity of usage and/or shifts to the curriculum used for Designated or Integrated ELD. If data trends show that RFEP scholars are not performing as expected, our Integrated ELD program may need to shift to better prepare Reclassified scholars for core content areas without Integrated Supports. Additionally, it is essential to compare this data to that of our never EL scholars to determine where large opportunity gaps exist between ELs, RFEPs and never ELs. Those gaps will be addressed through a comprehensive analysis of all portions of the EL program and enhancing or shifting the program as needed.

Process For Annual Evaluation Of The School's English Learner Program

Teachers regularly evaluate scholar progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each scholar. The goal is for each scholar to progress by at least one level per year on the ELPAC until they are able to be reclassified. Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, scholars, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the EQ7 EL program is effectively meeting the needs of our scholars.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

EQ7 uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess scholar progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet scholars' needs.

The school will also monitor the progress of scholars reclassified as RFEP four years following redesignation to ensure that they maintain English proficiency, will retest any scholars who appear to not maintain proficiency, and may reclassify these scholars as ELs once again if indicated by the school's criteria.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Students assessed as achieving intermediate proficiency levels get "stuck" there for a few years, and often for their lifetime. These students may be formally classified as LTELs. To help break this pattern, the EL Education curriculum targets instruction for LTELs in particular, in large part through Language Dive instruction, to help them reach advanced levels of language proficiency and be reclassified as proficient speakers.

At the same time, in addition to the focus on LTELs, the curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels of support are provided in the Teacher's Guide for English Language Learners for different agenda items within each lesson to support learners at any language proficiency level in accessing content and spiraling their learning. Examples:

- For heavier support: For students who are newer to English, the curriculum provides sentence frames that students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.
- For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, expanding or condensing sentences, and inviting students with more language proficiency to create sentence frames for students who need heavier support.

Additionally, while heavier support generally targets students at the "Emerging" level of the California ELD Proficiency Level Continuum, and lighter support generally targets students at the "Bridging" level, these supports may, at times, benefit students formally classified at any language proficiency level. A relative newcomer at the "Emerging" level may benefit from lighter supports in certain contexts, while a more proficient student at the "Bridging" level may benefit from heavier supports during some tasks. It is essential to observe students' ability in

various situations and select supports based on need, rather than seeing students' ability as fixed at one level.

High-Leveraged Approach (teacher behavior)
• Facilitate 10- to 20-minute daily conversations about the meaning and purpose of a compelling sentence from a complex text, incorporating frequent practice using the language structures from the sentence. • Provide a challenging and playful approach, incorporating manipulatives, visuals, realia, and role-play. • Reinforce Language Dive work by consistently maintaining the Language Chunk Wall (introduced in Module 2), and referring to the Questions We Can Ask during a Language Dive anchor cart (introduced in Module 3), and using Language Dive log.

Examples at Three Proficiency Levels of the CA ELD Proficiency Level Continuum (student behavior)		
Emerging (heavier support)	Expanding	Bridging (lighter support)
• Deconstruct by responding to teacher questions about the gist of the sentence and chunks, assisted by visuals, acting out, sketching, and sentence frames. • Reconstruct by reassembling the chunks in their original sequence and repeating or paraphrasing how peers say the sentence connects to the guiding question. • Practice the structures by completing sentence frames with the help of a phrase bank.	• Deconstruct by grappling with the meaning and purpose of the sentence and chunks before the teacher asks questions. • Reconstruct by reassembling the chunks in their original sequence and considering any possible variations, and consider how the sentence connects to the guiding question. • Practice the structures using shortened sentence frames, extending them with the help of a bank of additional connecting or modifying structures.	• Deconstruct by grappling with the meaning and purpose of the sentence and chunks, mainly independently. • Reconstruct by reassembling the chunks in their original sequence and considering any possible variations, and explaining how the sentence connects to the guiding question. • Practice the structures, extending them with additional connecting or modifying structures.

GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

While we anticipate that most scholars' needs will be met by the wide variety of school-wide supports already in place, EQ7 is committed to working with scholars who are performing above grade level to help them achieve at expected levels. For scholars achieving above grade level or demonstrating aptitude in the arts, a meeting that includes parents, scholars, teachers, the School Director and/or Dean will be held to document goals and objectives to accelerate our gifted and high achieving scholars. The Charter School monitors the progress of scholars achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments are provided to all scholars and the data is further disaggregated by sub groups. The School Leader and teachers examine scholar's performance and supports to help advance this group. While high-achieving scholars are not identified as "Gifted and Talented," each scholar is afforded differentiated instruction or appropriate flexible ability group which accelerates the

pace of instruction and individualizes the content the scholar receives. In addition, we customize a scholar's individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving scholars and is not mandatory to accelerate their learning, as well as customizing homework to meet scholar's objectives, and communicating progress with scholars, teachers, and parents.

STUDENTS ACHIEVING BELOW GRADE LEVEL

While we anticipate that most scholars' needs will be met by the wide variety of school-wide supports already in place, EQ7 implements numerous strategies to support low-achieving and/or at-risk scholars through the following:

- Implementation of the Lucy Calkins Reader and Writers Workshop Model – to support scholars with the rigors and expectations of the Common Core State Standards
- Co-Teaching model – where teachers are strategically placed in classrooms to work in small group or individualized instruction during literacy and math blocks
- Implementation of English Language Arts Block
- Implementation of Two Math Blocks
- Science Block
- Social Studies
- Music
- Physical Education
- Differentiation and scaffolding of instruction
- Homogenous reading groups
- Heterogeneous small group instruction
- Anchor charts

Low-achieving scholars are referred for an SST and defined as low-achieving, if they meet the following criteria:

- performing more than one level below reading level
- earning below 70% on core content interim assessments
- demonstrating little growth on interim and MAP assessments despite classroom interventions

The SST meeting process identifies strengths, areas of concern, goals, objectives, evaluation and timeline for addressing the needs of low-achieving scholars. Scholar progress is monitored and documented by the SST team every three weeks. The SST meeting is held before, during and/or after school depending on the needs and schedules of members of the SST team. Strategies include utilizing our comprehensive support services such as placing the scholar in differentiated instruction or appropriate flexible ability group, customizing scholar's individual work folder with assignments and materials particular to the goals and objectives in the SST, providing additional tutoring during, before and after school, pulling scholars in for additional tutoring during enrichment periods, customizing homework to meet scholar SST objectives, and communicating progress with scholars, teachers, and parents. After implementation of an SST and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The design of EQ7 is geared specifically towards the needs of socioeconomically disadvantaged scholars. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their scholars' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at EQ7 are designed to address the needs of this population.

Socio-economically disadvantaged scholars are identified through their participation in the Free and Reduced Lunch program. The School Director is primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual scholars needing additional support, we conduct an Individual Learning Plan following the procedures documented above. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum as necessary to address our scholars' needs.

In addition to ensuring socioeconomically disadvantaged scholars are academically prepared, we also assist with families in need of additional uniforms or school supplies. We fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we connect with local non-profit agencies for referrals for social services if needed by our families.

STUDENTS WITH DISABILITIES

Please see District Required Language at the start of Element 1.

STUDENTS IN OTHER SUBGROUPS

As noted throughout this petition, the EQ7 model is designed to offer an engaging, welcoming and compassionate instructional environment for diverse scholars, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These scholars are identified through teacher/family/staff referral. EQ7 provides extensive support for these scholars in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensure that all scholars with special needs are promptly identified and provided the supports they need, including referrals for scholars and their families to outside support organizations such as The Salvation Army. While we do not expect that enrollment of homeless, foster care or other scholars will be "statistically significant" we track these scholars' progress both individually and as a group(s) within our data system and analysis process, as we do all other scholars.

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Telligent, the District-wide web-based software system used for online

Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

MEASURABLE GOALS AND OBJECTIVES OF EQUITAS ACADEMY 7'S EDUCATIONAL PROGRAM

Please see Element 1, Section D.10, *The Requirements Of California Education Code §47605(B)(5)(A)(ii).*

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.10, *The Requirements Of California Education Code*

§47605(B)(5)(A)(ii).

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

At all times, our goal is to ensure that every scholar meets or exceeds grade level standards in all subjects, as further detailed in the LCFF Table in Element 1. Equitas has developed and implemented a data- driven culture that includes administering, collecting, disaggregating and analyzing school wide assessments on an ongoing basis and discussing results during weekly professional development. Scholar achievement data is used to assess scholar progress; address whether a scholar requires additional academic intervention, small group instruction, or additional scaffolding and/or academic tutoring. Assessment data is also used to assess scholar mastery, adjustments to the master schedule, the efficacy of the delivery of instruction, whether to re-teach content or concepts, or whether the purchase of additional supplemental materials is necessary. With the current implementation of the Common Core State Standards, Equitas has shifted from using standards-based benchmark assessments to Common Core aligned benchmark assessments.

SCHOOL-LEVEL ASSESSMENTS

In addition to mandated standardized assessments, EQ7 Academy will select from a range of assessment strategies, as best suits the purpose of the assessment. These assessments align with the school's mission, exit outcomes and curriculum, as described below. They include benchmark assessments and a variety of curriculum-based assessments:

- **Benchmark assessments:** To provide an additional metric of student achievement, EQ7 Academy will use a diagnostic assessment to establish a baseline for student performance and to benchmark progress in reading, writing and mathematics. Diagnostic assessments will be administered to new and returning student before the start of each school year and quarterly during the school year. EQ7 Academy anticipates using publisher assessments as its diagnostic assessments as well as a normative assessment such as NWEA's Measures of Academic Progress (MAP). These assessments will be used to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress will be monitored regularly; when student progress is not at the desired level, the Student Success Team will prescribe and monitor the effectiveness of additional interventions or other courses of action and continue to monitor student progress in response to intervention until success is achieved.
- **Writing Portfolios:** Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. Refer to ELA Supporting Documents for examples of writing portfolio samples.
- **Performance Assessments**: For many skills not best captured in other assessment formats, performance assessments capture conceptual understanding and other abilities by requiring students to use knowledge and apply skills in authentic contexts appropriate to the grade level skill. For example, rather than answering a multiple-choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through a lab report or an oral explanation of the

phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects and other projects, reading out loud, written pieces, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance assessments are evaluated through school-developed rubrics. Exhibits of student work, student performances, and student presentations are other measures of student outcomes.

- **Teacher observation:** Teacher observation is a valuable tool because it does not take time away from instruction; it is highly personalized; and it taps teachers' knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress and more formal structured observations. Teacher narratives will happen on a daily basis and will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.
- **Skills inventories**: Teachers conduct inventories of students' individual skill levels in language arts and math and record these findings using developmental checklists. These checklists will supplement other assessments, including publisher-designed and teacher-designed baseline diagnostic and ongoing assessments of reading, writing and math.
- **Progress Reports**: Teachers will prepare student progress reports four times during the school year for parents. These progress reports will contain both qualitative and quantitative information on each student's academic and social progress and are aligned with California content standards for English language arts, mathematics, social studies, science and English language development. Progress is reported to on school-wide diagnostic assessments as well as the aforementioned major assessments.

The following chart illustrates the types of assessments administered by subject, grade level, and

frequency.

Assessments Administered by Grade and Subject Area at EQ7

Assessment, Purpose, Grade Levels and Administration Timeline			
Assessment	**Purpose**	**Grade**	**Administration Timeline**
Multiple Content			
AP EXAM	standardized exams designed to measure how well you've mastered the content and skills of a specific AP course	9-12	Annual
SAT/ACT		11-12	Annual
English Language Arts			
Curriculum-based Assessments	Measure standards mastery	TK-12	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Publisher-Designed Reading Assessment	Assess developmental range of decoding skills, reading strategies, vocabulary knowledge, comprehension and high-frequency word recognition	TK-4	Beginning of the year, end of the unit, each trimester, and/or the end of the year
NWEA Reading Fluency	Adaptive universal screening and progress monitoring assessment	TK-5	Every6 weeks
CAASPP or CAA	State Standardized Test	3-8, 11	Once a year
NWEA/MAP	National Normed-Referenced	TK-12	Twice a year
Mathematics			
Curriculum-based assessments	Measure standards mastery	TK-12	Daily and /or weekly
Standards-aligned Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
CAASPP or CAA	State Standardized Test	3-8, 11	Once a year
NWEA/MAP	National Normed-Referenced	TK-12	Twice a year
Science			
Internally-Created Test	Measure standards mastery	TK-4	Daily, and/or weekly
Interim Assessments (IA)	Measure standards mastery	TK-4	Beginning of the year, end of the unit, each trimester, and/or the end of the year

Publisher-Designed	Measure standards mastery	TK-4	Daily, weekly, and each trimester
CAST	National Normed-Referenced Assessment	5,8,11	Annually
Social Studies			
Internally-Created Test	Measure standards mastery	TK-12	Daily and /or weekly
Interim Assessments (IA) Standards-Based	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
Publisher-Designed	Measure standards mastery	TK-12	Daily, weekly, and each trimester
English Language Development			
Internally-Created Test	Measure standards mastery	TK-12	Daily and /or weekly
Interim Assessments (IA)	Measure standards mastery	TK-12	Beginning of the year, end of the unit, each trimester, and/or the end of the year
ELPAC	Measure language acquisition	TK-12	Initial Assessment upon enrollment; once annually in spring
Oral Language Development	Measure oral language development	TK-12	Every six weeks and as often as needed

DATA ANALYSIS AND REPORTING

EQ7 understands the importance of data collection and analysis in measuring and improving scholar learning. We use both external and internal standards-based assessments to measure scholar performance, analyze data closely, and convert results into specific measurable action plans that support strong academic achievement for every scholar. All core components, language arts, mathematics, science, and social science along with English language development are assessed in a comprehensive and dynamic system.

This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns. These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual scholars with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor Scholars in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans are revisited frequently in weekly professional development meetings, grade-level and content-area team meetings to ensure that scholars are making adequate progress toward mastery.

EQ7 uses data analysis to inform and improve teaching and scholar learning. In order to ensure scholars meet statewide performance standards, the School Director oversees the collection and analysis of state data. Scholars are assessed at the beginning of the school year in ELA and math. Teacher analysis of Interim Assessments consist of three parts:

1. Teacher reflection on scholar performance expectations, teaching priorities, scholar strengths and weaknesses;
2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern; and
3. Details for six-week instructional plan for re-teaching.

Communication with Scholars and Families

EQ7 involves scholars and their parents in the analysis of scholar work, scholar progress, areas of strength, and plans to address areas that need growth. After each round of interim assessments, teachers will share results with scholars and parents in progress reports and conference meetings. Teachers work with each scholar to set goals for the upcoming assessment.

Teachers also use interim assessment results to create and maintain records on each scholar that demonstrates progress toward mastery for each content standard. The standards-based assessments are shared with scholars and families after each trimester and reviewed with parents at each report card conference. All assessment works, Interim assessment results, weekly chapter and unit tests, and trimester exams are sent home for parents to review and sign.

State testing results also are sent to families and Equitas Academy 7 hosts an annual parent meeting when schoolwide scores are published to share the school's progress toward school-wide goals and also explain individual score reports to scholars and their families. In addition, EQ7 annually will prepare the School Accountability Report Card (SARC) to provide the public with important information about our school's progress toward achieving its goals.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy is based on demonstration of mastery of the California Common Core Standards. Grades will include scholar performance on in-class work, homework, assessments, and other components as applicable to each content area.

The table below indicates the letter grade, percentage, and rubric score that will be used to define a scholar's level of mastery of the State Content Standards. Scholars will be assessed using a rubric and/or will receive a letter grade.

Grading Policy of Equitas Academy 7

Grading Scale
A = 90-100%
B = 89-80%
C = 79-70%
F = 59% and below

There are school-wide standards for grading. Teachers are trained on the school's policy and work with the School Director to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with scholar mastery of CCSS.

Despite various interventions and extra support, if scholars are still far below grade level in math or ELA, another possible intervention will be retention. Parents are informed through SST meetings and in written reports of scholar progress and the possibility of retention by the end of the second trimester (March). Although parents will be informed and will be strong partners throughout the process, the final decision for retention rests with the EQ7 administration. Should the parent/guardian wish to appeal the student's retention the school require a written appeal to be submitted to the School Director within five school days after notice of retention has been supplied to the parent/guardian. A meeting will be held at the school site level with the school director and teacher(s) involved within five school days of receipt of the written notice, escalating to the CEO if necessary with the final decision on the appeal made by the CEO or the CEO's designee. *Note that the burden is on the parent as the appealing party to show why the promotion or retention decision should be overruled.*

Element 4 – Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

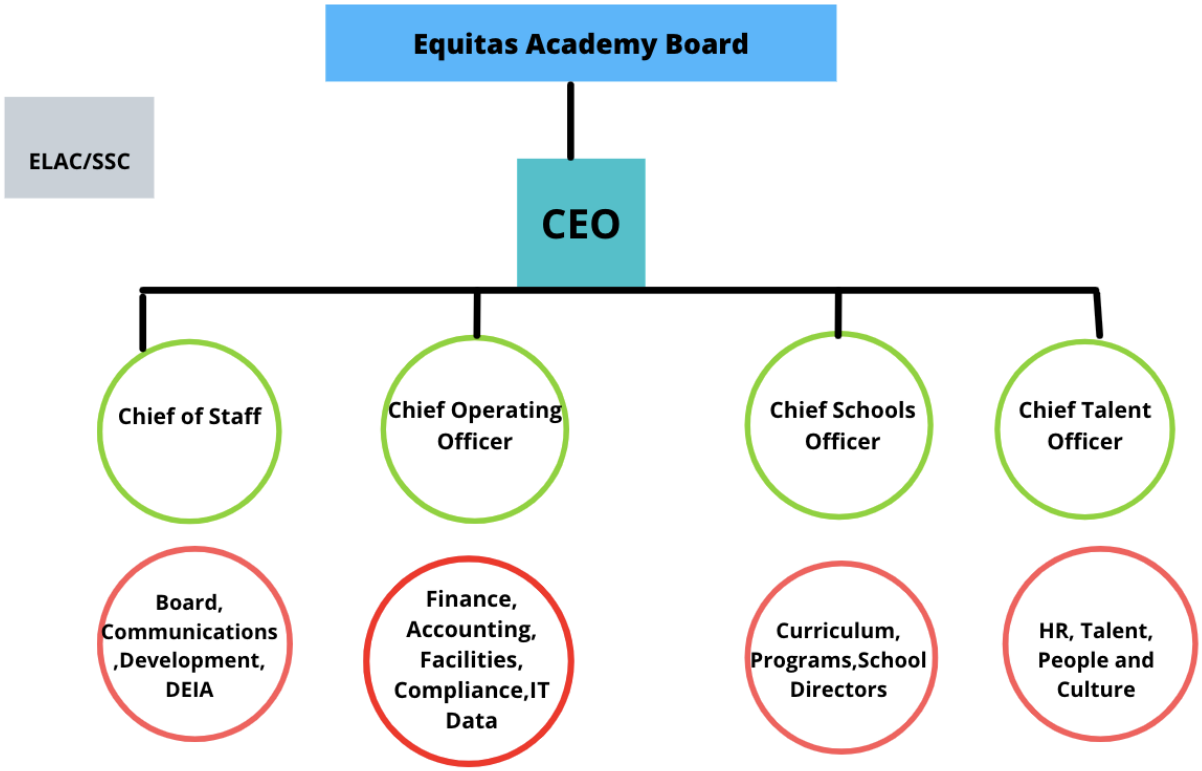
EQUITAS ACADEMY 7'S GOVERNANCE STRUCTURE

Equitas Academy 7 is a direct-funded independent charter school, operated by Equitas Academy Charter School, Inc., (Equitas, Inc.) a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law.

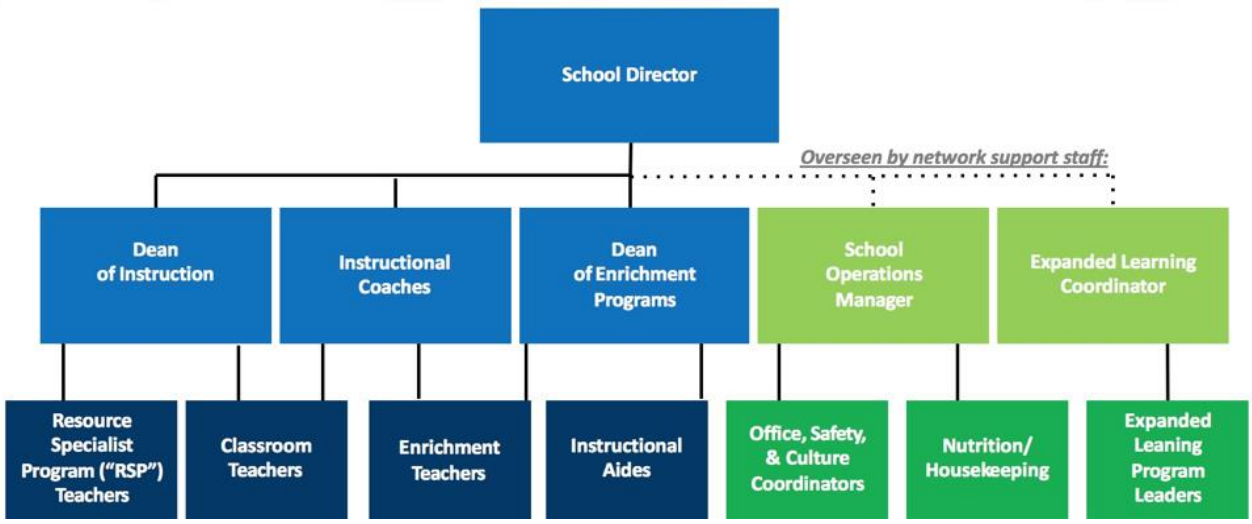
The Equitas Board of Directors is a policy-making board and supervises the leadership of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the CEO.

Organizational Chart

Our Network Senior Leadership Team includes the following:



Our school site organizational chart is included here.



Board of Directors
Equitas Academy 7 will be governed by the Equitas, Inc. Board of Directors, who will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

Originally formed prior to the founding of the first Equitas Academy school, our Board of Directors is guided by our Bylaws. In accordance with the Bylaws, we have 7-13 directors, each director serves for a three-year term unless otherwise removed; no director shall serve more than two (2) consecutive, three-year terms. Directors will serve staggered terms to balance continuity with new perspectives. Any vacancy occurring on the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by a quorum of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of Equitas Academy Charter School, Inc. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors. An abstention is not counted as a vote cast, it effectively acts as a "no" vote because the basis for a majority is a fixed number.

Board Meetings and Duties
The Board meets six times out of the year; additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different school sites of Equitas Academy Charter Schools, Per the Bylaws, one half of the Directors in office constitute a quorum of the Board, with telephonic participation available within the requirements of the Brown Act (i.e. agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call). Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of all Equitas Academy Charter schools for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school's website, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting and corporate records available on the website (www.equitasacademy.org) and available for review by the public.

Robert's Rules of Order shall govern the conduct of all meetings.

Equitas Academy Charter School, Inc. has adopted a conflicts of interest policy that complies with the Political Reform Act, Government Code 1090, Corporations Code, and District policy. The Board of Directors attends an annual in-service for the purposes of training individual board members on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act. In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Equitas Academy Charter School, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of Equitas Academy 7 (and the other Equitas schools) including but not limited to the following:

- Ensure Equitas Academy 7 meets its mission and goals
- Monitor scholar achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the CEO;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of EQ7;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training;
- Participate in fundraising to support the Charter school;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which EQ7 is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of EQ7 any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Although the Equitas Academy Charter School, Inc. Board of Directors delegates management of the school to the CEO, the Board is ultimately responsible for ensuring that the school meets its mission of preparing scholars to excel in high school and college and serve their communities

as leaders. Therefore, the primary qualifications for serving on the Board are: an unwavering commitment to seeing our scholars superbly prepared for high school, college, and leadership. All board members bring a set of personal and professional skills which include but are not limited to:

- A commitment to improving access to quality education for all children regardless of race or economic status
- An understanding of the Board's obligation to act as an effective and vigilant steward of public funds
- The ability to be a good judge of information regarding the CEO's educational and fiscal management of the school and a willingness to replace the CEO if results are less than satisfactory
- A willingness to focus on the academic achievement of children in the school
- An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others
- Attainment of at least 18 years of age
- Financial, legal, business, fundraising, marketing, non-profit, community, management, governance, real estate development, and/or educational experience
- Board members also bring: a willingness to accept and support decisions made in accordance with our Bylaws; ability and willingness to give time and energy to the school; to provide access to resources, both financial and other, in order to support and strengthen the school.

CEO AND NETWORK STAFF

The CEO and Network staff is responsible for the oversight of all school operations at all Equitas campuses; the CEO closely supervises the EQ7 School Director. Additional Network staff support school site operations and work in close collaboration with the School Director and CEO. Full job descriptions for the Director-level Network staff are included in Element 5.

SCHOOL DIRECTOR

The School Director serves as the operational and educational leader of the school, responsible for implementing programs, policies and procedures to realize EQ7's mission and vision. The School Director is responsible for providing instructional leadership in hiring, training, and evaluating (in collaboration with the Network staff) highly qualified teachers and other instructional and support staff. (See full job description in Element 5, below.)

PARENT INVOLVEMENT IN DECISION MAKING

The organizational structures at Equitas are clear. The Board is the governing body and the school leadership and staff bring professional expertise to the academic program. We encourage teachers, families, and scholars to provide input and feedback on the school and their attendance at Board meetings. In developing partnership with parents, a key message of the school is to involve families in the academic success of their children. This relationship building is an extension of the work of increased scholar learning. Equitas Academy 7 will find meaningful ways to engage teachers in building relationships with the families of each of their scholars.

Along with our strong committed Board, Equitas believes families play a key role in the education of their children. EQ7 will utilize family involvement to forge parent partnerships with the school through the creation of the School Site Council (SSC), which is an advisory council that meets with the School Director. The SSC currently is composed of at least 6 members, selected by their peers, as follows:

- 2 Classroom teachers
- 1 Other school staff member
- 3 Parents or community members

The SSC is informed through key work streams based on the daily, weekly, and monthly needs of the school determined by school leadership, families, and scholars. The key work streams are strategic, dynamic and informed through data. For instance, if key stakeholders notice the art program is suffering because of a lack of funding, the SSC will implement a fundraising work stream to support the school. Other work streams can include areas such as community service, nutrition and field trips. The SSC participants receive leadership training on facilitation, and how to track data and gauge impact of decisions. The SSC is advisory in nature. Decision making authority ultimately remains with the lead staff and Board. In accordance with the California Education Code, section 52176(b), EQ7 will have an English Learner Advisory Committee (ELAC) as it will have more than 21 EL scholars. All parents with scholars attending the school in which the ELAC is established are eligible and encouraged to participate in the ELAC. The School Director ensures that ELAC members receive appropriate training.

Each year, the School Director also engages scholars, parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like parent square and kickboard. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS
Equitas consists of committed professionals who provide all children an excellent educational program. All staff members are committed to the mission and vision of Equitas and work diligently to ensure they are accomplished. All staff members are actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the Charter School. Staff which support multiple schools are listed as Network staff.

CEO (Network)
The CEO's responsibilities include management of all areas of the Charter School from academic achievement to personnel management and financial oversight.
Leadership Skills and Characteristics

- Embody, advocate and operationalize the mission, vision and strategic direction of Equitas
- Create, monitor and sustain a school culture of academic rigor through clear expectations of scholars, families, faculty, and leadership team
- Demonstrate a strong passion for education by developing mission driven programs and policies
- Advocate on behalf of the scholars, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in scholar academic performance
- Provide the essential data, relevant reports, and information necessary to govern the school in a timely manner

- Recruit, appoint, support, manage, and evaluate the School Director and Network staff
- Knowledge of budgetary planning and accounting principles
- Proven understanding of statistical data and analysis
- Proven effectiveness in community relationships and acquiring sponsorship from private sectors
- Knowledge of educational and regulatory compliance at all governmental levels
- Support the professional development and growth of faculty and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government, organizations, and local leaders
- Comply with the charter, accountability requirements, and all relevant law

In addition to the leadership responsibilities, the CEO will have key administrative duties:
Administrative Duties

- Manage leadership team
- Along with the School Director, lead community meetings, faculty meetings, and school leadership meetings when appropriate
- Oversee a system of strong professional development when appropriate
- Ensure direct reports use data driven analysis to evaluate teacher performance and scholar academic achievement
- Provide all necessary resources, training, and materials for the staff to effectively raise scholar academic achievement
- Sets goals and objectives, evaluate performance and develop growth/skill strengthening plans for the School Director and staff.
- Recommend staffing levels and budgetary priorities to the Board of Directors
- Provide leadership and empower School Director and staff to achieve both measurable and intangible academic deliverables
- Document and disseminate the school's academic and operational processes
- Develop and implement fundraising initiatives that contribute to scholar and staff development and meet school's financial commitments
- Ensure Direct reports mediate and manage school-related conflicts
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.
- Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Lead and resource the application process for governmental funding, including grants
- Interface with community and business leaders to achieve academic, marketing, and financial goals for the school and to share best practices
- Work to ensure the school's commitment to diversity and visibility within the urban community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement

Minimum Educational Qualifications

- Bachelor's Degree Required
- Master's or Doctorate in Educational Leadership or similar field of study strongly preferred.

COO (Network)

The Chief Operating Officer (COO) provides strategic leadership and planning for the operations function and oversee all operations activities including: facility acquisition and management; information technology; internal financial processes; human resources; vendor management; compliance; enrollment; lottery; and scholar information systems.

Leadership Skills and Characteristics

- Embody and advocate the mission, vision and strategic direction of the organization
- Demonstrated success in developing and implementing Operations systems
- Inspirational leadership and staff development experience
- Effective and welcoming communicator with staff, scholars and families
- Knowledge of educational and regulatory compliance at all governmental levels
- Process oriented, analytical problem solver, strategic planner, solution oriented
- Ability to serve as an ambassador and spokesperson for the organization and articulate our mission to external constituents
- Strong strategic planning and project management skills
- Self-starter with a proven ability to meet and complete multiple tasks with solid deadlines
- Flexible, people-oriented team player

In addition to the leadership responsibilities, the COO will have key administrative duties:
Administrative Duties

- Manage Operations Department and external contractors
- Ensure direct reports mediate and manage school-related conflicts
- Establish budgets and plans to ensure that school meets its financial commitments to its scholars, staff, and community
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently and efficiently to maximize scholar achievement
- Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Ensure compliance with all reporting requirements in a timely and accurate manner
- Oversee the ongoing maintenance of updating information systems and infrastructure, including hardware, software, and applications
- Manage the process of securing and maintaining facilities
- Coordinate business insurance and maintain best practices for risk management and safety
- Oversee charter renewal, WASC accreditation, audits, compliance and yearly authorizer visits
- Collaborate internally on special projects and provide leadership and strategic insight on cross-functional teams
- Ensure Equitas' compliance with federal, state, Charter and local workplace regulations. Remain current with changes. Work with employment law attorneys as needed.
- Ensure that personnel policies and the company handbook reflect Equitas' adherence to statutory and mandatory requirements, as well as reflect the organization's culture and values. Update in a timely manner.
- Train staff on compliance issues and processes. Act as consultant resource to Supervisors with compliance/legal issues, and/or work with outside counsel on escalation issues.

- Work with specialists to customize sexual harassment trainings (AB1825) and deliver to all Supervisors and staff leaders.
- Oversee onboarding/HR orientation for new employees
- Oversee personnel record keeping and data tracking, and background checking related to new hires, employee reviews, promotions, complaints, separations, benefits, worker's compensation claims, credentialing, and exit interviews. Serves as Custodian of Records for the Organization.

Minimum Educational Qualifications

- Bachelor's Degree Required
- Master's in Business Administration, Educational Leadership or similar field of study strongly preferred

COS (Network)

The Chief of Staff (COS), reports to and works closely with the CEO. He/she focuses on ensuring the CEO and her direct reports and leadership team are poised to meet or exceed Equitas' short and long-term organizational objectives. The Chief of Staff will also be a strong and inspirational leader, managing the critical functions of Talent/Leadership development, Development, Programs (Alumni, Expanded Learning, Parent Engagement, Marketing & Communications, Community Relations, and Board Relations) while serving as a strategic partner to the CEO and senior staff. He/she will ensure high productivity for the CEO, her direct reports and the senior leadership team by initiating and overseeing cross-departmental strategic projects and initiatives and serving as a trustworthy thought partner to all internal and external stakeholders. She/he will serve as the CEO's proxy and Equitas representative when needed at internal and external meetings and events, should the CEO not be available.

Leadership skills and characteristics

- Deep, passionate and action-oriented belief in our mission to support all of our scholars to and through college
- Reflects a relentless push towards results and productivity on behalf of the organization
- Demonstrated ability to lead and manage a highly effective team, as well as one's peers
- Solves problems strategically while weighing the advantages and disadvantages of each approach with a network-wide lens
- Ability to manage multiple projects and prioritize effectively
- Strong communication and collaboration skills
- Ability to transition quickly from individual, detail-oriented projects to collaborative, people-oriented conversations

In addition to the leadership responsibilities, the COS will have key administrative duties:

Administrative duties

Management

- Serve as a critical member of CEO's C-Suite
- Recruit, motivate, and manage a team of six direct reports toward team and organizational objectives, including: VP of Talent, Director of Development, Director of Expanded Learning, Director of High School and Alumni Support, Director of Parent

Partnerships, and Director of Marketing and Communications (new position to be scoped/hired in Fall or Winter 2018)
- Serve as the ultimate accountable party for meeting Equitas development, talent, and stakeholder engagement and program goals
- Serve as key representative of Equitas to funders, staff, prospective staff, the Equitas board, parents, alumni, partners, and the greater Pico-Union community

CEO Support
- In partnership with the CEO, drive the creation and execution of short and long term organizational objectives that fuel Equitas' growth
- Support and provide strategic advice to the CEO
- Liaise with the CEO's direct reports and senior leadership team to ensure timely communication, collaboration and results orientation
- Maximize the CEO's effectiveness by leveraging her time in a way that ensures maximum focus on highest priority organization issues and initiatives
- Initiate and manage special projects and initiatives in partnership with the CEO
- Represent the CEO's vision and agenda as an official of the organization internally and externally when appropriate

Board Relations
- Staff Governance Committee and CEO Evaluation Committee of the Equitas board
- In partnership with CEO, work with all board committee chairs and board co-chairs to set and meet short and long term goals that align with Equitas' growth plan
- Ensure board member engagement, professional development, and training goals are met, including being responsible for annual board retreat, board orientation, and other board special events
- In partnership with peers who staff board committees, ensure that Equitas provides appropriate and high quality support to the board to best meet short and long term board goals. Serve as peer mentor and trainer for peers for implementing best practices in staffing board members
- Serve as key point of contact for external speakers, consultants, and vendors related to the board on behalf of the CEO
- Serve as teammate to Executive Assistant to the CEO and Board Liaison to ensure timely preparation of materials for all board meetings and adherence to the Brown Act

Cross Functional Project Management
- Serve as the primary project manager and lead for projects of a highly cross functional nature that are designed to increase organizational effectiveness and/or meet Equitas short and long term objectives
- Determine appropriate project timelines, communication and training structures that make change more likely and successful across the organization

Minimum Educational Qualifications
- Bachelor's degree required, master's degree in business, strategy or other relevant degree preferred

CSO (Network)

The Chief Schools Officer (CSO), reports to and works closely with the CEO. He/she focuses on leading the work of School Director management, performance management towards student achievement and the implementation of a rigorous academic program and high expectations-oriented culture. Responsibilities include school performance management, which encompasses managing a team of School Directors, developing and leading School Directors toward strong talent outcomes such as teacher performance, retention and staff engagement; and leading the vision of school culture for all Equitas schools to ensure high expectations for all students drives a culture of achievement that is safe and welcoming. In addition, alongside the CEO, the CSO develops/executes on a vision for deeply developing teachers in their content knowledge and executes the vision by maximizing professional development opportunities, and leads the strategy for utilizing assessment data across the year to ensure EQ7 and its leaders are nimble in their ability to adjust program based on student performance. The CSO also ensures full compliance with state and federal guidelines in support for students and schools.

Leadership skills and characteristics

- Deep, passionate and action oriented belief in our mission to support all of our scholars to and through college
- Demonstrated success in leading large number of students and adults towards academic success, in the K-8 setting
- Demonstrated ability to lead and manage a highly effective team
- Solves problems strategically while weighing the advantages and disadvantages of each approach with a network-wide lens
- Influences others to produce high quality work in the effort to increase student outcomes and culture
- Ability to manage multiple projects and prioritize effectively
- Strong communication and collaboration skills
- Ability to transition quickly from individual, detail oriented projects to collaborative, people-oriented conversations

In addition to the leadership responsibilities, the CSO will have key administrative duties:
Administrative Duties
School Performance Management

- Manage a team of School Directors towards student-oriented outcomes by setting a vision for school success, communicating high expectations and holding all staff accountable
- Manage, develop and lead individual School Directors towards strong talent outcomes such as teacher performance, retention and staff engagement
- Lead the vision of school culture for all Equitas schools and ensure high expectations for all students drives a culture of achievement that is safe and welcoming

Instructional Leadership

- Alongside the CEO, lead the academic and instructional vision to increase student achievement at every grade level in every course
- Develop and execute on a vision for deeply developing teachers in their content knowledge and execute the vision by maximizing professional development opportunities
- Lead the strategy for utilizing assessment data across the year to ensure EQ7 and its leaders are nimble in their ability to adjust program based on student performance

Results Orientation

- Lead the goal setting process with School Directors to ensure that goals are ambitious, aligned with vision of EQ7 and rigorous for all students
- Conduct school-based observations analyzing instruction, data and culture and provide coaching and support to School Directors to improve student outcomes
- Devise a leadership and principal development strategy that results in effectiveness in performance
- Ensure full compliance with state and federal guidelines in support for students and schools
- Innovate around solutions for how to improve results across all grade levels and courses by using results-oriented data driven instructional skills

System Leadership

- Collaborate intensively and strategically with organizational leaders in order to align support to schools and prioritization of student and teacher experience
- Provide clarity of message and expectations across the organization to ensure focus on mission, goals and values

Minimum educational qualifications

- Bachelor's degree required, master's degree in education, educational leadership, curriculum and instruction or other relevant degree preferred

School Director(Principal)

The School Director provides instructional leadership for the ultimate academic success of the school.

Leadership Skills and Characteristics

- Embody, advocate and operationalize the mission, vision and strategic direction of the Academy
- Create, monitor and sustain a school culture of academic rigor through clear expectations of scholars, families, faculty, and administrators
- Advocate on behalf of the scholars, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in scholar academic performance
- With the CAO, recruit, interview, select, evaluate, and retain outstanding instructional staff
- Support the professional development and growth of faculty
- Administer, teach and lead professional development when appropriate
- Design and implement a coherent research-based curriculum in the core subjects
- Along with the CAO, lead community meetings, faculty meetings, and administrative meetings
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team
- Attend and advise the Board of Directors regarding Accountability Committee on a monthly basis
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Support the needs of the faculty and in reaching the goal of all children learning
- Work collaboratively with the CAO

- Observe teachers on a regular basis and provide detailed feedback both written and oral, formal and informal. In addition the leadership expectations, there are also specific administrative responsibilities that the School Director must uphold.

Administrative Duties

- Develop school systems and structures that will maximize scholar learning
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise scholar academic achievement
- Assist in scholar recruitment and family outreach
- Set and monitor grading policies and practices, classroom structures, and teaching methodologies to ensure school wide consistency
- Design the school's academic standards, benchmarks, assessments, and curriculum to align with state and national standards
- Assist in the planning and implementation of the teacher summer professional development
- Coordinate administration to scholars of all standardized evaluations including six-week assessments, CST tests, ELPAC and national norm-referenced exams
- Document and disseminate the schools' curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Establish personnel policies and standards of conduct in conjunction with the administrative team
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports and evaluations to all external agencies and funding sources as required
- Teach as needed
- Serve as the primary substitute teacher
- Perform other tasks as assigned by the CAO

Qualifications and Experience

- Strong commitment to the mission and vision of the school
- Experienced in education, strategic planning, and staff development
- Motivational and energetic leader who is committed to excellence
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Teaching experience in urban areas with marked success and quantifiable and objective scholar performance gains that surpass state averages
- Proven ability to work collaboratively with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges
- Three to five years of urban teaching and educational leadership experience is preferred
- Special Education Credential emphasis preferred
- Master's level or advanced degree preferred.

Dean of Instruction

The Dean of Instruction collaborates with the School Director and Network staff to provide critical support and coaching to teachers and administrative staff regarding curriculum/instruction and school culture/behavior.

Essential Responsibilities:

- Manage, including coach, develop, and evaluate teachers and other instructional staff, through observations and feedback, coaching sessions, weekly one on one meetings, and mid-year and end-of-year reviews
- Manage and coordinate discipline and culture on the school campus, including student discipline management, teacher preparation and support, family connection/contacts, etc.
- Handle behavior referrals and train teachers on developing behavior interventions
- Plan and lead PD on culture and behavior management and/or instruction (including subject-area content knowledge)
- Coach teachers on culture, behavior managements and instruction through individualized observation and feedback and one on one and team meetings
- Oversee student ambassadors program
- Develop and maintain student behavior tracking and communication systems
- Manage detention and student reflection
- Run, analyze, report, and train teachers on student culture data and goal setting
- Oversee daily supervision of scholar activities including arrival, lunch, dismissal, transitions, etc.
- Establish and oversee the school's field trip programs
- Act as part of school-based Leadership Team and help to make strategic instructional and operational decisions for the school
- Plan and lead Friday community meetings and activities
- Motivate students toward high success and achievement
- Coordinate parent education events and volunteer service opportunities
- Determine transportation arrangements for trips or daily buses when needed
- Assist in student recruitment and family outreach
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format
- Design and implement professional development for teachers
- Act as lead Administrator in School Director's absence
- Actively contribute to positive adult culture across school site, including diversity, equity, and inclusion efforts
- Oversee the planning and execution of Enrichment performances and exhibitions, including parent involvement
- Other duties as assigned by School Director

Minimum Qualifications:

- California Teaching credential with English Learner authorization or out of state equivalent required
- Strong behavior management, culture-building, and discipline experience
- Strong instructional practices and proven results in the classroom
- Strong belief that all students can and will succeed in school and life
- Demonstrated success working with students and families in traditionally underserved communities

Teachers

EQ7 teachers (including the enrichment teachers) are relentless in their aim to see scholar growth and work to hone their skills as effective teachers in the classroom.

Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Work closely with the School Director to develop and implement strategies for all scholars to reach success
- Reinforce school-wide rules and expectations in the classroom and lesson plans
- Communicate effectively and maintain strong relationships with scholars, families and colleagues
- Assist in the design and implementation of research-based curriculum
- Maintain the school culture of high academic and behavioral expectations through continuous reflection
- Use the detailed data analysis of scholar performance to inform best practices
- Complete tasks as assigned by the CAO or School Director
- Be able to work cooperatively with colleagues
- Knowledge of how to integrate and plan CA Standards-Based lessons and curriculum

Administrative Duties:

- Assist in scholar arrival and departure, transitions between class periods, and lunch periods
- Complete lesson plans and submit to School Director in a timely manner
- Providing supervision before- and after-school and at lunch and/or recess as assigned in order to maintain scholar safety
- Planning and delivering thorough, challenging, standards-based lesson that ensure all scholars master required content
- Assessing scholars daily through informal measures and at least one formal test or quiz each week
- Creating comprehensive chapter and/or unit tests, as well as cumulative final exams
- Reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Reflecting continually in order to ensure a culture of high academic and behavioral standards
- Communicating effectively with scholars, parents, and colleagues
- Using detailed data analysis of scholar performance to inform best practices
- Identifying scholars who are academically at risk and initiating effective intervention strategies

Qualifications and Experience

- California Teaching Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive scholar success
- Experienced classroom teacher with demonstrated quantifiable and objective scholar performance gains
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis

Minimum three years of urban teaching preferred

Instructional Coaches

Equitas Academy Instructional Coaches are relentless in their aim to see scholar growth and work to hone their skills as effective teachers and coaches in the classroom. Instructional Coaches focus on implementing best practices across Equitas classrooms.

Teaching Responsibilities:

- Teach rigorous lessons to students in assigned grade level(s) and subject(s)
- Use data to drive instruction
- Maintain warm/strict management and enforce Equitas Academy's tiered behavior system
- Deliver lesson plans on time
- Participate and lead professional development activities
- Collaborate with grade level or other teachers on lesson plans and other deliverables

Coaching responsibilities:

- Support teachers with culture and instruction through observation, coaching and one on one meetings
- Create specific coaching goals tailored to teacher needs; i.e., data, behavior management, professionalism, etc.
- Participate on school-wide leadership team
- Lead professional development as appropriate
- Participate in leadership development through LENS or other training
- Meet regularly with School Director to discuss assigned teachers' progress on coaching goals
- Other duties as assigned

Key Qualities and Expectations:

- Works collaboratively with adults to deliver on the mission
- Builds strong relationships with scholars, staff and families
- Thrives on reflective feedback with daily coaching and observations
- Demonstrates perseverance in face of adversity
- Doesn't give up on scholars
- Maintains high expectations
- Warm/Strict management with scholars
- Believes every adult is accountable for every scholar's success
- Demonstrates leadership through creative problem solving and takes initiative
- Believes in educating families about advocating for their child's success
- Bilingual Spanish preferred

Minimum Qualifications:

- California Teaching credential with English Learner authorization or out of state equivalent required
- Strong belief that all students can succeed
- Demonstrated success working with students in traditionally underserved communities
- Interest in coaching and developing adults
- At least 2-4 years of urban teaching experience

Resource Specialist

The Resource Specialist will help to ensure the success of all scholars in meeting rigorous and measurable academic outcomes by:

- Contributing to the design of a rigorous, project-based curriculum with a focus on becoming a world citizen
- Implementing and preparing IEPs: Formal testing, collection of informal data, communicates with general education teachers and parents, observes scholar performance
- Managing Special Education Data System
- Working with special education scholars; modifying/adapting general education curriculum
- Preparing IEPs in consultation with parents and IEP team members
- Designing instruction, both individual and small group, which parallels the general education curriculum.
- Serving as coordinator of IEP implementation with general education staff
- Monitoring scholar progress, participates in review and revision of IEP, as appropriate
- Articulating curriculum between and among scholar levels
- Maintaining appropriate scholar data and other records and submit reports as required
- Planning, preparing, and implementing lesson plans that utilize a variety of instructional strategies
- Differentiating teaching based on the diverse and individual needs of all scholars
- Maintaining high expectations for scholars' learning and overall conduct
- Developing and administering a variety of assessments to measure scholars' growth towards goals and monitor scholars' mastery of the content standards
- Participating regularly in professional development and reflecting on teaching practice
- Communicating and building positive relationships with scholars, scholars' families, colleagues and other stakeholders
- Working collaboratively in a professional learning community
- Using multiple scholar learning outcomes to inform learning progress and instructional practices
- Performing other duties as assigned.

Required Qualifications

- Possession of a valid California Teaching Credential. (Note: Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:
    - At least 24 units in early childhood education, or childhood development, or both.
    - As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
    - A child development permit issued by the CTC.
- Must possess bachelor's or higher degree from an accredited college or university
- Mild/Moderate Education Specialist Instruction Credential
- Applicants who DO NOT have any one of the qualifications will NOT be considered.

Preferred Qualifications

- Minimum of three years of successful, full-time teaching experience.
- Demonstrated track record of scholar achievement.
- Passion for working with a socio-economically, culturally and racially diverse community of scholars and family members.
- Demonstrate an ability to work in collaboration with other staff and faculty members.

School Operations Manager

The School Operations Manager assists in the development of financial systems and structures to meet the school's expectations.

Leadership Skills and Characteristics

- Embody and advocate the mission, vision, and strategic direction of the school
- Oversee compliance with all federal and state financial reporting requirements
- Create, monitor, and sustain high standards of financial management and oversight with regards to budgets, cash flow statements, expenditures, revenues, payroll, taxes etc.
- Handle all school finances, including paying bills, overseeing purchase orders, and payroll
- Prepare for annual audit
- Handle all personnel paperwork including all benefits offered by the school, W2s, disability, family leave, etc.
- Ensure compliance with all employment and records management law
- Report all pertinent data to administrative team
- Manage grants, disbursements, guidelines and reporting in conjunction with administrators and faculty
- Develop and maintain relationships with the school's banking institutions and understand cash- flow needs of the school so as to maximize interest earnings and minimize short-term credit obligations
- Manage the bidding and contracting process for facility development
- Familiar with charter schools, grants, Con App

Administrative Duties

- Ensure compliance with generally accepted accounting principles and any additional applicable standards
- Coordinate the purchase of goods and services for the school
- Provide the bookkeeping services for the school
- Prepare day-to-day accounting processes of the school, including general ledger, accounts payable and receivable, cash receipts and disbursements, payroll benefits, and taxes
- Teach and lead professional development reporting/finance when appropriate
- Complete other projects as assigned
- Supervise the Office Admin staff

Qualifications and Experience

- Commitment to EQ7's mission and success
- Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and financial decisions
- College degree and two years of experience in operations and/or finance preferred
- Experience in an educational setting preferred
- Ambition and desire to grow as a leader
- Excellent technical and persuasive writer
- Technological proficiency in Microsoft Office, especially Excel and Access, QuickBooks, and/or other financial management.

Minimum Educational Qualifications

- Bachelor's Degree Strongly Preferred

Operations Support Staff

The operations support staff includes the Office Coordinator, Nutrition Coordinator, Culture Coordinator, School Safety Coordinator, and Housekeeping Coordinator, along with After School program personnel (Site Coordinator, Assistant Site Coordinate and Program Leaders). These roles collectively are responsible for the daily operations of the front office, nutrition, and maintenance of the facility, and after school program, under the general supervision of the School Operations Manager.

Key Skills and Responsibilities

- Believe in the school mission that all scholars should be prepared to graduate college
- Exhibit strong reception skills and interpersonal skills
- Independently, or in accordance with general instructions, compose correspondence concerning a wide range of subjects requiring a thorough knowledge of policies, regulations, and operational procedures
- Be organized
- Able to communicate effectively with various stakeholders (Board members, parents, scholars, teachers, school leadership)

Administrative Duties

- Collect and enter data into administrative databases
- Serve as a general office manager by ordering, managing, and maintaining inventory of school supplies
- Take notes in meetings and conferences and prepare accurate summaries
- Coordinate special events
- Collect and enter scholar attendance and make follow-up calls with families
- Coordinate school mailings
- Coordinate daily distribution of homework and detentions
- Develop and edit school newsletter
- Serve and coordinate breakfast, lunch and snack
- Review and edit documents to ensure consistency with policies, regulations, operational procedures, formatting, grammatical construction and punctuation
- Maintain school calendar
- Contact parents and emergency assistance agencies in the case of serious illness or injury
- Create systems to file all important school documents
- Maintain the facility
- Implement the nutrition program
- Complete other responsibilities as the CEO, COO, Managing Director of Operations, School Director of School Operations Manager may request

Qualifications and Experience

- Bilingual in Spanish and English Oral and Written Proficiency Required
- College degree preferred
- Previous experience in an office setting
- Proficiency in all Microsoft applications

Custodian of Records

The Chief Operations Officer will serve as the Custodian of Records for Equitas Academy 7.

Student health and wellness

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils

in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Custodian of Records

The Chief Operations Officer will serve as the Custodian of Records for EQ7.

Student health and wellness

At EQ7 we believe in teaching scholars healthy habits. We partner with Revolution Foods to provide healthy, balanced meals and snacks. Our scholars are provided meals with whole grains, quality protein, high vegetable content, and fresh fruit. Sodium, fat, and sugar are limited in scholar meals. There are no artificial colors, flavors, or sweeteners, high fructose corn syrup, artificial trans fats, or hydrogenated oils in these kid-friendly meals. We have a lunch and snack policy for scholars bringing their own food, and share our rationale with families at our parent orientation. We also provide them with suggestions and tips to help with meal planning.

Physical Education is an important component of our instructional program. We believe it is important for scholars to be active and to build healthy habits from a young age. Scholars participate in PE Monday-Thursday, and this program not only involves physical activity, but health instruction to teach scholars how to keep their hearts and minds healthy. Our Enrichment Program also involves movement-based activities, again reinforcing that there are many ways one can stay active.

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

RECRUITMENT METHODS

Equitas Academy 7 is very well known in the Pico-Union community we serve. Our community is already well-aware of Equitas and regard the Charter School highly. Recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the Charter School. We also recruit using the newspaper and radio ads, website and mailings. Specific scholar recruitment efforts include:

Location	Efforts	Dates and Times
Pico-Union Housing Corporation	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Bill Cruz Day Care	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
RedShield - The Salvation Army	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Alegria Day Care	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
LA Day Care	Information session and flier distribution	Monthly flyers distribution and monthly information sessions (January-July)
Pico-Union Library	Flier distribution	Monthly flyers distribution (January-July)
Markets	Flyer distribution	Weekly flyers distribution (January-July)
Toberman Park Recreation Center	Information session, flier distribution	Monthly flyers distribution and monthly information sessions (March-July)

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District (70:30 or 60:40) by concentrating our efforts in the proposed school neighborhood. We expect our population to mimic the local schools because our recruitment efforts are concentrated in the Pico-Union neighborhood.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner,

neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

ADMISSIONS REQUIREMENTS

Equitas Academy 7 is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the school is open to any resident of the State of California.
Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Equitas Academy 7 enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A). EQ7 is fully committed to serving all scholars who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of scholars who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

STUDENT RECRUITMENT

As detailed in Element 7, recruitment materials are bilingual English/Spanish to communicate the mission and educational program of Equitas. Marketing materials are delivered to homes in the targeted community that include school information, including the school website and phone number for additional information. Information sessions at local community centers, day cares, and after school programs ensure parents residing in the targeted neighborhood are informed about the opening of EQ7. Given our target community's demographics, our outreach efforts inherently encompass socioeconomically disadvantaged students, along with those with a history of low academic performance or SpEd, EL and other students with special needs. Equitas is designed to meet these students' needs.

Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District by concentrating our efforts in the Charter School's surrounding neighborhood; current enrollment is reflective of the local population in the Pico-Union neighborhood, as detailed in Element 1.

LOTTERY PREFERENCES

In accordance with applicable state and federal laws and the U.S. Department of Education's Charter Schools Program Non-Regulatory Guidance (NRG),[5] the Charter School offers the following enrollment priority in the lottery:

- Siblings of admitted scholars, to help families and build community at the site
- Children of teachers and staff (up to a cap of 10% of enrollment), to benefit our hard-working teachers and staff.
- Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy. No other admissions preferences will be given.

[5] Equitas Academy Charter School, Inc. is the current recipient of a major grant from the U.S. Department of Education Charter Schools Program. During any period of discretionary grant funding from the U.S. Department of Education, Equitas will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the Charter School will modify its lottery procedures to ensure compliance and eligibility for federal funding.

LOTTERY PROCEDURES

The open enrollment timeline period commences October 1st of the preceding school year, with interested families notified to submit a Lottery Application form by March 1st. Equitas notifies the public of open enrollment by posting banners on all of its existing school facilities and updating its website. The lottery application form is available hard-copy and on the website, and only includes requests for the following information:

- Scholar Name, Requested Grade and Date of Birth
- Parent Name, Phone Number, Email and Home Address
- Name of any siblings who currently attend

Following the open enrollment period, applications are counted to determine if any number of applications exceed available seats. If the number of scholars who have applied exceed capacity as of the date of the application deadline, the school holds a public random lottery to determine enrollment. The lottery occurs the first week of March. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the school website (www.equitasacademy.org). Public notice is posted at the Charter School site and on the website regarding the date and time of the public drawing once the lottery-submission deadline date has passed. Notice includes an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

The lottery is conducted by a non-interested members of the staff who draws the pupil names and verifies lottery procedures are fairly executed. The lottery will be held at the location of the Charter School site and is held at 5:00PM to ensure parent and interested parties are able to attend. The lottery is open to the public. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) are readily available in the school's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Within two weeks following the lottery, scholars who are offered spots are notified via email or text (depending on their choice selected on the lottery application) and are asked by the School Operations Manager or Office Coordinator to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Scholars who are on the waitlist are notified of their status via email or text (depending on their choice selected on the lottery application). Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the School Operations Manager in the order of the waitlist and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level. The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of EQ7 to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.
Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the Board, but may not include any of the staff of the organization, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses (if any) noted by the auditor. The action plan will resolve any deficiencies, findings, material weaknesses, or audit exceptions within a reasonable period.
- The Board of Directors will review and approve the audit no later than December 15.

The Chief Operating Officer will be responsible for working with the Auditor throughout the process and for submitting the audit to all reporting agencies no later than December 15.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with

the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the

Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

DISCIPLINE FOUNDATION POLICY

EQ7 adheres to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. In order to ensure stakeholder "buy-in," the school-wide discipline policies are developed with considerable input from school-site parents, teachers and scholars regarding their opinions on how to create a safe and healthy school environment. Equitas designs each Charter School to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. EQ7 will use restorative justice alternatives to suspensions to support scholars when behavioral missteps occur. This includes teacher conversations using Love and Logic, a method that promotes healthy teacher/student relationships and positive schoolwide discipline. We also try to redirect behavior to a more positive end. The EQ discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a scholar with special needs in full compliance and

accordance with the provisions of prevailing state and federal laws and regulations.

Upon enrollment and at the beginning of each school year, EQ7 families each receive a copy of the Parent Handbook in their Enrollment Packets and are asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School's discipline policy. The Parent Handbook is reviewed and approved annually through the Governance Committee of the Board of Directors to comply with any regulatory requirements (including changes to the laws) and the terms of this Charter petition). In addition, school staff members review the discipline policy with new scholars and parents at the commencement of school each year.

Teachers are trained during professional development (in the summer pre-opening three-week sessions and in weekly "early release" professional development sessions) meetings to use effective classroom management strategies to maximize instruction and minimize scholar misbehavior, and there are school-wide systems for assigning both positive and negative consequences. Positive consequences include extra recess or privileges such as lunch at the park with teachers and free dress days in which students are exempted from wearing their uniform; negative consequences include completing a reflection during a time out or loss of some recess time. Scholars who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. These skills are reinforced throughout the year during professional development days.

Per changes to EC 47605 by AB 1360 effective 1/1/18, no pupil shall be involuntarily removed permanently by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action.

Disciplinary consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- In-School Suspension
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the discipline policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Any scholar who engages

in repeated violations of the school's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the School Director or their designee and the scholar's parents. The School Director or their designee will prepare a specific, written agreement outlining future scholar conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Equitas is exempt from state Education Code requirements and procedures related to scholar suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A scholar may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance or disruption of school activities, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During lunch periods, whether on or off campus
- During, or traveling to or from, a school-sponsored activity

The Charter School is a productive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers use a range of lower-level consequences (non-verbal cues, conferencing with scholars, loss of privileges, etc.) before resorting to more serious consequences. However, we have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out- of-school suspensions. Only the most egregious violations will be considered grounds for expulsion. A full list of grounds for mandatory and discretionary expulsion are included below. Suspended scholars will also be responsible for making up all missed work within the specified timetable.

In case of severe or repeated violations, the School Director may recommend that a scholar be expelled. The School Director has the right to recommend expulsion of any scholar whom the School Director has cause to believe has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, or violates California Education Code § 48915. The School Director, Deans and Network personnel monitor scholar behavior data via the Illuminate data system.

IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the School Director's office. Policies and procedures for in-school suspensions are the same as out-of-school suspensions, except that scholars are at school completing their assignments instead of off campus. During in-school suspensions, in order to stay on pace with their classmates, scholars are provided with all class assignments, books, materials, and a computer to complete all assignments and/or take any assessments. If the scholar has questions about the assignments, the teacher provides support when they check in with the scholar throughout the day, specifically during their prep time when they are able to spend an extended amount of time with the scholar. In addition, during the day of the suspension, the scholars' teachers address behaviors that may have contributed to the scholars' in-school suspension. In addition to completing assigned work, the scholar is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. The grounds for in-school suspension will not exceed the grounds for out-of-school suspension; the determination to permit an in-school suspension as an alternative to out-of-school suspension is

solely made by the School Director, and will take into consideration the safety and well-being of the other scholars, teachers and staff at the Charter School. As such, the following offenses are not eligible for in- school suspension

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terroristic threats against school officials or school property, or both.

At the time of the in-school suspension, the School Director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the scholar. In addition, the notice will contain the date and time the scholar may return to school, and information about the suspension appeals process. If the School Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

GROUNDS FOR SUSPENSION AND EXPULSION

The School Director bears primary responsibility for overseeing all scholar discipline. The School Director has the authority to suspend scholars.

*Non-Discretionary Suspension/Expulsion***:** It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any scholar who is determined to have brought a firearm to school.

Consistent with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- Possession, selling, or furnishing of a firearm
- brandishing of a knife
- unlawfully selling a controlled substance
- possession of an explosive
- Sexual Assault/Sexual Battery

Any scholar who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

*Discretionary Expulsion/Suspension***:** In addition to the foregoing mandatory suspension/expulsion infractions, scholars may be immediately suspended and recommended for expulsion upon a determination that the scholar has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as

defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- Harassed, threatened or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

PROCESS FOR SUSPENSION OR EXPULSION

To protect scholar rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. As noted above, the School Director is authorized to suspend scholars.

Family Conference

Suspension shall be preceded by a conference conducted by the School Director with the scholar and his/her parent within two days, or as soon thereafter as is practicable. The purpose of the conference will be to inform the scholar and his/her parent/guardian of the reason for disciplinary action and any supporting evidence for that action. The scholar will have an opportunity to present evidence in his/her defense, and may waive the conference if they cannot or do not want to participate. There will be no penalties imposed if the scholar's parents are unable to attend.

The conference may be omitted if the School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of scholars or school personnel. If the scholar is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by the

School Director of EQ7 as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the School Director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense(s) committed by the scholar. In addition, the notice will contain the date and time the scholar may return to school, and information about the appeals process. If the School Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

Length of Suspension

The length of the out of school and in school suspensions will be determined by the School Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for scholars may not exceed a period of five consecutive days per incident unless a recommendation has been made by the School Director and agreed to by the scholar's parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days (10 for scholars with disabilities) in any school year, or unless the suspension occurs while pending an expulsion hearing, or unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

Meaningful Access To Education During Suspension

The School Director will collect and provide the scholar with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the scholar's parents and all needed materials will be left in the front office. Scholars will take all tests missed upon their return to school.

Suspension Pending Outcome Of Expulsion Process

Scholars will be recommended for expulsion if the School Director finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the scholar causes a continuing danger to the physical safety of the scholar or others.

Scholars recommended for expulsion will be entitled to a hearing, to determine whether or not the scholar should be expelled. If requested, the hearing will be held as soon as practicable, but within 30 calendar days from the date of the recommended expulsion, during which time the scholar is to remain suspended. Students will be provided with an independent study while waiting for the hearing.

EXPULSION PROCEDURES

The expulsion hearing will be conducted by an Administrative Panel or neutral Hearing Officer appointed by the CEO. If a panel, the CEO shall select the chairperson, who should be an administrator from another Equitas charter school.

An Administrative Panel will consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School's governing board. After the expulsion hearing concludes, the Hearing officer or panel chair shall prepare a facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events to summarize the evidence considered at the hearing. Prior to the expulsion hearing, the School Director will prepare a written notice of the hearing ("Hearing Notice"), which will be emailed and mailed to the scholar and the scholar's parents at least seven (7) calendar days before the date of the hearing. The hearing will be held in a confidential setting. The Hearing Notice will state and/or include a brief description of the following:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the scholar or the scholar's parents to appear in person at the hearing
- The opportunity for the scholar to be represented by counsel or other advocate.
-
- Notification of obligation to provide information about the scholar's status at the Charter School to any other school district or school to which the scholar seeks enrollment
- The right to inspect and obtain copies of all documents to be used at the hearing
- The right to present evidence
- Information regarding reasonable accommodations and language support

The decision of the Administrative Panel or Hearing Officer shall be in the form of written findings of fact issued within ten days and a determination regarding the expulsion (the "Expulsion Determination"). If the Expulsion Determination is not to expel, the pupil shall immediately be returned to his/her educational program. Following an Expulsion Determination to expel, the School Director shall send written notice of the Expulsion Determination, including the adopted findings of fact, to the scholar or parent/guardian. An Expulsion Determination must be supported by substantial evidence. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

The Expulsion Determination shall also include the following:

- Findings on the specific offense committed by the scholar
- Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.
- Information regarding appeal rights and procedure for filing an appeal

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Expulsion hearings involving sexual assault or battery offenses conform to the same administrative procedures as described above, with the inclusion of the following special procedures. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the person conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the person conducting the expulsion hearing finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person conducting the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the person conducting the hearing shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the person conducting the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the proceedings during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Appeal of Suspension or Expulsion

The suspension of a scholar will be at the discretion of the School Director. A suspension appeal may be made to the CEO within five (5) days of the suspension. Following due consideration of the facts and safety of scholars, a decision by the CEO regarding scholar suspension will be considered final.

An expulsion may be appealed within five (5) business days of issuance of the Expulsion Determination, and must be submitted in writing to the School Director. The scholar will be

considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the Equitas Academy Governing Board as soon as practicable, but not later than its next regularly-scheduled meeting. Review on appeal is not another evidentiary hearing. Rather, the Governing Board's review on appeal is limited to:

(1) Whether there was a prejudicial abuse of discretion with regard to the expulsion hearing; or
(2) Whether there is relevant material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing.

The decision of the Board of Directors will be final. If the expulsion is overturned, the school will reinstate the student fully with no further consequences.

REHABILITATION PLANS

Reinstatement and Readmission

Pupils who are expelled from EQ7 shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel or Hearing Officer at the time of the Expulsion Determination, which may include, but is not limited to, periodic review, to ensure the scholar is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to EQ7 for readmission.

The readmission process will include a meeting with the School Director, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The School Director shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. EQ7 is responsible for reinstating the scholar upon the conclusion of the expulsion period.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

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 Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS
All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage, and Equitas contributes the employer's portion required by STRS. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Equitas submit all retirement data through LACOE and comply with all policies and procedures for payroll reporting. Employees accumulate service credit years in the same manner as all other members of STRS. Equitas acknowledges that participation in the California State Teachers' Retirement System will continue for the duration of the charter school's existence under the same CDS code.

CLASSIFIED STAFF MEMBERS
Social Security payments are contributed for all qualifying non-STRS members. The Equitas Academy Charter School, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

OTHER STAFF MEMBERS
Social Security payments are contributed for all qualifying non-STRS members. The Equitas Academy Charter School, Inc. Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees are covered by the Federal Social Security program.

The Chief Operating Officer is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a school of choice, Equitas Academy7 does not have restrictive enrollment based on residence, etc. Parents and scholars will be informed of their public school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Maggie Ford, COO
Equitas Academy 7 Charter School
1700 W. Pico Blvd.
Los Angeles, CA, 90015

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered,

upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Maggie Ford, COO
Equitas Academy 7 Charter School
1700 W. Pico Blvd.
Los Angeles, CA, 90015

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.
Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and

acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

SCHOOL CLOSURE AGENT

In the event of the closure of EQ7, the school's closure agent will be Equitas' COO.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles

Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, canceled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission

of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Return to
Order of Business

TAB 24

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-102-22/23, **Version:** 1

Denial of the Proposed New Charter Petition for Vista Legacy Global Academy [PUBLIC HEARING]
November 15, 2022
Charter Schools Division

Action Proposed:
Adopt the denial of the new charter petition for Vista Legacy Global Academy ("Charter School"), proposed to be located in Board District 2 and Local District Central, and adoption of the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

Background:
On August 18, 2022, Vista Legacy Global Academy submitted its charter school petition application to the Charter Schools Division seeking to open and operate an independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 16, 2022.

A Public Hearing was held on October 11, 2022.

Vista Charter Public Schools currently operates two LAUSD-authorized independent charter schools: Vista Charter Middle and Vista Horizon Global Academy.

Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that the charter school petition has not met the requirements set forth in Education Code section 47605 and therefore recommends denial of the petition.

Due Diligence:
Current Vista Charter Public Schools governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District's Board of Education website at https://achieve.lausd.net/Page/18644.

Statutory Framework:
Education Code section 47605(c) sets forth grounds for denying a new charter petition. Section 47605(c) states, in part, that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:"

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)

(3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)

(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in Section 47605, subdivision (c)(5)]. (Ed. Code, § 47605(c)(5).)

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code §47605(c)(8).)

Grounds for Denial:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the new charter petition application for Vista Legacy Global Academy and have assessed that the petition application does not meet the criteria for approval. As fully discussed in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*, based on review of the petition and supporting documentation, staff has determined, in accordance with Education Code section 47605(c), the following:

(1) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

(2) The Petition does not contain reasonably comprehensive descriptions of all required elements; and

(3) The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Expected Outcomes:
Denial will prevent the establishment of Vista Legacy Global Academy as an LAUSD-authorized charter school at this time.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Vista Legacy Global Academy,* Charter School would not be authorized to

open or operate as a charter school. The petitioners may submit an appeal to the Los Angeles County Board of Education and if denied at the county level may appeal to the State Board of Education on limited grounds specified by law.

"No" - If the Board does not adopt the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Vista Legacy Global Academy,* and instead takes specific action to approve the new charter petition, Charter School would be authorized to operate as a charter school for the charter term beginning July 1, 2023. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

If Charter School chooses a non-LAUSD SELPA and signs the applicable Memorandum of Understanding (MOU), the charter school may request specific special education and related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Vista Legacy Global Academy's potential fiscal impact to existing District schools in the proposed target community.

Assuming that approximately 30% of the students who plan to attend Vista Legacy Global Academy would have attended an existing LAUSD school, and assuming that Vista Legacy Global Academy meets 69% of its enrollment projections, the expected enrollment loss for the District's schools could be $636,544 (125 students) in the first year and increasing to $2,546,177 (500 students) by the proposed charter school's fifth year of operation (i.e., Fiscal Year 2027-2028). Staff estimates that the average revenue per student is $26,171 in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94% District average daily attendance (ADA) ratio by this amount over the period of Charter School's proposed charter term equates to $8,911,618. Because District revenue is associated with ADA rather

than enrollment (See 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend Charter School. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue. Based on the above analysis, Vista Legacy Global Academy's new petition, if approved by the LAUSD Board, could substantively impact (fiscally) existing District schools in the proposed target community.

Currently, there are fifteen (15) other charter schools serving the similar grade level(s) (Grades 9-12) within the community of Vista Legacy Global Academy's proposed location.

Student Impact:
As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's new petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the new petition.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Schools within the Community Data; Schools within the Community Subgroup Medians Data Sets
Attachment C - 3-Mile Radius Map
Attachment D - Vista Legacy Global Academy Schools within the Community List with Enrollment Data
Attachment E - *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*
Attachment F - Vista Legacy Global Academy Community Impact Assessment

Exhibits for perusal at the following link:
https://drive.google.com/drive/folders/1jBT7ZExxbryaVjwyPIQyhMqw79Gwzk6R

Informatives:
Not applicable

Submitted:
10/19/22

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT
NEW CHARTER PETITION

Board of Education Report 102-22/23
November 15, 2022

School Name:	**Vista Legacy Global Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 16, 2022**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Vista Charter Public Schools**		
Location Code:	**Not Available**		
Type of Site(s):	**Private**		
Proposed Site Address:	**2900 West Temple St., Los Angeles, CA, 90026**		
Board District(s):	**2**	Local District(s):	**Central**
Grade Levels Proposed to be Served:	**9-12**	Enrollment Proposed in Charter Petition:	**500**
CONSIDERATION:	**New Charter Petition**		
PROPOSED CHARTER TERM	**July 1, 2023 - June 30, 2028**		
STAFF RECOMMENDATION:	**Denial**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the new petition application, staff has determined that the proposed charter school has not met the standards and criteria for approval. ◆ The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition. ◆ The Petition does not contain reasonably comprehensive descriptions of all required elements. ◆ The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Please see *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* for further detail.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends Denial of the charter petition for Vista Legacy Global Academy ("Charter School"). The school is proposed to be located in Board District 2 and Local District Central, for five (5) years beginning July 1, 2023 – June 30, 2028, to serve 125 students in grade 9 in the first year of operation, and up to 500 students in grades 9-12 by the end of the charter term.

II. CRITERIA FOR NEW PETITIONS

District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in Education Code section 47605. Staff must determine whether the submitted petition would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)

4) The petition does not contain an affirmation of each of the conditions described in subdivision(e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)

5) The petition does not contain reasonably comprehensive descriptions of the 15 elements set forth in Section 47605, subdivision (c)(5). (Ed. Code, § 47605(c)(5).)

6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)

7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code, § 47605(c)(8).)

Please see the *LAUSD Policy and Procedures for Charter Schools* for more information.

III. GENERAL SCHOOL INFORMATION

A. School History

	Vista Legacy Global Academy
Initial Authorization:	Not Applicable
Most Recent Renewal:	Not Applicable
Approved Material Revisions of Current Charter:	Not Applicable
Board Benchmarks in Current Charter Term:	Not Applicable
Submission of New Petition Application:	Vista Legacy Global Academy submitted its new petition application on August 18, 2022. The 90-day statutory timeline for Board action on the petition runs through November 16, 2022.

B. Educational Program

	Vista Legacy Global Academy
Key Features of Educational Program:	Vista Legacy Global Academy proposes to offer a 9-12 educational program, which includes the following features: ◆ A college and career preparatory program including Career Technical Education (CTE) pathways in Health Science, Business, and Climate Change and dual enrollment at colleges/universities ◆ Vista's "Framework for Student Engagement" that incorporates social emotional learning elements such as Way of Council, and instructional strategies such as Kagan strategies, project-based learning, and mastery grading ◆ A focus on teaching "global competencies" and Science, Technology, Engineering, Arts, and Math (STEAM) skills
Master Plan for English Learners and Standard English Learners:	Vista Legacy Global Academy plans to implement its own Master Plan for English Learners and Standard English Learners which includes the following features: ◆ Teachers will implement both integrated and designated English Language Development (ELD) instruction ◆ The school proposes to implement instructional strategies and resources for English Learners such as word walls, use of realia and manipulatives, and computer-based, interactive instructional materials
Special Education SELPA	Vista Legacy Global Academy has not indicated its intent regarding a Special Education Local Plan Area (SELPA) selection.

C. Student Enrollment and Population

Vista Legacy Global Academy proposes to serve students at 2900 West Temple St., Los Angeles, CA 90026, for the first year of the proposed term.

D. Charter School Operator

Vista Legacy Global Academy proposes to be operated by Vista Charter Public Schools, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools. Vista Charter Public Schools also has four other charter schools authorized in Orange County, California.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the new petition application, staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

A. Does the new petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

No, for reasons more fully set forth in the *Findings of Fact in Support of the Denial of the New Petition for Vista Legacy Global Academy*, petitioners have not fully met these criteria.

1. *Student Achievement and Educational Performance*

a. Summary

As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category.

b. Measurements of Academic Performance on the California School Dashboard

Not Available

c. English Language Arts Academic Indicator

Not Available

d. Math Academic Indicator

Not Available

e. English Learner Progress Academic Indicator

Not Available

f. Standardized Assessments Participation Rates

Not Available

g. College/Career Academic Indicator

Not Available

h. Suspension Rate Indicator

Not Available

i. Graduation Rate Indicator [HS Only]

Not Available

j. Chronic Absenteeism Indicator
Not Available

k. English Learner Performance
Not Available

2. ***Annual Oversight Results***

a. Student Achievement and Educational Performance
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle, currently authorized by the LAUSD Board of Education, which serves grades 6-8, earned a rating of *Developing* on its Annual Performance-Based Oversight Reports in the area of Student Achievement and Educational Performance in 2020-2021. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a *No Rating* was issued in this category in 2021-2022.

Vista Horizon Global Academy, the organization's other school currently authorized by the LAUSD Board of Education, which serves grades TK-5, received a *No Rating* in the Student Achievement and Educational Performance category in 2020-2021 as the school's first year of operation was 2019-2020 and, thus, had no 2019 California School Dashboard data. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a *No Rating* was issued in this category in 2021-2022.

b. Governance
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle and Vista Horizon Global Academy, both earned a rating of *Accomplished* in 2020-2021 and 2021-2022.

c. Organizational Management, Programs, and Operations
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle earned ratings of *Unsatisfactory* and *Accomplished* in 2020-2021 and 2021-2022, respectively. The rating of *Unsatisfactory* in 2020-2021 was due to completion of Child-Abuse Mandate Reporter training for three staff members outside the legal timeline and one teacher providing instruction prior to obtaining a proper credential.

Vista Horizon Global Academy earned ratings of *Unsatisfactory* and *Developing* in 2020-2021 and 2021-2022, respectively. The rating of *Unsatisfactory* in 2020-2021 was due to completion of Child-Abuse Mandate Reporter training for one staff member outside the legal timeline. The rating of *Developing* in 2021-2022 was due to one teacher lacking appropriate authorization to provide instruction to English Learners.

i. Access and Equity
Not Available

ii. Special Education
Not Available

iii. Additional Information

Vista Charter Public Schools currently operates two charter schools authorized by the LAUSD Board of Education:

- Vista Charter Middle (6-8) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Vista Horizon Global Academy (TK-5) does not have a performance classification.

Vista Charter Public Schools currently operates three charter schools authorized by the Orange County Department of Education:

- Vista Condor Global Academy (TK-5) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Vista Heritage Global Academy (6-12) which the state has identified as Low performing (based on the CDE 2020 classification).
- Vista Meridian Global Academy (9-12) which is scheduled to commence operations in 2023-2024.

Vista Charter Public Schools currently operates one charter school authorized by the Anaheim Elementary School District:

- Palm Lane Global Academy (TK-6) which the state has identified as Middle performing (based on the CDE 2020 classification).

Internal Assessment Data

Vista Charter Public Schools provided 2021-2022 (fall to spring administration) i-Ready Diagnostic Growth reports in Reading and Math for Vista Charter Middle and Vista Horizon Global Academy for students in grades 6-8 and K-5, respectively.

Every Student Succeeds Act (ESSA) requires that all schools and student groups meet the 95 percent participation requirement for English language/arts/literacy (ELA) and Math. In reviewing the i-Ready data provided for Reading, the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that Vista Horizon Global Academy's participation rate of 98.9% met the participation rate criterion, however, Vista Charter Middle's participation rate of 88.8% did not meet the participation rate criterion. Similarly, in Math, Vista Horizon Global Academy's participation rate of 98.9% met the participation rate criterion, but Vista Charter Middle's participation rate of 89.6% did not meet the participation rate criterion.

Based on Staff's research (i.e., review of state-level and i-Ready information, conferral with i-Ready representatives), a school that has more than 50% of its students achieving 100% of their Annual Typical Growth[1] targets is demonstrating growth above the norm (with the ultimate goal for a school to meet 100% of students meeting their Annual Typical Growth targets). Thus, Staff assessed the extent to which the charter school's results show at least 50% of all students achieving 100% of Annual Typical Growth.

[1] i-Ready's Typical Growth marks the annual growth of an average student at a given placement. Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the i-Ready Diagnostic.

In reviewing the i-Ready data for Reading provided by Vista Charter Public Schools (notwithstanding the lower participation rate for Vista Charter Middle), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 56% for Vista Horizon Global Academy, and 39% for Vista Charter Middle.

In reviewing the i-Ready data for Math provided by Vista Charter Public Schools (notwithstanding the participation rate below 95% for Vista Charter Middle), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 61% for Vista Horizon Global Academy, and 40% for Vista Charter Middle.

Thus, a majority of Vista Horizon Global Academy's students achieved 100% of Annual Typical Growth. However, less than a majority of Vista Charter Middle's students achieved 100% of Annual Typical Growth (notwithstanding the participation rate below 95%).

Vista Charter Public Schools also provided i-Ready Diagnostic reports for two of its three schools operating in Orange County[2] (Vista Heritage Global Academy and Vista Condor Global Academy, both located in Santa Ana, California). In reviewing the i-Ready data provided for Reading, the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that neither Vista Heritage Global Academy's participation rate of 93.6%, nor Vista Condor Global Academy's participation rate of 92.5% met the participation rate criterion. Similarly, in Math, neither Vista Heritage Global Academy's participation rate of 92.6%, nor Vista Condor Global Academy's participation rate of 93.7% met the participation rate criterion. Thus, neither Vista Heritage Global Academy nor Vista Condor Global Academy met the participation rate criterion in either Reading or Math.

In reviewing the i-Ready data for Reading provided by Vista Charter Public Schools (notwithstanding the lower participation rates), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 66% for Vista Heritage Global Academy, and 48% for Vista Condor Global Academy.

In reviewing the i-Ready data for Math provided by Vista Charter Public Schools (notwithstanding the participation rates), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 59% for Vista Heritage Global Academy, and 36% for Vista Condor Global Academy.

[2] Palm Lane Global Academy, serving grades K-6, was an existing charter school that came under the governance of Vista Charter Public Schools via a material revision to the school's charter (approved by the Anaheim Elementary School District Board of Education on 5/11/22). It is not clear whether the school collected internal assessment data in 2021-2022.

i-Ready Diagnostic Growth Results in Reading			
School	**Percent of Students that Met Annual Typical Growth**	**Students Assessed / Total**	**Participation Rate**
Vista Charter Public Schools Authorized by LAUSD			
Vista Charter Middle (data submitted for grades 6-8)	39.0%	316/356	88.8%
Vista Horizon Global Academy (data submitted for grades K-5)	56.0%	88/89	98.9%
Vista Charter Public Schools Authorized by Orange County Department of Education			
Vista Heritage Global Academy (data submitted for grades 5-8)*	66.0%	264/282	93.6%
Vista Condor Global Academy (data submitted for grades K-5)	48.0%	295/319	92.5%

Data Source: i-Ready Diagnostic Growth reports provided by Vista Charter Public Schools

i-Ready Diagnostic Growth Results in Math			
School	**Percent of Students that Met Annual Typical Growth**	**Students Assessed / Total**	**Participation Rate**
Vista Charter Public Schools Authorized by LAUSD			
Vista Charter Middle (data submitted for grades 6-8)	40.0%	319/356	89.6%
Vista Horizon Global Academy (data submitted for grades K-5)	61.0%	88/89	98.9%
Vista Charter Public Schools Authorized by Orange County Department of Education			
Vista Heritage Global Academy (data submitted for grades 5-8)*	59.0%	261/282	92.6%
Vista Condor Global Academy (data submitted for grades K-5)	36.0%	299/319	93.7%

Data Source: i-Ready Diagnostic Growth reports provided by Vista Charter Public Schools

*It is not clear why the school's Diagnostic Growth report included 5th grade data nor why it did not include data for the school's 9th grade students, given the school served students in grades 6-9 in 2021-2022.

d. Fiscal Operations
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. On the 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports, Vista Charter Middle (6-8) and Vista Horizon Global Academy (TK-5) both earned the ratings of *Proficient* and *Accomplished*, respectively.

3. ***Fiscal Management and Performance***
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category.

a. Summary
Not Available

b. Fiscal Condition
Not Available

c. 2020-2021 Independent Audit Report
Not Available

d. Other Significant Fiscal Information
According to Vista Charter Public Schools' independent audit report for the fiscal year ended June 30, 2021, Vista Charter Public Schools, its related entities, and its charter schools reported positive net assets of $7,445,518 and net income of $2,572,709. Vista Charter Public Schools, without its related entities and its charter schools, reported $0 net assets and net income. Vista Charter Public Schools' 2020-2021 independent audit report reflects positive net assets as of June 30, 2021, for its existing Vista Charter Public Schools charter schools listed below:

(1) Vista Charter Middle[2] (first year of operation: 2010-2011)
(2) Vista Horizon Global Academy[2] (first year of operation: 2019-2020)
(3) Vista Heritage Global Academy[3] (first year of operation: 2015-2016)
(4) Vista Condor Global Academy (first year of operation: 2018-2019)

The following two Vista Charter Public Schools charter schools were not reflected in the Vista Charter Public Schools' 2020-2021 independent audit report:

(1) Palm Lane Global Academy[4] (first year of operation under Vista Charter Public Schools: 2022-2023)
(2) Vista Meridian Global Academy[3] (anticipated first year of operation: 2023-2024)

Currently, the charter schools in the Vista Charter Public Schools network pay no management fees. During 2021-2022, Vista Charter Public Schools charter schools each paid a portion of the actual expenses for shared costs and administrative services, including executive compensation (i.e., the charter organization's Superintendent, Database Administrator, and Director of Special Education and Pupil Services), consulting fees, professional developments, and legal costs that are related to the Vista Charter Public

[2] Currently authorized by LAUSD
[3] Currently authorized by the Orange County Department of Education
[4] Currently authorized by Anaheim Elementary School District

Schools organization as a whole. These costs are allocated based on the average daily attendance (ADA) for each of its schools.

Vista Legacy Global Academy's budget and cash flow projections submitted with its new petition project positive net income and cash balances for the first five years of operation. Vista Legacy Global Academy provided supporting documentation for the school's startup funds, which the petitioner indicates will consist of proceeds from an inter-school loan from Vista Charter Middle, in the amount of $750,000, as reflected in its budget submitted with the petition.

Additionally, it should be noted that Staff has reviewed information that the organization has plans to also provide intra-organizational loans from Vista Charter Middle to other schools in the organization, namely, Vista Horizon Global Academy ($350,000 in Fiscal Year 2022-2023) and Vista Meridian Global Academy ($1.2M in Fiscal Year 2023-2024). While Vista Charter Middle may have sufficient funds to cover these loans (i.e., ending net assets in Fiscal Year 2021-2022 of $6,017,132, based on the school's 2021-2022 Unaudited Actuals), Staff notes that Vista Charter Middle's current record of academic performance requires further attention and raises questions regarding the existing use of the school's resources and a potential need to revisit its resource allocation and intra-organizational lending practices.

Per the LAUSD Charter Schools Accounting Unit's record, as of the writing of this report, Vista Horizon Global Academy owed $141,404 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of the $31,173 amount owed pertaining to Fiscal Year 2021-2022 that was due on or around September 12, 2022, and the $110,231 remaining amount owed prior to Fiscal Year 2021-2022 that is scheduled for payment in July 2023 per the school's payment plan with LAUSD). The Charter Schools Division will continue to monitor this matter through oversight.

B. <u>Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?</u>
This criterion has not been determined to be a finding.

C. <u>Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community?</u>
No, for reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy, petitioners have not met this criterion.

Pursuant to Education Code section 47605(c)(7) and the *LAUSD Policy and Procedures for Charter Schools*, this analysis considered the fiscal impact of the proposed new charter school; the extent to which the proposed new charter school would substantially undermine existing services and academic offerings or programmatic offerings; whether the proposed new school would duplicate a program currently being offered in reasonable proximity; and whether the school district is positioned to absorb the fiscal impact of the proposed new charter school.

<u>Community and Schools within the Community</u>
Per the *LAUSD Policy and Procedures for Charter Schools*, "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods

within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.

Analysis of data provided by the Office of Master Planning and Demographics (MPD), reveals that there are 33 existing schools within the community as defined above (18 District schools and 15 charter schools).

1. ***Enrollment Trends of the Existing District and Charter Schools***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

2. ***Fiscal impact***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

3. ***Additional Considerations***
   a. Community Engagement
      Per the *LAUSD Policy and Procedures for Charter Schools*, the petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community which the charter school seeks to locate. As part of the submitted materials, Petitioners are to include publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) and a summary of the responses received from stakeholders as part of the petitioner's assessment of the impact to the community, which will be shared with the LAUSD Board.

      Staff's review of the materials submitted by Vista Legacy Global Academy revealed that the charter school conducted community outreach efforts, specific to the proposed new charter school, with parents, the general public, District and charter school leaders, LAUSD Community of Schools Leadership (Community of Schools Administrators for the Downtown Community of Schools and MacArthur Park Community of Schools), LAUSD Board Member offices, the Rampart Village Neighborhood Council, community-based organizations (including, but not limited to, the Silverlake Chamber of Commerce, Peace Over Violence, and El Centro del Pueblo), and elected officials. The documentation provided showed the charter school's outreach included emails, automated phone calls, flyer distribution, virtual meetings, and a "coffee with the principal" meeting at the organization's existing school within the community (Vista Charter Middle).

      The charter school provided documentation of stakeholder responses consisting of emails from three community-based organizations (Bresee, El Centro del Pueblo, and Peace Over Violence), and one existing independent charter school (Central City Value) within the community. The majority of the responses appear to be supportive of the proposed new charter school and/or appreciative of the information provided by the charter school.

      Overall, the charter school's community engagement was reasonable in scope based on the materials and response provided by the charter school.

b. Academic Performance

To assess the current academic performance levels of the existing Schools within the Community ("SWC"), consisting of 18 District schools and 15 charter schools that serve any of the same grade levels proposed to be served by Charter School, staff reviewed the record of performance on the applicable 2019 California School Dashboard indicators both schoolwide and for each numerically significant subgroup served as compared to state averages.

Performance Levels of Schools within the Community Compared to State Averages:

Comparison of the Schools within the Community to the state averages on the six applicable 2019 California School Dashboard indicators schoolwide, revealed the following performance:

- **ELA:** 16 of 31 SWC outperformed the state average DFS of -2.5
- **Math:** 8 of 31 SWC outperformed the state average DFS of -33.5
- **ELPI:** 12 of 32 SWC outperformed the state average of 48.3%
- **College/Career (CCI):** 17 of 30 SWC outperformed the state average of 44.1%
- **Graduation Rate:** 14 of 30 SWC outperformed the state average of 85.9%
- **Suspension Rate:** 30 of 32 SWC outperformed the state average of 3.4% (have a rate lower than 3.4%)

In summary, a majority of SWC outperformed the state on 3 of 6 applicable indicators (ELA, CCI, and Suspension Rate). Please see *Vista Legacy Global Academy Schools within the Community Data Set*.

SWC Subgroup Medians Comparison to State Averages:

The SWC's numerically significant subgroups include the Asian, Black or African American, English Learner, Filipino, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White subgroups. Comparison of the SWC's numerically significant subgroup medians to the state averages on the five applicable 2019 California Schools Dashboard indicators, revealed the following: [ELPI is not included in this analysis, as it applies to only one subgroup and is already considered in the schoolwide analysis.]

SWC Medians	ELA		Math		CCI		Graduation Rate		Suspension Rate	
Subgroup	SWC	State	SWC	State	SWC	State	SWC	State	SWC	State
Asian	94.1	64.8	73.9	59.8	--	74.0%	--	93.9%	--	1.0%
Black or African American	-13.5	-47.6	-77.3	-87.9	--	23.7%	--	78.6%	--	8.8%
English Learner	-88.2	-45.1	-140.4	-68.6	--	16.8%	--	72.6%	0.5%	3.1%
Filipino	62.6	46.7	-9.2	18	--	64.5%	--	93.9%	--	1.3%
Latino	-10.6	-26.6	-90.7	-62.2	46.1%	36.1%	85.4%	83.7%	0.4%	3.5%
Socioeconomically Disadvantaged	-5.8	-30.1	-88.0	-63.7	46.8%	35.8%	85.9%	83.2%	0.5%	4.3%
Students with Disabilities	-99.5	-88.1	-157.3	-119.4	--	10.8%	--	70.6%	0.0%	6.2%
Two or More Races	64.4	30.3	23.1	2.5	--	49.7%	--	86.9%	--	3.3%
White	79.5	30.7	30.0	1.4	--	53.8%	--	89.1%	--	2.9%

-- Number of students counted for this indicator were less than 30, therefore total # of subgroups comparisons varied by indicator

As seen in the table above:

- **ELA:** 7 of 9 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Math:** 4 of 9 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **College/Career (CCI):** 2 of 2 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Graduation Rate:** 2 of 2 applicable numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Suspension Rate:** 4 of 4 applicable numerically significant subgroups medians outperformed their respective state subgroup average performance

In summary, a majority of the SWC's numerically significant subgroups outperformed their respective state subgroup averages in 4 of the 5 applicable indicators (ELA, CCI, Graduation Rate, and Suspension Rate). Please see *Vista Legacy Global Academy's Schools within the Community Subgroup Medians Data Set*.

c. Facilities Plan

Staff has reviewed the facilities plan and documentation provided by petitioners as part of its new petition application and determined it to be reasonable and appropriate pursuant to *LAUSD Policy and Procedures for Charter Schools*. The Petitioners have indicated their intent to serve students at 2900 West Temple St., Los Angeles, CA 90026, for the first year of the proposed term and has indicated an intent to secure a private site for subsequent years of the proposed term. The proposed site is the current site of Vista Charter Middle. Petitioners' Community Impact Assessment reports the proposed site will be shared between Vista Charter Middle and Charter School in the first year of the proposed term while the organization searches for an appropriate private site for Charter School to serve students in the subsequent years. The Petitioners presented a valid Certificate of Occupancy

(COO) issued by the applicable permitting agency (City of Los Angeles Department of Building and Safety). The presented COO indicates that the proposed site is appropriate for educational use and has an occupancy maximum load of 1,331, which accommodates the proposed charter school's projected enrollment of 125 in the first year and Vista Charter Middle's 2021-2022 norm enrollment of 339. Petitioners' Community Impact Assessment indicated that the facility can accommodate only 600 students. Petitioners indicated they are working with a real estate firm to secure a private site for years 2-5 of the proposed term, and further noted that they may also submit a request for facilities from the District, pursuant to Proposition 39.

4. ***Duplication of Programs***

Please see *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* for further detail.

Community Impact Analysis Conclusion

Taken as a whole, balancing various factors, and for reasons more fully set forth in the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* Staff assesses that Vista Legacy Global Academy is demonstrably unlikely to serve the interests of the entire community in which it proposes to locate.

ATTACHMENT B

Schools Within the Community*
Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. Color: 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, 5 = Blue, 0 = No Color. Change Level: 1 = Decline Significantly, 2 = Declined, 3 = Maintained, 4 = Increased, 5 = Increased Significantly, 0 = No Data. An "--" means that data is not currently available.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at http://www.cde.ca.gov/ds/sd/sd/filesenr.asp and California School Dashboard System of Support https://www.cde.ca.gov/ta/ac/cm/. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and CA Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8207	Contreras Learning Center-Academic Leadership Community	All Students	82	Yellow	-8.2	22.2	Declined Significantly
C	2	8823	Alliance Dr. Olga Mohan High	All Students	93	Green	53.7	-4.5	Increased
C	2	8626	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	All Students	568	Green	24.6	12.9	Declined
C	2	7685	Alliance Ted K. Tajima High	All Students	106	Green	61.7	-27.1	Increased Significantly
C	5	7760	Alliance Tennenbaum Family Technology High	All Students	79	Blue	67.4	34.2	Declined Significantly
C	2	7771	Ambassador-Global Leadership	All Students	255	Yellow	-54.9	4.6	Declined
W	4	8690	APEX Academy	All Students	164	Orange	-87.2	8.3	Declined
C	2	8543	Belmont Senior High	All Students	188	Red	-48.6	-8.1	Increased
W	4	8696	Helen Bernstein High	All Students	96	Orange	-36.0	-11.7	Increased
C	2	7624	Camino Nuevo High #2	All Students	110	Blue	35.4	59.8	Declined Significantly
C	2	8719	Central City Value	All Students	92	Green	39.8	-2.8	Maintained
C	2	8517	School of Business and Tourism at Contreras Learning Complex	All Students	97	Orange	-28.7	-47.3	Increased Significantly
C	2	8516	Ramon C. Cortines School of Visual and Performing Arts	All Students	287	Yellow	6.1	-6.2	Increased
C	2	8738	Downtown Business High	All Students	206	Green	89.9	-18.6	Increased Significantly
C	2	7555	Ednovate - Brio College Prep	All Students	--	--	--	--	--
C	2	5279	Ednovate - South LA College Prep	All Students	--	--	--	--	--
C	2	8216	Los Angeles Academy of Arts and Enterprise	All Students	128	Yellow	-50.3	10.6	Declined
C	2	8774	Contreras Learning Center-Los Angeles School of Global Studies	All Students	52	Orange	-57.9	25.9	Declined Significantly
C	2	8501	Los Angeles High School of the Arts	All Students	95	Orange	-27.7	-5.9	Increased
W	4	4783	Larchmont Charter	All Students	784	Blue	52.7	2.0	Maintained
C	5	8750	John Marshall Senior High	All Students	514	Green	51.1	10.3	Declined
C	2	8260	New Designs Charter	All Students	506	Orange	-11.4	-1.8	Maintained
C	2	7783	New Open World Academy K-12	All Students	570	Yellow	-48.4	4.4	Declined
C	5	7687	PUC Early College Academy for Leaders and Scholars (ECALS)	All Students	84	Green	10.2	6.1	Declined
XR	3	7579	Rise Kohyang High	All Students	79	No Color	61.3		No Data
C	2	8544	Edward R. Roybal Learning Center	All Students	170	Green	32.7	2.9	Maintained

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator									
LD	BD	Loc Code	School	Subgroup	2019				
					Number of Students with Scores	2019 Color	**School** 2019 Average DFS	Change	Change Level
Schools Within a Three Mile Radius									
C	2	8527	Contreras Learning Center-School of Social Justice	All Students	90	Orange	-49.1	4.6	Declined
C	2	8206	School for the Visual Arts and Humanities	All Students	78	Green	16.2	61.9	Declined Significantly
W	4	7734	STEM Academy at Bernstein High	All Students	124	Green	32.2	-35.0	Increased Significantly
C	5	8577	Sotomayor Arts and Sciences Magnet	All Students	98	Green	3.9	5.5	Declined
C	2	7780	UCLA Community K-12	All Students	449	Orange	-24.2	2.3	Maintained
C	2	7597	University Preparatory Value High	All Students	104	Orange	-30.9	-66.1	Increased Significantly
C	2	8748	West Adams Preparatory High	All Students	294	Orange	-20.9	-3.9	Increased
Schools Within the Community* Median					**110**	**Yellow**	**3.9**	**2.6**	**Maintained**
State of California					**3,189,965**	**Green**	**-2.5**	**3.7**	**Increased**

Data Sources: California School Dashboard Research data files 2019 revised on 04/09/2020 https://www.cde.ca.gov/ta/ac/cm/

*Per the LAUSD Policy and Procedures for Charter Schools, a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.

Schools Within the Community						State of California					Vista Global Legacy Charter				
2019 California School Dashboard - English Language Arts						2019 California School Dashboard - English Language Arts					2019 California School Dashboard - English Language Arts				
Subgroups	Number of Students with Scores	Performance Color Median	Distance From Standard	Change Median	Change Level Median	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level
All Students	110	Yellow	3.9	2.6	Maintained	3,189,965	Green	-2.5	3.7	Increased	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	15,839	Orange	-34.1	2.1	Maintained	--	--	--	--	--
Asian	67	Blue	94.1	0.1	Maintained	294,675	Blue	64.8	3.1	Increased	--	--	--	--	--
Black or African American	48	Yellow	-13.5	5.2	Increased	169,707	Yellow	-47.6	3.7	Increased	--	--	--	--	--
English Learner	81	Orange	-88.2	3.7	Increased	968,077	Yellow	-45.1	3.1	Increased	--	--	--	--	--
Filipino	51	Green	62.6	-12.4	Declined	76,708	Blue	46.7	3.6	Increased	--	--	--	--	--
Foster Youth	--	--	--	--	--	19,677	Orange	-71.9	5.7	Increased	--	--	--	--	--
Homeless	--	--	--	--	--	119,476	Orange	-46.7	3.8	Increased	--	--	--	--	--
Latino	104	Yellow	-10.6	3.6	Increased	1,756,499	Yellow	-26.6	4.5	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	14,562	Orange	-19.5	1.8	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	105	Yellow	-5.8	2.1	Maintained	2,001,589	Yellow	-30.1	4.4	Increased	--	--	--	--	--
Students with Disabilities	42	Red	-99.5	2.6	Maintained	420,092	Orange	-88.1	7.8	Increased	--	--	--	--	--
Two or More Races	84	Green	64.4	-6.9	Declined	119,265	Green	30.3	2	Maintained	--	--	--	--	--
White	74	Blue	79.5	31.5	Increased Significantly	718,005	Green	30.7	3.4	Increased	--	--	--	--	--

Schools Within the Community						State of California					Vista Global Legacy Charter				
2019 California School Dashboard - Mathematics						2019 California School Dashboard - Mathematics					2019 California School Dashboard - Mathematics				
Subgroups	Number of Students with Scores Median	Performance Color Median	Distance From Standard Median	Change Median	Change Level Median	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level	Number of Students with Scores	Performance Color	Distance From Standard	Change	Change Level
All Students	110	Orange	-87.5	-0.4	Maintained	3,183,085	Orange	-33.5	2.9	Maintained	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	15,764	Orange	-69.6	2.8	Maintained	--	--	--	--	--
Asian	66	Blue	73.9	-2.9	Maintained	294,529	Blue	59.8	3.9	Increased	--	--	--	--	--
Black or African American	48	Orange	-77.3	-6.4	Declined	168,923	Orange	-87.9	2.8	Maintained	--	--	--	--	--
English Learner	79	Red	-140.4	-1.1	Maintained	967,152	Orange	-68.6	2.2	Maintained	--	--	--	--	--
Filipino	51	Yellow	-9.2	-9.9	Declined	76,613	Green	18	5.6	Increased	--	--	--	--	--
Foster Youth	--	--	--	--	--	19,533	Orange	-107.2	5.1	Increased	--	--	--	--	--
Homeless	--	--	--	--	--	119,179	Orange	-77.7	2.9	Maintained	--	--	--	--	--
Latino	104	Orange	-90.7	-1.2	Maintained	1,753,113	Yellow	-62.2	3.4	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	14,496	Orange	-49.8	2.1	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	105	Orange	-88.0	1.4	Maintained	1,996,881	Yellow	-63.7	3.4	Increased	--	--	--	--	--
Students with Disabilities	44	Orange	-157.3	3.6	Increased	417,191	Orange	-119.4	6.6	Increased	--	--	--	--	--
Two or More Races	83	Green	23.1	-10.0	Declined	118,913	Green	2.5	0.9	Maintained	--	--	--	--	--
White	72	Blue	30.0	1.3	Maintained	716,268	Green	1.4	2.7	Maintained	--	--	--	--	--

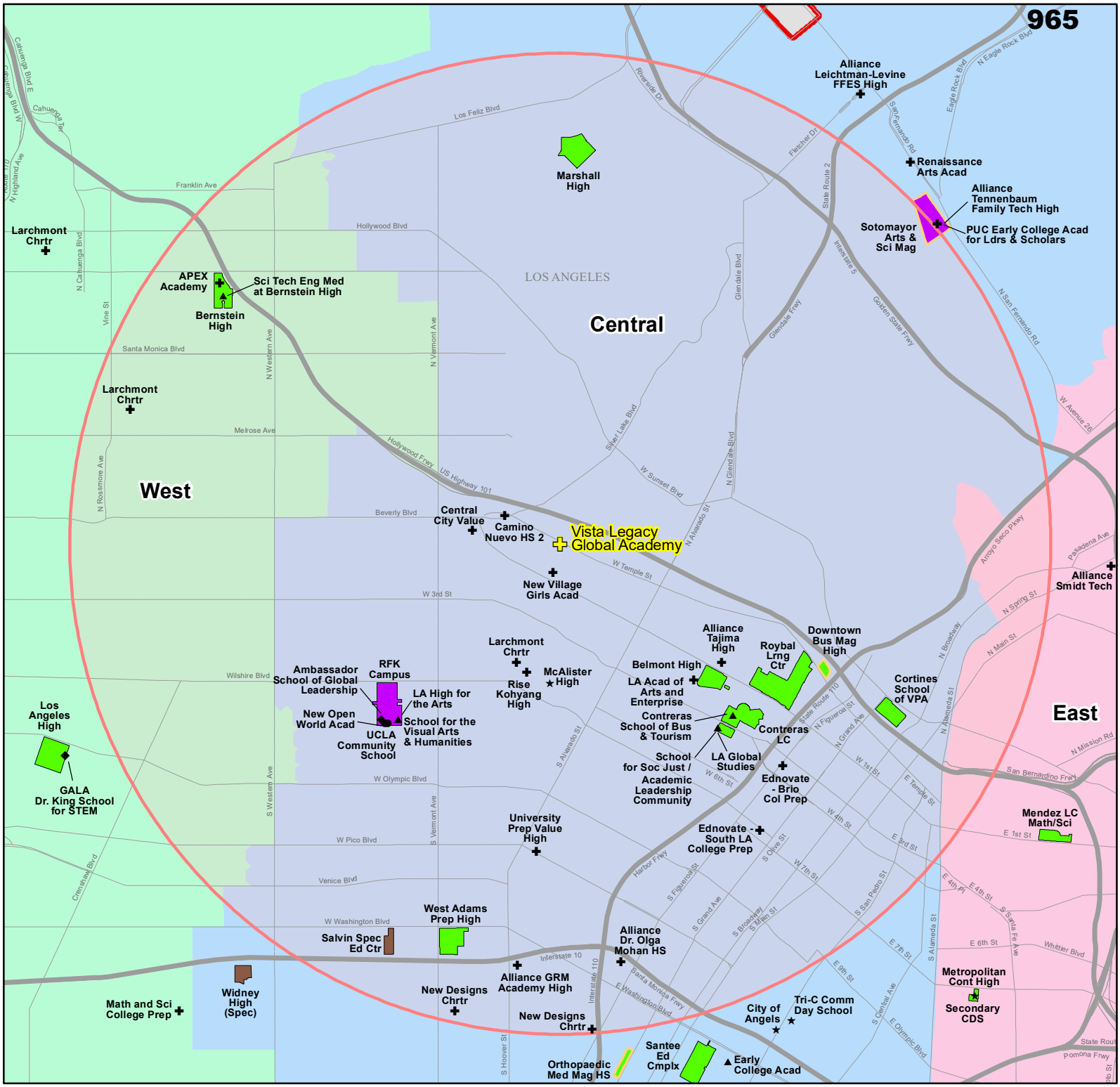
Schools Within the Community					State of California				Vista Global Legacy Charter			
2019 California School Dashboard - English Learner Progress Indicator					2019 California School Dashboard - English Learner Progress Indicator				2019 California School Dashboard - English Learner Progress Indicator			
Subgroups	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level	Number of English Learner Students	2019 Status Level	Percentage of English Learners making progress towards English proficiency	Performance Level
All Students	78	Orange	44.5%	Low	844,257	Yellow	48.3%	Medium	--	--	--	--

Schools Within the Community						State of California					Vista Global Legacy Charter				
College / Career Academic Indicator						College / Career Academic Indicator					College / Career Academic Indicator				
Subgroups	Number of Students Median	Performance Color Median	Percentage of prepared students Median	Change Median	Change Level Median	Number of Students Median	Performance Color	Percentage of prepared students Median	Change	Change Level	Number of Students Median	Performance Color	Percentage of prepared students Median	Change	Change Level
All Students	111	Green	47.3%	1.8%	Maintained	504,059	Yellow	44.1%	1.8%	Maintained	--	--	--	--	--
American Indian or Alaska Native	1	No Color	--	--	--	2,864	Orange	25.9%	0.5%	Maintained	--	--	--	--	--
Asian	9	No Color	75.5%	-3.6%	--	45,829	Blue	74.0%	-0.2%	Maintained	--	--	--	--	--
Black or African American	2	No Color	59.0%	5.3%	--	30,255	Yellow	23.7%	2.4%	Increased	--	--	--	--	--
English Learner	26	No Color	21.2%	1.3%	Maintained	71,834	Yellow	16.8%	2.1%	Increased	--	--	--	--	--
Filipino	5	No Color	50.0%	9.4%	--	14,805	Green	64.5%	1.7%	Increased	--	--	--	--	--
Foster Youth	2	No Color	--	--	--	6,364	Yellow	13.3%	2.8%	Increased	--	--	--	--	--
Homeless	6	No Color	22.2%	-16.2%	--	30,375	Orange	25.9%	1.4%	Maintained	--	--	--	--	--
Latino	100	Green	46.1%	1.9%	Maintained	270,276	Green	36.1%	2.2%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	3	No Color	--	--	--	2,488	Orange	33.5%	1.7%	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	109	Green	46.8%	1.4%	Maintained	343,215	Green	35.8%	2.0%	Increased	--	--	--	--	--
Students with Disabilities	13	No Color	16.0%	2.7%	Decreased Significantly	59,064	Orange	10.8%	1.5%	Maintained	--	--	--	--	--
Two or More Races	2	No Color	78.6%	--	--	14,689	Yellow	49.7%	0.9%	Maintained	--	--	--	--	--
White	4	No Color	68.0%	-1.0%	--	118,333	Yellow	53.8%	1.4%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Vista Global Legacy Charter				
2019 California School Dashboard - Chronic Absenteeism						2019 California School Dashboard - Chronic Absenteeism					2019 California School Dashboard - Chronic Absenteeism				
Subgroups	Number of students enrolled who meet criteria	Performance Color Median	Chronic Absenteeism Percentage Median	Change Median	Change Level Median	Number of students enrolled who met criteria	Performance Color	Chronic Absenteeism Percentage	Change	Change Level	Number of students enrolled who met criteria	Performance Color	Chronic Absenteeism Percentage	Change	Change Level
All Students	431	Yellow	10.0%	0.0%	Maintained	4,279,575	Orange	10.1%	1.1%	Increased	--	--	--	--	--
American Indian or Alaska Native	1	No Color	--	--	--	21,064	Orange	18.9%	1.2%	Increased	--	--	--	--	--
Asian	13	No Color	16.5%	12.6%	Increased Significantly	397,587	Yellow	3.7%	0.5%	Increased	--	--	--	--	--
Black or African American	12	No Color	22.1%	5.4%	Increased Significantly	228,255	Red	20.6%	2.7%	Increased	--	--	--	--	--
English Learner	84	Orange	10.5%	2.3%	Increased	1,040,077	Orange	9.9%	1.4%	Increased	--	--	--	--	--
Filipino	5	No Color	6.7%	-1.4%	--	94,421	Orange	5.2%	0.9%	Increased	--	--	--	--	--
Foster Youth	2	No Color	36.4%	--	--	30,481	Red	20.1%	1.6%	Increased	--	--	--	--	--
Homeless	3	No Color	39.9%	19.4%	--	186,376	Red	21.1%	1.7%	Increased	--	--	--	--	--
Latino	314	Yellow	9.6%	0.5%	Maintained	2,347,504	Orange	11.0%	1.4%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	18,842	Orange	18.8%	2.8%	Increased	--	--	--	--	--
Socioeconomically Disadvantaged	411	Yellow	10.5%	0.8%	Maintained	2,710,059	Orange	12.9%	1.5%	Increased	--	--	--	--	--
Students with Disabilities	48	Orange	14.8%	3.2%	Maintained	559,824	Orange	16.3%	1.2%	Increased	--	--	--	--	--
Two or More Races	3	No Color	8.6%	-0.2%	--	209,377	Orange	9.8%	0.5%	Increased	--	--	--	--	--
White	6	No Color	21.7%	9.3%	--	962,525	Yellow	8.1%	0.3%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Vista Global Legacy Charter				
2019 California School Dashboard - Suspension Rate Indicator						2019 California School Dashboard - Suspension Rate Indicator					2019 California School Dashboard - Suspension Rate Indicator				
Subgroups	Number of Students Median	Performance Color Median	Students suspended at least once Median	Change Median	Change Level Median	Number of Students	Performance Color	Students suspended at least once	Change	Change Level	Number of Students	Performance Color	Students suspended at least once	Change	Change Level
All Students	516	Blue	0.4%	0.1%	Maintained	6,362,507	Yellow	3.4%	-0.1%	Maintained	--	--	--	--	--
American Indian or Alaska Native	1	No Color	--	--	--	32,661	Orange	7.2%	0.1%	Maintained	--	--	--	--	--
Asian	10	No Color	--	--	--	586,729	Blue	1.0%	-0.1%	Maintained	--	--	--	--	--
Black or African American	13	No Color	--	--	--	352,100	Orange	8.8%	0.6%	Declined	--	--	--	--	--
English Learner	116	Blue	0.5%	0.7%	Maintained	1,290,848	Yellow	3.1%	0.1%	Maintained	--	--	--	--	--
Filipino	11	No Color	--	--	--	152,041	Green	1.3%	0.0%	Maintained	--	--	--	--	--
Foster Youth	3	No Color	--	--	--	47,001	Orange	14.6%	0.6%	Declined	--	--	--	--	--
Homeless	19	No Color	--	--	--	269,615	Orange	6.2%	0.5%	Increased	--	--	--	--	--
Latino	462	Blue	0.4%	0.7%	Maintained	3,466,841	Yellow	3.5%	-0.1%	Maintained	--	--	--	--	--
Native Hawaiian or Pacific Islander	2	No Color	--	--	--	29,120	Yellow	4.5%	-0.2%	Maintained	--	--	--	--	--
Socioeconomically Disadvantaged	487	Green	0.5%	0.7%	Maintained	3,971,836	Yellow	4.3%	-0.1%	Maintained	--	--	--	--	--
Students with Disabilities	73	Blue	0.0%	0.7%	Maintained	823,805	Yellow	6.2%	0.6%	Declined	--	--	--	--	--
Two or More Races	4	No Color	--	--	--	294,967	Yellow	3.3%	-0.1%	Maintained	--	--	--	--	--
White	8	No Color	--	--	--	1,448,056	Yellow	2.9%	-0.2%	Maintained	--	--	--	--	--

Schools Within the Community						State of California					Vista Global Legacy Charter				
Graduation Rate Indicator						Graduation Rate Indicator					Graduation Rate Indicator				
Subgroups	Number of Students Median	Performance Color Median	Percentage of graduated students Median	Change Median	Change Level Median	Number of Students Median	Performance Color Median	Percentage of graduated students Median	Change	Change Level	Number of Students with Scores	Performance Color Median	Percentage of graduated students Median	Change	Change Level
All Students	112	Green	84.2%	1.2%	Increased	508,055	Green	85.8%	2.7%	Increased	--	--	--	--	--
American Indian or Alaska Native	1	No Color	100.0%	0.0%	--	2,889	Yellow	78.3%	4.7%	Increased	--	--	--	--	--
Asian	9	No Color	88.9%	0.0%	Declined	46,071	Green	93.9%	0.6%	Maintained	--	--	--	--	--
Black or African American	2	No Color	88.9%	0.0%	Declined	30,573	Yellow	78.6%	6.7%	Increased	--	--	--	--	--
English Learner	28	No Color	66.7%	0.9%	Maintained	73,494	Yellow	72.6%	1.7%	Increased	--	--	--	--	--
Filipino	5	No Color	100.0%	0.0%	Maintained	14,869	Green	93.9%	1.3%	Increased	--	--	--	--	--
Foster Youth	2	No Color	66.7%	0.0%	Maintained	6,488	Red	64.0%	4.9%	Increased	--	--	--	--	--
Homeless	7	No Color	73.6%	-2.5%	Declined	30,804	Yellow	77.7%	2.1%	Increased	--	--	--	--	--
Latino	102	Green	85.4%	1.9%	Increased	272,698	Green	83.7%	3.0%	Increased	--	--	--	--	--
Native Hawaiian or Pacific Islander	3	No Color	50.0%	-37.5%	Declined	2,502	Green	85.0%	4.3%	Increased	--	--	--	--	--
Socioeconomically Disadvantaged	110	Green	85.9%	1.2%	Increased	346,714	Green	83.2%	2.8%	Increased	--	--	--	--	--
Students with Disabilities	14	No Color	78.2%	0.0%	Maintained	60,438	Orange	70.6%	1.2%	Declined	--	--	--	--	--
Two or More Races	2	No Color	100.0%	0.0%	Maintained	14,782	Green	86.9%	2.5%	Increased	--	--	--	--	--
White	4	No Color	100.0%	0.0%	Declined	119,106	Green	89.1%	1.7%	Increased	--	--	--	--	--



L.A.U.S.D. FACILITIES SERVING GRADES 9-12 WITHIN A THREE MILE RADIUS OF VISTA LEGACY GLOBAL ACADEMY

LAUSD Schools and Facilities

- Charter School
- High School
- Span School
- Adult Education, Skills Center, Opportunity School, Occupational Center, Community Day School

- High School
- Span School
- Magnet School (Fill Color Indicates Grade Level)
- Charter School (Fill Color Indicates Grade Level)
- Special Education School

LAUSD Boundaries

- LAUSD Boundary
- Central — Local District Central Area
- Area Outside of LAUSD

Area of Interest

- 3 mi. Radius of Vista Legacy Global Academy
- Vista Legacy Global Academy (Located in Board of Education District #2 and Downtown CoS)

N

0 1 Miles

Prepared by Master Planning and Demographics
Facilities Services Division

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MPD-3737
8/30/2022

Vista Legacy Global Academy Schools within the Community List with Enrollment Data
Schools Within Community

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS AFFILIATION	2019-20 CAPACITY	2019-20 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY	2020-21 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY	2021-22 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8207	1820701	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	545	460	(85)	-15.60%	615	485	(130)	-21.14%	586	496	(90)	-15.36%
2	7771	1777101	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	C	Koreatown/Pico-Union CoS	713	550	(163)	-22.86%	707	571	(136)	-19.24%	668	542	(126)	-18.86%
3	8543	1854301	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	2,187	793	(1,394)	-63.74%	2,037	725	(1,312)	-64.41%	1,721	663	(1,058)	-61.48%
4	8696	1869601	Bernstein High	1309 N WILTON PL	HOLLYWOOD	90028	HS	9-12	W	Hollywood CoS	820	706	(114)	-13.90%	776	709	(67)	-8.63%	819	665	(154)	-18.80%
5	8517	1851701	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	561	433	(128)	-22.82%	513	410	(103)	-20.08%	487	425	(62)	-12.73%
6	8516	1851601	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	C	Downtown CoS	1,452	1,172	(280)	-19.28%	1,465	1,173	(292)	-19.93%	1,436	1,159	(277)	-19.29%
7	8738	1873801	Downtown Bus Mag High	1081 W TEMPLE ST	LOS ANGELES	90012	M	9-12	C	Downtown CoS	781	1,047	266	34.06%	658	1,035	377	57.29%	666	909	243	36.49%
8	8774	1877401	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	424	367	(57)	-13.44%	381	339	(42)	-11.02%	357	331	(26)	-7.28%
9	8501	1850101	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	537	429	(108)	-20.11%	523	437	(86)	-16.44%	494	444	(50)	-10.12%
10	8750	1875001	Marshall High	3939 TRACY ST	LOS ANGELES	90027	HS	9-12	C	Glassell Park/Los Feliz CoS	2,410	2,292	(118)	-4.90%	2,355	2,234	(121)	-5.14%	2,263	2,027	(236)	-10.43%
11	7783	1778301	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	ES	K-12	C	Koreatown/Pico-Union CoS	1,267	1,138	(129)	-10.18%	1,275	1,050	(225)	-17.65%	1,198	996	(202)	-16.86%
12	8544	1854401	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	1,215	835	(380)	-31.28%	1,376	858	(518)	-37.65%	1,143	981	(162)	-14.17%
13	8527	1852701	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	649	481	(168)	-25.89%	568	481	(87)	-15.32%	530	437	(93)	-17.55%
14	8206	1820601	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	591	427	(164)	-27.75%	570	443	(127)	-22.28%	502	462	(40)	-7.97%
15	7734	1773401	Sci Tech Eng Med at Bernstein High	1309 N WILTON PL	HOLLYWOOD	90028	HS	9-12	W	Hollywood CoS	716	570	(146)	-20.39%	727	604	(123)	-16.92%	685	606	(79)	-11.53%
16	8577	1857701	Sotomayor Arts & Sci Mag	2050 SAN FERNANDO RD	LOS ANGELES	90065	M	6-12	C	Glassell Park/Los Feliz CoS	866	715	(151)	-17.44%	861	640	(221)	-25.67%	799	555	(244)	-30.54%
17	7780	1778001	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	ES	K-12	C	Koreatown/Pico-Union CoS	1,154	995	(159)	-13.78%	1,124	972	(152)	-13.52%	1,074	951	(123)	-11.45%
18	8748	1874801	West Adams Prep High	1500 W WASHINGTON BL	LOS ANGELES	90007	HS	9-12	C	Koreatown/Pico-Union CoS	1,424	1,281	(143)	-10.04%	1,665	1,159	(506)	-30.39%	1,539	1,113	(426)	-27.68%
19	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
20	8626	1862601	Alliance GRM Academy High	2023 S UNION AVE	LOS ANGELES	90007	CSI	6-12	C	Manual Arts/Vermont Square CoS	1,010	965	(45)	-4.46%	1,010	994	(16)	-1.58%	1,010	1,002	(8)	-0.79%
21	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
22	7760	1776001	Alliance Tennenbaum Family Tech High	2050 SAN FERNANDO RD	LOS ANGELES	90065	CSI	9-12	C	Glassell Park/Los Feliz CoS	520	286	(234)	-45.00%	343	235	(108)	-31.49%	384	236	(148)	-38.54%
23	8690	1869001	APEX Academy	1309 N WILTON PL	HOLLYWOOD	90028	CCI	7-12	W	Hollywood CoS	454	379	(75)	-16.52%	454	350	(104)	-22.91%	454	292	(162)	-35.68%
24	7624	1762401	Camino Nuevo HS 2	3500 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
25	8719	1871901	Central City Value	221 N WESTMORELAND AVE	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
26	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%
27	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	-	-	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
28	8216	1821601	LA Acad of Arts and Enterprise	1575 W 2ND ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
29	4783	1478301	Larchmont Chrtr	1) 2801 W 6TH ST 2) 815 N EL CENTRO AVE	LOS ANGELES LOS ANGELES	90057 90038	CSI	TK-12 TK-12	C W	MacArthur Park CoS Hollywood CoS	1,841	1,557	(284)	-15.43%	1,626	1,584	(42)	-2.58%	1,685	1,610	(75)	-4.45%
30	8260	1826001	New Designs Chrtr	1) 1342 W ADAMS BLVD 2) 2303 S FIGUEROA WAY	LOS ANGELES LOS ANGELES	90007 90007	CSI	6-12 6-12	C C	Manual Arts/Vermont Square CoS Manual Arts/Vermont Square CoS	1,032	899	(133)	-12.89%	1,110	868	(242)	-21.80%	1,209	819	(390)	-32.26%
31	7687	1768701	PUC Early College Acad for Ldrs & Scholars	2050 SAN FERNANDO RD	LOS ANGELES	90065	CSI	9-12	C	Glassell Park/Los Feliz CoS	500	295	(205)	-41.00%	500	236	(264)	-52.80%	300	242	(58)	-19.33%
32	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
33	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
										TOTAL	**27,644**	**22,341**	**(5,303)**	**-19.18%**	**27,167**	**22,228**	**(4,939)**	**-18.18%**	**26,046**	**21,825**	**(4,221)**	**-16.21%**
													FY 2019-2020				**FY 2020-2021**				**FY 2021-2022**	
			Total count of District and charter schools										**33**				**33**				**33**	
			(A) Count Under-Enrolled										**30**				**28**				**28**	
			(B) Count Under-Enrolled by 35.5 students or more										**27**				**26**				**23**	
			% of (B) of (A)										**90%**				**93%**				**82%**	
			Average students of (B)										**(206)**				**(206)**				**(195)**	

Vista Legacy Global Academy Schools within the Community List with Enrollment Data
LAUSD

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS AFFILIATION	2019-20 CAPACITY	2019-20 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY	2020-21 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY	2021-22 ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8207	1820701	Academic Leadership Community	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	545	460	(85)	-15.60%	615	485	(130)	-21.14%	586	496	(90)	-15.36%
2	7771	1777101	Ambassador School of Global Leadership	701 S CATALINA ST	LOS ANGELES	90005	SS	6-12	C	Koreatown/Pico-Union CoS	713	550	(163)	-22.86%	707	571	(136)	-19.24%	668	542	(126)	-18.86%
3	8543	1854301	Belmont High	1575 W 2ND ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	2,187	793	(1,394)	-63.74%	2,037	725	(1,312)	-64.41%	1,721	663	(1,058)	-61.48%
4	8696	1869601	Bernstein High	1309 N WILTON PL	HOLLYWOOD	90028	HS	9-12	W	Hollywood CoS	820	706	(114)	-13.90%	776	709	(67)	-8.63%	819	665	(154)	-18.80%
5	8517	1851701	Contreras School of Bus & Tourism	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	561	433	(128)	-22.82%	513	410	(103)	-20.08%	487	425	(62)	-12.73%
6	8516	1851601	Cortines School of VPA	450 N GRAND AVE	LOS ANGELES	90012	HS	9-12	C	Downtown CoS	1,452	1,172	(280)	-19.28%	1,465	1,173	(292)	-19.93%	1,436	1,159	(277)	-19.29%
7	8738	1873801	Downtown Bus Mag High	1081 W TEMPLE ST	LOS ANGELES	90012	M	9-12	C	Downtown CoS	781	1,047	266	34.06%	658	1,035	377	57.29%	666	909	243	36.49%
8	8774	1877401	LA Global Studies	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	424	367	(57)	-13.44%	381	339	(42)	-11.02%	357	331	(26)	-7.28%
9	8501	1850101	LA High for the Arts	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	537	429	(108)	-20.11%	523	437	(86)	-16.44%	494	444	(50)	-10.12%
10	8750	1875001	Marshall High	3939 TRACY ST	LOS ANGELES	90027	HS	9-12	C	Glassell Park/Los Feliz CoS	2,410	2,292	(118)	-4.90%	2,355	2,234	(121)	-5.14%	2,263	2,027	(236)	-10.43%
11	7783	1778301	New Open World Acad	3201 W 8TH ST	LOS ANGELES	90010	ES	K-12	C	Koreatown/Pico-Union CoS	1,267	1,138	(129)	-10.18%	1,275	1,050	(225)	-17.65%	1,198	996	(202)	-16.86%
12	8544	1854401	Roybal Lrng Ctr	1200 W COLTON ST	LOS ANGELES	90026	HS	9-12	C	Downtown CoS	1,215	835	(380)	-31.28%	1,376	858	(518)	-37.65%	1,143	981	(162)	-14.17%
13	8527	1852701	School for Soc Just	322 S LUCAS AVE	LOS ANGELES	90017	HS	9-12	C	MacArthur Park CoS	649	481	(168)	-25.89%	568	481	(87)	-15.32%	530	437	(93)	-17.55%
14	8206	1820601	School for the Visual Arts & Humanities	701 S CATALINA ST	LOS ANGELES	90005	HS	9-12	C	Koreatown/Pico-Union CoS	591	427	(164)	-27.75%	570	443	(127)	-22.28%	502	462	(40)	-7.97%
15	7734	1773401	Sci Tech Eng Med at Bernstein High	1309 N WILTON PL	HOLLYWOOD	90028	HS	9-12	W	Hollywood CoS	716	570	(146)	-20.39%	727	604	(123)	-16.92%	685	606	(79)	-11.53%
16	8577	1857701	Sotomayor Arts & Sci Mag	2050 SAN FERNANDO RD	LOS ANGELES	90065	M	6-12	C	Glassell Park/Los Feliz CoS	866	715	(151)	-17.44%	861	640	(221)	-25.67%	799	555	(244)	-30.54%
17	7780	1778001	UCLA Community School	700 S MARIPOSA AVE	LOS ANGELES	90005	ES	K-12	C	Koreatown/Pico-Union CoS	1,154	995	(159)	-13.78%	1,124	972	(152)	-13.52%	1,074	951	(123)	-11.45%
18	8748	1874801	West Adams Prep High	1500 W WASHINGTON BL	LOS ANGELES	90007	HS	9-12	C	Koreatown/Pico-Union CoS	1,424	1,281	(143)	-10.04%	1,665	1,159	(506)	-30.39%	1,539	1,113	(426)	-27.68%
										TOTAL	**18,312**	**14,691**	**(3,621)**	**-19.77%**	**18,196**	**14,325**	**(3,871)**	**-21.27%**	**16,967**	**13,762**	**(3,205)**	**-18.89%**

Vista Legacy Global Academy Schools within the Community List with Enrollment Data
Charter

No.	CCC	LOCN	SITE NAME	ADDRESS	CITY	ZIP CODE	TYPE	CONFIG	PHYSICAL LD	COS AFFILIATION	2019-20 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2019-20 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2020-21 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2020-21 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment	2021-22 CAPACITY (Enrollment Roll-Out Plan Per Petition)	2021-22 NORM ENROLLMENT	Over-(Under-) Enrollment	% Over-(Under-) Enrollment
1	8823	1882301	Alliance Dr. Olga Mohan HS	644 W 17TH ST	LOS ANGELES	90015	CSI	9-12	C	South Los Angeles CoS	450	460	10	2.22%	450	498	48	10.67%	450	485	35	7.78%
2	8626	1862601	Alliance GRM Academy High	2023 S UNION AVE	LOS ANGELES	90007	CSI	6-12	C	Manual Arts/Vermont Square CoS	1,010	965	(45)	-4.46%	1,010	994	(16)	-1.58%	1,010	1,002	(8)	-0.79%
3	7685	1768501	Alliance Tajima High	1552 W ROCKWOOD ST	LOS ANGELES	90026	CSI	9-12	C	Downtown CoS	500	448	(52)	-10.40%	500	444	(56)	-11.20%	442	470	28	6.33%
4	7760	1776001	Alliance Tennenbaum Family Tech High	2050 SAN FERNANDO RD	LOS ANGELES	90065	CSI	9-12	C	Glassell Park/Los Feliz CoS	520	286	(234)	-45.00%	343	235	(108)	-31.49%	384	236	(148)	-38.54%
5	8690	1869001	APEX Academy	1309 N WILTON PL	HOLLYWOOD	90028	CCI	7-12	W	Hollywood CoS	454	379	(75)	-16.52%	454	350	(104)	-22.91%	454	292	(162)	-35.68%
6	7624	1762401	Camino Nuevo HS 2	3500 W TEMPLE ST	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	460	451	(9)	-1.96%	460	474	14	3.04%	460	507	47	10.22%
7	8719	1871901	Central City Value	221 N WESTMORELAND AVE	LOS ANGELES	90004	CSI	9-12	C	Downtown CoS	480	469	(11)	-2.29%	480	489	9	1.88%	480	454	(26)	-5.42%
8	7555	1755501	Ednovate - Brio Col Prep	350 S FIGUEROA ST	LOS ANGELES	90071	CSI	9-12	C	MacArthur Park CoS	380	270	(110)	-28.95%	500	418	(82)	-16.40%	500	480	(20)	-4.00%
9	5279	1527901	Ednovate - South LA College Prep	700 WILSHIRE BLVD	LOS ANGELES	90017	CSI	9-12	C	MacArthur Park CoS	-	-	-	0.00%	125	126	1	0.80%	250	235	(15)	-6.00%
10	8216	1821601	LA Acad of Arts and Enterprise	1575 W 2ND ST	LOS ANGELES	90026	CSI	6-12	C	Downtown CoS	625	289	(336)	-53.76%	333	276	(57)	-17.12%	375	300	(75)	-20.00%
11	4783	1478301	Larchmont Chrtr	2801 W 6TH ST 815 N EL CENTRO AVE	LOS ANGELES LOS ANGELES	90057 90038	CSI	TK-12 TK-12	C W	MacArthur Park CoS Hollywood CoS	1,841	1,557	(284)	-15.43%	1,626	1,584	(42)	-2.58%	1,685	1,610	(75)	-4.45%
12	8260	1826001	New Designs Chrtr	1342 W ADAMS BLVD 2303 S FIGUEROA WAY	LOS ANGELES LOS ANGELES	90007 90007	CSI	6-12 6-12	C C	Manual Arts/Vermont Square CoS Manual Arts/Vermont Square CoS	1,032	899	(133)	-12.89%	1,110	868	(242)	-21.80%	1,209	819	(390)	-32.26%
13	7687	1768701	PUC Early College Acad for Ldrs & Scholars	2050 SAN FERNANDO RD	LOS ANGELES	90065	CSI	9-12	C	Glassell Park/Los Feliz CoS	500	295	(205)	-41.00%	500	236	(264)	-52.80%	300	242	(58)	-19.33%
14	7579	1757901	Rise Kohyang High	600 S LAFAYETTE PARK PL	LOS ANGELES	90057	CSI	9-12	C	MacArthur Park CoS	600	406	(194)	-32.33%	600	435	(165)	-27.50%	600	449	(151)	-25.17%
15	7597	1759701	University Prep Value High	1929 W PICO BLVD	LOS ANGELES	90006	CSI	9-12	C	Koreatown/Pico-Union CoS	480	476	(4)	-0.83%	480	476	(4)	-0.83%	480	482	2	0.42%
										TOTAL	**9,332**	**7,650**	**(1,682)**	**-18.02%**	**8,971**	**7,903**	**(1,068)**	**-11.91%**	**9,079**	**8,063**	**(1,016)**	**-11.19%**

ATTACHMENT E

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE NEW CHARTER PETITION FOR VISTA LEGACY GLOBAL ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 102-22/23
Date: November 15, 2022

I. BACKGROUND

On August 18, 2022, a petition ("Petition") and supporting materials for the establishment of Vista Legacy Global Academy ("Charter School" or "Petitioner") to be operated by Vista Charter Public Schools ("VCPS" or "the organization") was submitted to the Charter Schools Division ("Staff") of the Los Angeles Unified School District ("LAUSD" or "District") by Petitioner[1] seeking to start a new charter school within the geographic boundaries of LAUSD to serve 125 students in grade 9 in the first year and up to 500 students in grades 9-12 by the fifth year of Charter School's operations. Charter School seeks to serve students in and around ZIP code 90026, which is located in the Downtown Community of Schools and served by Board District 2 and Local District Central. The Petition proposes a five-year term from July 1, 2023 – June 30, 2028. *(See Exhibit 1, Charter School Petition.)*

In accordance with the Charter Schools Act (Ed. Code § 47600 et seq.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("District policy"), within 60 days of receipt of the new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b). Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition. Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) The District will publish the Superintendent's recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

Based on review of the application for the new petition and supporting materials relating to Petitioner's request to establish a new school within LAUSD's boundaries, the District has substantial concerns with the Petition, as presented. The discussion below outlines the applicable law and criteria for evaluating new petitions and analysis concerning whether the Petitioner's request satisfies the requirements under the Charter Schools Act and District policy.

[1] "Petitioner" includes a lead petitioner or other authorized person(s) on behalf of the organization that submits a petition to the District seeking establishment of a charter school.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY FOR EVALUATING NEW PETITIONS

In determining whether to grant or deny a new charter petition, the LAUSD Board must carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of pupils the school proposes to serve. (*See* Ed. Code, § 47605(c); *see also*, 5 C.C.R §11967.5.1.) The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

(3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)

(4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)

(5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)

(6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

(8) LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).).

III. BASIS OF FINDINGS OF FACT AND STAFF RECOMMENDATION

Based on a comprehensive review of the Petition and supporting materials and the Capacity Interview held with the Petitioner, Staff recommends that the LAUSD Board of Education deny the Petition and adopt these *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* based on the following grounds:

- The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.

- The Petition does not contain reasonably comprehensive descriptions of all required elements.

- The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

The analysis below contains the findings assessing the sufficiency of the Petition. Staff identified multiple areas of concern, and for the reasons set forth in more detail below, recommends **denial** of the Petition.

A. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition

Pursuant to District policy, in evaluating whether the petitioner is demonstrably likely or unlikely to successfully implement the program set forth in a charter petition,[2] the LAUSD Board will assess a variety of factors, including but not limited to:

- Petitioner's past history of involvement in charter schools or other education agencies (public or private), as one the chartering agency would regard as unsuccessful.

- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school.

- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.

- Insurance (e.g., general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.

- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

- The petitioners' background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioner's plan to secure the services of individuals who have the necessary background and experience in these areas.

[2] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. (See 5 C.C.R § 11967.5.1.)

1. **The Petition and Supporting Materials Omit or Fail to Disclose Significant Information/Facts Which Raises Concerns Regarding the Organization's Transparency with the District, Families, and/or Stakeholders.**

The Petition includes Vista Meridian Global Academy in the list of schools currently operated by VCPS and states therein that Vista Meridian Global Academy, "opened in fall 2021." However, the facts below demonstrate that Vista Meridian Global Academy is not, in fact, currently operating and VCPS does not accurately describe its currently operated schools and programs to its families/stakeholders, and potential charter school authorizers:

Vista Charter Public Schools' Authorizers and Charter Schools

LAUSD	Orange County Department of Education	Anaheim Elementary School District
Vista Horizon Global Academy (TK-5)	Vista Condor Global Academy (TK-5) (approved on appeal after denial by Santa Ana Unified School District)	Palm Lane Global Academy (TK-6)**
Vista Charter Middle (6-8)	Vista Heritage Global Academy (6-12) (approved on appeal after denial by Santa Ana Unified School District and materially revised to expand to grade levels 9-12)	--
--	Vista Meridian Global Academy* (9-12) (Countywide Charter School)[3]	--

*Approved 6/1/22 and slated to open in 2023-2024
**Material Revision to come under governance of VCPS approved 5/11/22.

- Staff's review of publicly available documents revealed that Vista Meridian Global Academy was authorized by the Orange County Department of Education's (OCDE) Board of Education as a countywide high school for a five-year term beginning July 1, 2022. However, per supporting documentation provided to OCDE by VCPS, the organization delayed Vista Meridian Global Academy's opening to the 2023-2024 academic year. (*See Exhibit 2, Vista Meridian Budget Narratives and Exhibit 3, OCDE Board Materials 2022.*)

- VCPS uses the name "Vista Meridian Global Academy" to refer to its high school program offered at Vista Heritage Global Academy[4] ("Vista Heritage"), a separate

[3] Education Code section 47605.6 provides that a county board of education may grant a charter for the operation of a charter school only if it is satisfied that granting the charter is consistent with sound educational practice and that, "the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605."

[4] On July 1, 2020, the OCDE Board approved VCPS' material revision application to add grade levels 9-12 to Vista Heritage's charter. The transcript of the public hearing before the OCDE Board of Education held June 3, 2020, includes the organization's executive leadership's explanation of the process by which VCPS attempted to open a standalone high school by submission of a petition to the Santa Ana Unified School District, submitted and subsequently withdrew the same petition to OCDE, and finally sought a material revision of the Vista Heritage charter to add grade levels 9-12. VCPS then proceeded to refer to the 9-12 grades of the resulting span school (i.e., authorized to serve grades 6-12) as a high school with the Vista Meridian Global Academy name in several public-facing documents. *(See Exhibit 4, OCDE Board Materials 2020.)*

charter school currently authorized by the OCDE Board to serve grade levels 6-12. For example, publicly available documents including enrollment forms, a VCPS website, and the VCPS parent-student handbook use the "Vista Meridian Global Academy" name in reference to grades 9-12 rather than Vista Heritage. *(See Exhibit 5, Vista Meridian Enrollment Form, Website, and Stakeholder Handbook.*)

- In the Capacity Interview, Petitioner stated that current 9th and 10th grade students at Vista Heritage are not aware they attend Vista Heritage as part of the span school (i.e., grade levels 6-12). Petitioner shared that their stakeholders believe that these students attend a separate high school named, "Vista Meridian Global Academy."

- Additionally, VCPS listed Vista Meridian Global Academy as one of the schools operated by the organization in a presentation to the Anaheim Elementary School District (AESD) Board of Education on February 23, 2022 in support of a material revision request to manage Palm Lane Elementary Charter.[5] This reference to Vista Meridian Global Academy predates authorization of the countywide charter school (Vista Meridian Global Academy) on June 1, 2022. *(See Exhibit 6, AESD Board Materials 2022 and Exhibit 3, OCDE Board Materials 2022.)*

- The Petition and supporting materials do not disclose that VCPS currently manages Palm Lane Elementary Charter ("Palm Lane") and is considered part of its portfolio of schools. The Petition neither identifies the organization's governing relationship with Palm Lane, nor does it list Palm Lane among the schools currently operated by VCPS. *(See Exhibit 1, Charter School Petition, p. 10 and 15.)*

- The Articles of Incorporation submitted by Petitioner included an amendment dated 2014. However, Staff's research revealed the organization more recently amended the Articles of Incorporation in 2018, which they did not provide for review. As noted in more detail in the findings below, these documents differ in that the more recent document describes a more narrow scope of corporate purpose than indicated in the version submitted for review. *(See Exhibit 7, VCPS Articles of Incorporation.)*

The above facts raise questions and concerns about the veracity and accuracy of the information presented by the Petitioner to the public, stakeholders, and charter school authorizers about its schools and programs.

[5] Palm Lane is authorized by the AESD Board of Education. On February 15, 2022, VPCS submitted a request for a material revision to AESD seeking to update and revise the Palm Lane petition to reflect, among other things, the current operations of Palm Lane.

2. Petitioners Appear Unfamiliar with the Content of the Petition and Applicable Legal Requirements

a. Staff Identified Inconsistencies between the Petition, Supporting Documentation, and Statements Made by the Petitioner during the Capacity Interview

- The Petition's description of the school's proposed Career Technical Education (CTE) pathways states, "Primary pathway courses will be taught on VLGA's campus to ensure access among all of our students, with additional dual enrollment courses available off-site at LATTC [Los Angeles Trade Technical College] and other college/university partners" and, in reference to the proposed Climate Change pathway, "The program will include dual enrollment with UCI [UC Irvine] and local CSU schools…" *(See Exhibit 1, Charter School Petition, pp. 69, 94.)* However, during the Capacity Interview, in response to a question posed to the Petitioner regarding the proposed dual enrollment program, Petitioner stated that the Charter School will not offer dual enrollment courses in partnership with UC Irvine.

- The 5-year budget submitted with the Petition reflects a 0.26 Full Time Equivalence (FTE) allocation for the Principal position in Year 1. However, during the Capacity Interview, the Petitioner stated that the Charter School would employ a full-time Principal. *(See Exhibit 8, VLGA Budget Salary Positions Assumption.)*

b. Aspects of the Petition are Not Aligned with Applicable Legal Requirements

- The description of the Charter School's plan for providing Designated English Language Development does not align with applicable law regarding when English Language Development (ELD) instruction would occur, or be offered to its students, during the school day. (e.g., Ed. Code, §46148(a)(1).) Education Code section 46148(a)(1) states: "The schoolday for high schools, including high schools operated as charter schools, shall begin no earlier than 8:30 a.m." Here, the Petition states that the Designated ELD would occur between 7:30-8:30 a.m. during an instructional period called Zero Period. (*See Exhibit 1, Charter School Petition, pp. 106-107.)* Accordingly, the instructional period that ELD instruction would occur, or be offered to its students, would potentially violate the start time provisions expressed in Education Code section 46148.

3. VCPS' Existing Obligations and Current Record of Available Data Call into Question the Organization's Ability to Successfully Serve Additional Students in an Additional New Charter School.

As noted below, some of the current challenges VCPS must direct its resources to address include the following:

- Of the organization's five (5) currently operating charter schools, four (4) have California School Dashboard ("Dashboard") data:[6] Vista Charter Middle, Vista Heritage Global Academy, Vista Condor Global Academy, and Palm Lane Global Academy. Vista Charter Middle, Vista Heritage Global Academy, and Palm Lane Global Academy have underperformed the state on a majority of academic performance indicators for the three most recent years for which Dashboard data is available (2017, 2018, and 2019) and Vista Condor Global Academy underperformed the state on all academic performance indicators in 2019, the only year Dashboard data is available for the school. Additionally, Vista Heritage Global Academy is currently classified by the state as Low Performing. (See Ed. Code, §47607.2(a)(1).) *(See Exhibit 9, Vista Charter Middle Data Sets; Exhibit 10, Vista Heritage Dashboard Report; Exhibit 11, Vista Condor Dashboard Report; and Exhibit 12, Palm Lane Dashboard Report.)*

- 2022-2023 is the first year that the organization is operating Palm Lane Global Academy, which --as an existing school operated by AESD and another charter school operator -- has underperformed the state in academic performance indicators in 2017, 2018, and 2019. *(See Exhibit 6, AESD Board Materials 2022 and Exhibit 12, Palm Lane Dashboard Report.)*

- The organization's countywide charter school (Vista Meridian Global Academy) is slated to open in 2023-2024, which is the same first year as the proposed Charter School. *(See Exhibit 2, Vista Meridian Budget Narratives.)*

- Additionally, the organization's span school (Vista Heritage Global Academy) currently only serves students in grades 6-10 and will require the organization's resources to roll out the additional grade levels it is approved to serve (6-12).

B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of all of the Fifteen Elements Set Forth in Education Code

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being proposed.[7] The Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below.

1. Description of the Charter School's Educational Program (Element 1)

The Petition does not contain a reasonably comprehensive description of the charter school's educational program.

[6] As the school's first year of operation was 2019-2020, Vista Horizon Global Academy (authorized by LAUSD) has no 2019 California School Dashboard data.

[7] The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. (*See* Title 5 California Code of Regulations, section 11967.5.1.)

- The Petition does not contain a reasonably comprehensive description of how the Petitioner plans to deliver the proposed educational program. Specifically, Petitioner fails to provide a clear understanding of the scheduling and course offerings needed to satisfy the statutory requirements in Education Code section 47605 and the expectations outlined in the 2021-2022 *New Independent Charter Application Guide*[8] ("Application Guide"). As noted below, the Petition does not provide sample course schedules, course sequence of all grades, and the specific courses proposed to be offered to 9th grade students in the first year of operation:

    - As submitted, the bell schedules included in the Petition indicate that the Charter School's students would have seven (7) academic periods (in addition to "Zero Period" and "Advisory/Global Hour") but do not identify the subjects to be taught at each grade level. While Petitioner noted in the Capacity Interview that they may utilize current Vista Charter Middle teachers in the first year of operation to provide instruction to students, the Petition materials indicate there will only be six (6) teachers in Charter School's first year of operation, and the Petition does not make reference to any such arrangement with Vista Charter Middle, nor otherwise does it explain how the Charter School would offer students seven (7) academic courses with only six (6) teachers. (See Exhibit 1, Charter School Petition, p. 29, and Exhibit 8, VLGA Budget Salary Positions Assumption.)

    - Additionally, the Petition provides no clarity for how the Charter School's proposed dual enrollment program (proposed to be offered, at least in part, off campus at LATTC and "other college/university partners") would fit into the daily schedule, nor how a student might, "…pursue and complete an Associate's Degree from one of our college partners by the time they graduate from high school…" *(See Exhibit 1, Charter School Petition, p. 68-69.)*

- The Charter School's CTE pathways are not comprehensively described in the Petition in accordance with applicable statutory and District policy requirements, and the below provides examples of the Petition's lack of comprehensiveness:

    - The "Climate Change" pathway identified in the Petition presents no course description, aligned standards, etc., and as such, Staff is unable to assess Charter School's proposed program in this area. *(See Exhibit 1, Charter School Petition, p. 94)*

    - During the Capacity Interview, Petitioner represented that all the Charter School's students will take dual enrollment courses. Additionally, the Petition lists passing dual enrollment courses as one of the conditions by which students will meet the CDE's College/Career Indicator.[9] However, descriptions of dual enrollment

[8] Annually, the LAUSD Charter Schools Division publishes a New Independent Charter School Petition Application Guide to provide petitioners with information regarding what the District considers a "reasonably comprehensive" petition.

[9] The CDE's College/Career Indicator (CCI) is included in the California School Dashboard as an Academic Performance Indicator for schools serving students in grade 12.

courses are included for only one (Business) of the Charter School's three pathways (Health Science, Business, and Climate Change). As a result, it is unclear how students in the Health Science or Climate Change pathways would participate in the dual enrollment courses and inhibits Staff's ability to appropriately review this aspect of the proposed educational program. *(See Exhibit 1, Charter School Petition, p. 91-94.)*

- During the Capacity Interview, Petitioner also stated, "all CTE Pathways culminate in at least a certificate." However, the Petition fails to describe the means by which a student would earn any certification and does not identify any specific certifications students could earn. Further, while the Petition includes descriptions of programs and/or courses at LATTC that align somewhat with the Charter School's CTE pathways (e.g., the description of the Health Science pathway notes LATTC, "…offers the disciplines of Registered Nursing, Kinesiology & Health, Health Occupations and the Sciences of Anatomy, Physiology, Biology and Microbiology."), it is not clear whether these LATTC programs align with any specific professional certifications students could earn, nor whether Charter School students will have access to courses in these areas. *(See Exhibit 1, Charter School Petition, p. 68.)*

2. Description of the Charter School's Governance Structure (Element 4)
The Petition <u>does not</u> contain a reasonably comprehensive description of the Charter School's governance structure.

- **Articles of Incorporation**: The articles of incorporation must be executed and filed in order to form a nonprofit public-benefit corporation. Pursuant to California law, the articles must set forth a prescribed statement that the corporation is organized under the Nonprofit Public Benefit Corporation Law for a public or charitable purpose, or both. (Corp. Code, § 5130.) If the purposes include "public" purposes, the articles must include a further description of the corporation's purposes. (*Id*.) When VCPS was initially incorporated on December 7, 2007 as a nonprofit public benefit corporation, the "specific purposes for which [the] Corporation [was] organized are to manage, operate, guide, direct and promote Vista Charter School." However, VCPS amended its articles of incorporation (specifically its corporate purpose) on or about December 19, 2018, which failed to include Vista Horizon Global Academy as part of the purpose for which the corporation was organized. *(See Exhibit 7, VCPS Articles of Incorporation.)* Since VCPS currently operates Vista Horizon Global Academy, VCPS is operating beyond the limits of its approved corporate purpose given that the articles of incorporation do not describe this charter school as part of its corporate purpose.

C. <u>The Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate</u>

Pursuant to Education Code section 47605(c)(7), Staff analyzed whether the Charter School is demonstrably likely or unlikely to serve the interests of the entire community in which the Charter School proposes to locate. Staff's analysis includes consideration of the fiscal impact of the

Charter School. Staff analyzed specific facts and circumstances and considered the following factors:

- The extent to which the Charter School would substantially undermine existing services, academic offerings or programmatic offerings; and

- Whether the Charter School would duplicate a program currently offered within LAUSD and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the Charter School intends to locate.

New charter school petitions are considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement; trends in declining/increasing enrollment; effective use of district facilities and resources; and, needs to achieve adequacy of funding for public schools.

Pursuant to District policy, petitioners complete a Community Impact Assessment to address the following areas: identification of the community for the proposed Charter School; facilities plan; evidence of community engagement; assessment of duplication of existing services, academic offerings or programmatic offerings; consideration of academic performance in the community. Staff examined the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment and performed its own analysis.

Based on Staff's analysis of the Petition and the Petitioner's Community Impact Assessment, consistent with how best to meet the educational needs of all students, the below findings demonstrate that the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Staff examines the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment. Moreover, Staff also analyzes the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available.

1. The Proposed Charter School Undermines/Impacts Existing Services, Academic Offerings or Programmatic Offerings by the District

As outlined below, the Charter School would substantially undermine/impact existing services, academic offerings, or programmatic offerings in the proposed targeted community.

a. Enrollment Trends within the Proposed Community

The Community Impact Analysis considers the enrollment trends of the existing District schools and charter schools in the proposed targeted community. Such analysis is necessary to help determine the need for a new school and the financial viability of the proposed charter school, as well as any impact to existing services, academic offerings or programmatic offerings. If the

petitioner submits an application for a new charter school in a community in which under-enrollment among existing District schools and/or charter schools is prevalent, this factor may constitute a significant fact in finding the proposed new charter school has a substantially undermining effect.

Staff's review of the 2021-2022 Norm Enrollment data provided by LAUSD's Master Planning and Demographics (MPD) office reveals that 28 of the 33 existing District and charter schools within the community in which Charter School proposes to locate are under-enrolled in comparison to their current capacity. Moreover, the enrollment data show that the majority of schools are under-enrolled by an average of 195 students (23 schools under-enrolled by 35.5 students or more; representing 82% under-enrolled schools). As a way to assess the materiality of the under-enrollment, Staff reviewed the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (i.e., in this case, 35.5:1 in grades 9-12). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community.

Enrollment data from Fiscal Years 2019-2020 and 2020-2021 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled by 35.5 students or more, representing 90% and 93% of under-enrolled schools for Fiscal Years 2019-2020 and 2020-2021, respectively.

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e. staffing a class), which indicates prevalent under-enrollment. *(See Exhibit 13, Vista Legacy Global Academy Schools Within the Community List with Enrollment Data.)*

b. Fiscal Impact to the Community

The Charter School must be analyzed in terms of whether it has a fiscal impact to existing District schools in the proposed target community. Staff's evaluation of the fiscal impact of the Petition includes, but is not limited to, the following factors:

(1) Analysis of estimated total revenue losses for existing District schools; and

(2) Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g. use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current).

If the petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Charter School's potential fiscal impact to existing District schools in the proposed community.

Assuming that approximately 30%[10] of the students who plan to attend Charter School would have attended an existing LAUSD school, and assuming that Charter School meets 69%[11] of its enrollment projections, the expected enrollment loss for the District's schools could be $636,544 (125 students) in the first year and increasing to $2,546,177 (500 students) by the proposed charter school's fifth year of operation (i.e., Fiscal Year 2027-2028). Staff estimates that the average revenue per student is $26,171[12] in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94%[13] District average daily attendance (ADA) ratio by this amount over the period of Charter School's proposed charter term equates to $8,911,618. Because District revenue is associated with ADA rather than enrollment (See 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend Charter School. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue.

Further, and using the same assumptions above, it is also projected/anticipated that correlative District staff reductions will result based on the data. The projected staff reductions for the District schools within the proposed community could be two teachers from the first year through Charter School's fifth year of its proposed charter term.

Based on the above analysis, Staff finds that the overall fiscal impact of Charter School on existing District schools in the proposed target community will be prevalent. Therefore, as established above, the Charter School will have a substantive fiscal impact on existing District schools in the proposed target community.

2. The Proposed Charter School Duplicates Programs Currently Offered in the District

The Petitioner is required to assess the duplication of existing programs currently offered by existing schools in LAUSD, as a whole. Such assessment must consider how the Charter School's proposed program would duplicate the current program offerings of existing schools. The enrollment trend analysis would inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the community where the Charter School proposes to locate.

[10] Historical average enrollment decline % to District schools due to students transferring to charter schools (from 2010-2011 through FY 2021-2022), per LAUSD's "Final Budget 2022-23" (Link)(Pages 208-210 in the PDF or Section V-7 through V-9)

[11] Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment projections) for the new LAUSD-authorized independent charter schools in the most five recent years (Fiscal Years 2017-2018 through 2021-2022)

[12] Per Pupil Revenue Rate based on LAUSD's "Final Budget 2022-23" (Link)(Page 79 in the PDF or Section II-3)

[13] District school attendance rate of 94.3% represents the 3-year cumulative average ADA from 2019-2020 through 2021-2022 based on LAUSD's "Final Budget 2022-23" (Link)(Page 388 in the PDF or SACS Page 126)

As part of the analysis to determine if the proposed Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is proposing to locate, Staff reviewed the programs in the community for duplication. The Petitioner asserted in its Community Impact Assessment that the following programs are not duplicative in the community:

- Vista's Framework for Engagement[14]
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (specifically an international business focus) and Climate Change, including Dual Enrollment options at LATTC and/or other colleges/universities
- Advisory/Global Hour for daily personalized targeted supports and daily tutoring during Zero Period.
- Full-time on-site School Psychologist and additional psycho-social supports and Social Emotional Learning (SEL) throughout the program, including Way of Council.

A comparison of the charter school's programs identified in its Community Impact Assessment with programs offered by the existing Schools within the Community (based on publicly available information and input from Local District and Community of Schools leaders) revealed some duplication of the majority of the programs identified by Charter School as non-duplicative.

For example, a number of Schools within the Community offer CTE pathways and/or psycho-social supports. Local District leaders noted that all, or nearly all, Schools within the Community incorporate some elements of Vista's Framework for Engagement, such as mastery learning, data-driven instruction, and project-based learning. Additionally, as noted in findings above, Petitioner did not provide a reasonably comprehensive description of the proposed Climate Change CTE pathway program and, as such, Staff did not have sufficient information to assess the degree to which the proposed program would or would not duplicate existing programs.

Staff also considered current capacity and academic achievement information as part of this analysis. Please see above regarding enrollment trends and the Staff Assessment and Recommendation Report (SARR) regarding existing performance of academic achievement in the community.

Based on the Petitioner's Community Impact Assessment and Staff analysis, there is some duplication of existing programs and the existing programs have sufficient capacity for the students proposed to be served by the Charter School. Moreover, while there are academic needs in the community, the available academic achievement data of the organization does not demonstrate that the proposed charter school is likely to meet said needs.

[14] Elsewhere in the Community Impact Assessment, Charter School describes "Vista's Framework for Engagement" as an instructional framework that incorporates social emotional learning elements, instructional strategies such as Kagan strategies, project-based learning, and mastery learning, and involves a shift in instructional practice towards teachers acting as coaches and facilitators of personalized learning experiences.

3. VCPS' Charter Schools (with available state data) Have Not Demonstrated Academic Achievement Sufficient to Meet Existing Needs Within the Community

As described in the SARR in more detail, the community proposed to be served by Charter School has existing academic needs as the Schools within the Community median performance levels underperform the state in three of six applicable indicators: Math, ELPI, and Graduation Rate. As detailed below, the performance data of the organization's existing schools does not demonstrate that the proposed Charter School is likely to meet existing needs, including both the Dashboard indicators listed above as well as the Dashboard indicators for which the Schools within the Community median performance levels outperform the state averages. *(See Exhibit 14, Schools Within the Community Data Set.)*

Staff reviewed the available Dashboard data (2019) of charter schools operated by VCPS. As noted above, VCPS operates four (4) schools with existing Dashboard data: Vista Charter Middle, Vista Heritage Global Academy, Vista Condor Global Academy, and Palm Lane Global Academy. However, as Palm Lane Global Academy was not under the governance of VCPS in 2019, the last year for which Dashboard data is available, Staff's analysis of the performance of the organization's existing schools was limited to Vista Charter Middle (authorized by LAUSD), Vista Heritage Global Academy (authorized by OCDE), and Vista Condor Global Academy (authorized by OCDE).

In English Language Arts (ELA), Vista Charter Middle's Distance from Standard (DFS) of -25.7 was lower than the state's DFS of -2.5. In Math, Vista Charter Middle's DFS of -56.7 was lower than the state's DFS of -33.5. In ELPI, Vista Charter Middle's percentage of English Learners making progress towards English language proficiency of 38.2% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Charter Middle's percentage of students who were chronically absent was 13.5%, which was higher than the state average of 10.1%. In Suspension Rate, Vista Charter Middle's percentage of students suspended at least once of 0.5% was lower than the state rate of 3.4%. *(See Exhibit 9, Vista Charter Middle Data Sets.)*

In English Language Arts (ELA), Vista Heritage Global Academy's Distance from Standard (DFS) of -31.4 was lower than the state's DFS of -2.5. In Math, Vista Heritage Global Academy's DFS of -85.3 was lower than the state's DFS of -33.5. In ELPI, the charter school's percentage of English Learners making progress towards English language proficiency of 41.4% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Heritage Global Academy's percentage of students who were chronically absent was 11.6%, which was higher than the state average of 10.1%. In Suspension Rate, Vista Heritage Global Academy's percentage of students suspended at least once of 0.0% was lower than the state rate of 3.4%. *(See Exhibit 10, Vista Heritage Dashboard Report.)*

In English Language Arts (ELA), Vista Condor Global Academy's Distance from Standard (DFS) of -62.3 was lower than the state's DFS of -2.5. In Math, Vista Condor Global Academy's DFS of -64.3 was lower than the state's DFS of -33.5. In ELPI, the charter school's percentage of English Learners making progress towards English language proficiency of 44.9% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Condor Global Academy's percentage of students who were chronically absent was 11.6%, which was higher than the state average of

10.1%. In Suspension Rate, Vista Condor Global Academy's percentage of students suspended at least once of 0.0% was lower than the state rate of 3.4%. *(See Exhibit 11, Vista Condor Dashboard Report.)*

In summary, Vista Charter Middle, Vista Heritage Global Academy, and Vista Condor Global Academy all underperformed the state in 4 of 5 applicable indicators (ELA, Math, ELPI, Chronic Absenteeism) and outperformed the state in one indicator (Suspension Rate).

At the subgroup level, a majority (2 of 3) of Vista Charter Middle's applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA. A majority of (2 of 3) Vista Charter Middle's applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Math. All (4 of 4) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in Chronic Absenteeism. All (4 of 4) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. Although a majority (2 of 3) of Vista Charter Middle's applicable numerically significant subgroups outperform their respective subgroup state averages in Math, this is also the case for the District and charter schools within the community serving any grades served by Vista Charter Middle (6-8). Further, a majority of these same District and charter schools' applicable subgroup medians also outperform Vista Charter Middle's respective subgroups in Math. *(See Exhibit 9, Vista Charter Middle Data Sets.)*

At Vista Heritage Global Academy, all (3 of 3) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA and Math, and a majority of (2 of 3) Vista Heritage Global Academy's applicable numerically significant subgroups underperformed their corresponding state subgroup averages in Chronic Absenteeism. All (3 of 3) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. As noted in findings above, Vista Heritage is currently classified by the state as a Low Performing charter school. *(See Exhibit 10, Vista Heritage Dashboard Report.)*

At Vista Condor Global Academy, all (3 of 3) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA and Math. A majority (3 of 4) of Vista Condor Global Academy's applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Chronic Absenteeism. All (4 of 4) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. *(See Exhibit 11, Vista Condor Dashboard Report.)*

Additionally, as detailed in the SARR, Staff analysis also included consideration of i-Ready Diagnostic Growth reports provided by VCPS. Neither Vista Charter Middle, Vista Heritage Global Academy, nor Vista Condor Global Academy met the 95% participation rate criteria in Reading or Math. Notwithstanding the participation rate below 95%, a majority of Vista Heritage Global Academy's students (66% Reading and 59% Math) achieved 100% of Annual Typical Growth. However, less than a majority of Vista Charter Middle's students (Reading 39% and 40% Math) and Vista Condor Global Academy's students (48% Reading and 36% Math) achieved 100% of Annual Typical Growth (notwithstanding the participation rates below 95%). Moreover, as Vista Charter Middle serves the same community Vista Legacy Global Academy proposes to

serve and Petitioner has indicated an expectation that a significant number of Vista Charter Middle students would matriculate into Vista Legacy Global Academy, the most recent internal assessment data for Vista Charter Middle is relevant. *(See Exhibit 15, VCPS Internal Assessments.)*

In summary, the record of academic performance of VCPS' existing schools supports a conclusion that the proposed Charter School is demonstrably unlikely to meet the existing needs within the community proposed to be served by Charter School.

IV. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" grounds for denying the Petition. The recommendation for denial is based on Staff findings that: (1) Petitioner is demonstrably unlikely to successfully implement the educational program set forth in the Petition; (2) the Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements; and (3) the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Should the Board decide to deny the Petition, Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board adopt these Findings of Fact in accordance with the statutory grounds for denial and deny the Petition for Vista Legacy Global Academy.

ATTACHMENT F
Instructions for completing this Community Impact Assessment Template

Per the *LAUSD Policy and Procedures for Charter Schools*, "To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.). Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment."

As part of the petitioner's digital submission of the new independent charter school petition application, please create a folder titled "TAB 12 - Community Impact Assessment" and include this completed template in the top level of the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., "Section 1 Evidence", "Section 2 Evidence", etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include a narrative response to a question, as well as a separate area to list all evidence supporting the assertions in the narrative response.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the "Citation" column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder submitted to DropBox.
- **Link*** (optional)**:** A URL link to the file's DropBox location (hyperlinks or shortened links are preferred).
- **Description of Evidence:** A brief description of the evidence.

*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the Narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the "Citation" column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statement in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

> *[Statement asserted by the petitioner]* (1.2). *[Statement asserted by the petitioner]* (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation number accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Please note that "**community**" and "**identified geographical area**" are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

> "For purposes of this Policy and Procedures, a 'community' includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius."

Please ensure that any use of these terms in the narrative response sections below are consistent with the definitions above.

Note: This document is subject to change.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.

COMMUNITY IMPACT ASSESSMENT TEMPLATE

GENERAL INFORMATION	
Name of Proposed Charter School	Vista Legacy Global Academy
Proposed location (street address, city, and zip code)	2900 W. Temple St., Los Angeles CA 90026
LAUSD Community of Schools	Downtown; MacArthur Park
LAUSD Board District	2
LAUSD Local District	Central
Grade Levels Requested	9-12
Enrollment Capacity by the last year of the term (as reflected in the petition) (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500

SECTION 1: IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL
NARRATIVE
a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition).
Vista Legacy Global Academy (VLGA) will be located in close proximity to our two existing LAUSD charter schools, Vista Charter Middle School (VCMS) and Vista Horizon Global Academy (VHGA), creating a full TK-12 span for Vista families. In the first year of operations, VLGA plans to locate at the current private campus of VCMS, located at 2900 W. Temple Street in Los Angeles, 90026 (Temple Street). As detailed below, the Temple Street facility has ample capacity to expand from its current 6-8 enrollment to add 9th grade and 125 students in 2022-23. Vista already is working with our partners at Red Hook Capital to identify and develop a suitable long-term facility for VLGA. The proposed initial site for VLGA is within the Downtown Community of Schools (CoS); the three mile radius from the site also encompasses the MacArthur Park CoS. (We note that LAUSD in some places combines these two CoS's into a single CoS referred to as the Downtown-MacArthur Park CoS. For purposes of this CIA, we refer to them as separate CoS's.) (1.16, 1.17)

The community VGLA will serve is described in detail in the attached charter petition under the section "Student Population to be Served," (Charter, pp. 15-26.)

b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the same grade levels to be served by the proposed new charter school.

VGLA has identified the following schools in the two CoS's and/or within three miles of the proposed Temple Street location (1.1-1.15):

District Schools

Downtown Community of Schools:

Belmont HS (3 academies):
- Los Angeles Academy of Medical and Public Service (LAAMPS):
- Belmont Multimedia Academy (Multimedia):
- School of Science, Art and Green Engineering (SAGE)

Cortines School of Visual and Performing Arts

Downtown Magnets HS (2 magnets and an IB programme):
- Downtown Business Magnet: Academy of Finance and Academy of Fashion Design and Merchandising
- Computer Science/Engineering/Multimedia
- IB Programme

Roybal Learning Center (4 academies):
- Sustainable Business Finance Academy (BFA)
- Academy of Educational Empowerment: School of Medicine and Law (AEE)
- Computer Science Academy (CSA)
- Academy of Social Work & Child Development (SWCD)

MacArthur Park Community of Schools:

Miguel Contreras Complex (4 academies):
- Contreras Learning Center-School of Social Justice
- Contreras Learning Complex-School of Business and Tourism
- Contreras Learning Center-Academic Leadership Community
- Contreras Learning Center-Los Angeles School of Global Studies

Charter Schools within 3.0 Miles of Proposed Site

Alliance College Academy HS #16 (Alliance Ted K. Tajima)
Camino Nuevo Charter HS
Central City Value
Larchmont Charter (Lafayette Campus)
LA Academy of Arts and Enterprise
Rise Kohyang HS

*We have omitted McAlister HS (part of the MacArthur Park Community of Schools) and New Village Girls Academy from this analysis as both are Dashboard Alternative (DASS) schools that serve a special population of pregnant and parenting teen girls (or other at-risk girls); McAlister HS includes multiple sites throughout LAUSD.

EVIDENCE TABLE

(add additional rows as needed)			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
1.1	1.1 Dashboard Belmont HS.pdf	1.1 Dashboard Belmont HS.pdf	School address on page 1 of dashboard
1.2	1.2 Dashboard Cortines VAPA.pdf	1.2 Dashboard Cortines VAPA.pdf	School address on page 1 of dashboard
1.3	1.3 Dashboard Downtown Business.pdf	1.3 Dashboard Downtown Business.pdf	School address on page 1 of dashboard
1.4	1.4 Dashboard Roybal LC.pdf	1.4 Dashboard Roybal LC.pdf	School address on page 1 of dashboard
1.5	1.5 Dashboard Contreras SJ.pdf	1.5 Dashboard Contreras SJ.pdf	School address on page 1 of dashboard
1.6	1.6 Dashboard Contreras BT.pdf	1.6 Dashboard Contreras BT.pdf	School address on page 1 of dashboard
1.7	1.7 Dashboard Contreras AL.pdf	1.7 Dashboard Contreras AL.pdf	School address on page 1 of dashboard
1.8	1.8 Dashboard Contreras GS.pdf	1.8 Dashboard Contreras GS.pdf	School address on page 1 of dashboard
1.9			Omitted
1.10	1.10 Dashboard Alliance Ted Tajima.pdf	1.10 Dashboard Alliance Ted Tajima.pdf	School address on page 1 of dashboard
1.11	1.11 Dashboard Rise	1.11 Dashboard Rise Kohyang.pdf	School address on page 1 of dashboard

	Kohyang.pdf		
1.12	1.12 Dashboard Larchmont Charter.pdf	1.12 Dashboard Larchmont Charter.pdf	School address on page 1 of dashboard
1.13	1.13 Dashboard Camino Nuevo.pdf	1.13 Dashboard Camino Nuevo.pdf	School address on page 1 of dashboard
1.14	1.14 Dashboard Central City.pdf	1.14 Dashboard Central City.pdf	School address on page 1 of dashboard
1.15	1.15 Dashboard LA Academy.pdf	1.15 Dashboard LA Academy.pdf	School address on page 1 of dashboard
1.16	1.16 Downtown COS.pdf	1.16 Downtown COS.pdf	Downton Community of Schools listing
1.17	1.17 MacArthur Park COS.pdf	1.17 MacArthur Park COS.pdf	MacArthur Park Community of Schools listing

SECTION 2: FACILITIES PLAN

NARRATIVE

In the space below, briefly describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community. (Please note that there are spaces below to provide more detail for each potential site.)

VGLA will be readily accommodated for Year 1 (2023-24) at our existing Temple Street site for VCMS. The facility can accommodate 600 students (2.1) and is currently serving 359 students in grades 6-8. (2.2) Enrollment capacity for VCMS, as stated in its charter, is 420 students (140 per grade). The Covid-19 pandemic has impacted our recruiting efforts, yet we are currently seeing an upswing in enrollment – from 320 students at the start of 2020-21 to 359 at the start of 2021-22 (we also gained more than 30 students throughout the year last year) -- and expect this trend to continue. Thus even at full capacity for the middle school, the Temple Street facility can accommodate another 180 students. Adding 9th grade to the existing 6-8 campus is a natural progression for our students and their families, who are

excited about continuing their education with Vista. Furthermore, the addition of one grade level and 125 students to an existing private campus will have a negligible impact on the community. (2.3)

For our long-term facilities needs, we already are working to identify an appropriate long-term location with our partners, Red Hook Capital, and Dan Morrar at InsightEFS, a real estate company specializing in helping charters find appropriate buildings and sites. Vista has worked with Red Hook for many years in Orange County, and they built the facility that now houses our three charter schools in Santa Ana. We are confident that these experts will help us find and develop our forever home.

Having served the local Downtown/MacArthur Park community for 11 years, starting with VCMS' opening in 2010, we are aware that facilities availability is limited in our densely populated area. While we reserve the right to apply for a Prop 39 facility from LAUSD should it become necessary, our intention is to rely solely on private facilities.

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2.1	2.1a Certificate of Occupancy (COO) and 2.1b VMCS COO printed (alternate version)		Certificate of Occupancy
2.2	2.2 VCMS December 2021 Enrollment		Current Enrollment at 2900 W. Temple Street
2.3			See VCMS Charter, p. 23 (Enrollment), to which this CIA is attached.
2.4			
2.5			
2.6			
2.7			
2.8			

2.9			
2.10			

PRIVATE SITES	
Is the petitioner planning to utilize a private site (i.e., non-District site) to locate the proposed charter school at any point in the proposed term?	☒ Yes ☐ No
If the petitioner checked "Yes," please proceed to the next question in this section. If the petitioner checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below.	
Has the petitioner identified (e.g. has a current site, researched a site, leased a site, etc.) any specific potential private school sites within the target community?	☒ Yes ☐ No
If the petitioner checked "Yes," please complete the remainder of the table below for each potential private site. If the petitioner checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below. If the petitioner has identified more than two potential private sites, **please copy and re-number the table below, as needed, for each additional site**	
Potential Private Site #1	
In the space below, please describe the specific steps the petitioner has taken/is taking to research and secure this site.	
The Temple Site has been occupied by VCMS since 2015 as a school facility. The facility includes 15 classrooms, 8 offices, 2 playgrounds and 2 common areas for lunch, P.E. and other large gatherings, and outdoor space that includes an upper yard and a lower yard. As noted above, current VCMS enrollment is 351 students (2.2), with a charter "cap" of 420 middle grades schools; well within occupancy limits for the facility at 600 students. (2.1) The addition of 125 9th graders in 2023-24 will not have any impact on the costs of the facility as VCMS already pays for full use of the facility.	

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
As already stated above, the Temple Street facility can hold 600 students (2.1); we currently have 351 in grades 6-8 (2.2). Adding an additional grade level (9th) in 2023-24 with 125 students will be easily accommodated at Temple Street. ADA for VCMS in 2021-22 was 92%, a rate we expect will increase in 2022-23 as the effects of the pandemic (hopefully) wane. With an anticipated ADA in 2023-24 for our middle grades students returning to pre-pandemic levels of 95%, even with full charter capacity (420 students), that represents 399 middle grade students present on any given day. We are projecting 95% ADA for the high school, or 119 9th grade students in 2023-24, all well below facility capacity. The site is already approved for, and used as, a public school facility. We will identify and secure an appropriate facility for the high school's enrollment growth starting in 2024-25, with plans to develop a long-term private facility for VGLA.
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.
Address: 2900 W. Temple Street, Los Angeles, CA 90026
Maximum Occupancy: 1331
Approved Use(s): School Building
Issuing Authority (e.g., "City of Los Angeles"): City of LA Department of Building and Safety

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition? *Please refer to "Charter Schools Facilities Requirements" on p. 61 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☒ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
We do not anticipate any construction or other improvements to the facility in order to house the 125 9th graders in 2023-24.

Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): Click or tap here to enter text.
Potential Private Site #2
In the space below, please describe the specific steps the petitioner has taken/is taking to research and secure this site.
As noted above, we are working with our partners at Red Hook Capital to identify a suitable long-term facility for use by VGLA. We will update the LAUSD Charter Schools Division as a site is identified and secured following charter authorization.
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
TBD
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.
Address: Click or tap here to enter text.

Maximum Occupancy: Click or tap here to enter text.
Approved Use(s): Click or tap here to enter text.
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition? *Please refer to "Charter Schools Facilities Requirements" on p. 61 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): Click or tap here to enter text.

DISTRICT SCHOOL SITE (Prop. 39)	
Does the petitioner intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) at any point in the proposed term? Per the LAUSD Policy and Procedures for Charter Schools, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate.	☐ Yes ☒ No, though we reserve the right to do so if it should become necessary.

Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change. Any analysis here will be superseded by current conditions and does not guarantee a specific offer of space from the District	
If the petitioner checked "Yes," please complete the table below. If the petitioner checked "No," please skip to the next section.	
NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.	
In the space below, please include a specific description, with supporting documentation, of each identified District site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity.	

SECTION 3:
EVIDENCE of COMMUNITY ENGAGEMENT

NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate, including, but not limited to, engagement with the following stakeholder groups:

- Parents in the community
- Existing public schools
- Neighborhood councils
- Community-based organizations
- Elected representatives
- Local District and Community of Schools leadership
- LAUSD Board of Education member(s)

Thanks to our long-time presence in the community, Vista is well-known in the surrounding area, and supported by many partners and community members. The community – especially our parent community – has long expressed interest in Vista opening a high school in the neighborhood.

Parents in the Community
Parents have been coming to us every year requesting a Vista high school so the news was extremely well received. Given that VCMS matriculates between 130-148 8th graders each year, we anticipate that the overwhelming majority of our enrollment will come from VCMS. We have included an enrollment preference for these students in the high school lottery, as has been done with several other charter management organizations operating within LAUSD. (Charter Petition, Element 8.)

While more outreach will take place after the charter is authorized – as is customary for new charters -- and especially in the months leading up to the high school's open enrollment period (fall-winter of 2022-23) and opening in August 2023, here is what has been done for community engagement to date:

Phone blast: VCMS Parents were contacted by phone (3.1) and invited to Coffee with the Principal (3.2) to discuss the new VGLA petition.

Coffee with the Principal: Approximately 40 VCMS parents attended Coffee with the Principal on November 5, 2021 and another on December 3, 2021. (3.3) We announced the planned submission of the high school charter petition. Parents were able to ask questions and make comments about the new high school petition and what the school will offer.

Class Dojo: Two announcements were distributed to families inviting them to an Open Discussion about the new high school on December 13, 2021. (3.4, 3.5.)

Social Media Posts: Repeated social media announcements were made regarding an Open Discussion about VGLA on December 13, 2021. (3.6)

Flyer Distribution: As an introductory announcement to the broader parent community, we distributed 5,000 flyers inviting families to attend an Open Discussion on Zoom on December 13 and learn about the new high school. (3.7) Flyers were distributed to homes in a broad area bounded by Glendale Avenue on the East, Vermont to the West, Sunset to the North and Third Street to the South.

Zoom Open Discussion: Parents/community members were invited to an Open Discussion at the Vista Board meeting on Zoom on December 13 (3.4-3.9). We had a number of parents in attendance who spoke about their experiences at Vista and advocated for the high school.

Open House: On June 14 and 15, 2022, we hosted an open house meeting for interested parents at VCMS regarding the new high school. (3.10)

Lotus Festival: July 9-10, 2022, we distributed information about the new high school at the Lotus Festival, attended by thousands of neighborhood and citywide residents.

Once the charter is authorized, VGLA will engage in additional outreach throughout the surrounding community, including leveraging our VCMS parents as partners in spreading the word (one of the most effective outreach tools we have), hosting Open House sessions about the new school, and distributing more information throughout the community (including, as needed, flyers, articles in local media, advertising, door-to-door canvassing, etc.) to ensure the broader community is aware of this new option for high school. (Charter Petition, Element 7.)

Existing Public Schools
All of the Principals of the existing public schools in the community (identified in Section 1, above) were emailed. (3.11-3.24.) Only Central City Value responded (3.24), offering congratulations and inquiring where we would be located.

Neighborhood Councils
Rampart Village Neighborhood Council: We attended their December 21, 2021 meeting (via Zoom) to announce the new school, which was well-received. (3.25.)
Silverlake: We attended their February 10, 2022 meeting (via Zoom) to announce the new school, which was well-received. (3.26.)

Community Based Organizations
We sent emails with a letter about VGLA to many of our existing community partners and other local community based organizations informing them of our plans for VGLA and welcoming their input. (3.27-3.42.) Several organizations responded with excitement about our plans. Organizations we emailed include:

Bresee Foundation
Children's Institute
Dream Center
El Centro del Pueblo/GRYD
Future Generations
KYYC

LA Care
LA Parks & Rec (Bellevue Recreation Center, Echo Park Rec Center, Lake Street Rec Center, Shatto Rec Center)
Peace Over Violence
Saban Community Clinic
Silverlake Chamber of Commerce
SIPA

We attended a mixer sponsored by the Silverlake Chamber of Commerce, where the high school was announced. Councilman Mitch O'Farrell acknowledged the parent engagement and civic engagement that Vista students and parents were involved in. The news of the high school was well-received.

Once the charter is authorized, we will actively partner with these organizations and others to continue outreach in the community with the children and families they serve and work to extend our partnerships to provide services and support for our families at the high school level.

Elected Representatives
We emailed Councilman Mitch O'Farrell (3.44) and member of the LA County Board of Supervisors Hilda Solis (3.45). Councilman O'Farrell attended the Silverlake Chamber of Commerce "mixer" detailed above.

Local District and Community of Schools Leadership
We emailed the Downtown and MacArthur Park Community of Schools leadership.

LAUSD Board of Education Members
We emailed each LAUSD Board member and meetings were requested with each of them. We held meetings (via Zoom) with staff in Monica Garcia and Nick Melvoin's offices, where we detailed our plans for the new VGLA high school and answered their questions.

b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, etc.) in the Evidence Table below.

As detailed in the prior section, Robocall, Class Dojo, social media, emails and flyer distribution all have been used to date to provide the initial announcement about VGLA to the community and seek input. All of our communications to our parents and the broader community are in both English and Spanish.

Element 7 of our charter petition contains a detailed outreach and student recruitment plan, as required. We will engage in all of these outreach steps once the charter is authorized.

c. In the space below, please provide a summary of the responses received from stakeholders. Include in the Evidence Table below, publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) which will

be shared with the LAUSD Board.

Understandably, we received very few direct responses from other schools, organizations or leaders in the community regarding our new school as we conducted this preliminary outreach. One school, Central City Value, did respond to our email, and some of the community organizations similarly congratulated us as indicated in the attached emails. Parent events were well attended.

Far more meaningful outreach will occur once the charter is authorized. Community members and parents are understandably not as eager about a new school until it is a reality, and until we can announce that the initial application window is open, with details about our location, founding principal, and more. All of this will take place following charter authorization.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
Parents in the Community			
3.1	3.1 Robocall Legacy Announcement 1025.pdf	3.1 Robocall Legacy Announcement 1025.pdf	Robocall Log to VCMS Parents
3.2	3.2 Legacy Announcement Coffee with Principal.pdf	3.2 Legacy Announcement Coffee with Principal.pdf	Coffee with the Principal Announcement
3.3	3.3 Sign in Sheets for Coffees.pdf	3.3 Sign in Sheets for Coffees.pdf	Coffee with the Principal Sign in Sheets
3.4	3.4 Class Dojo Post 1.png	3.4 Class Dojo Post 1.png	Class Dojo Announcement about Open Discussion
3.5	3.5 Class Dojo Post 2.png	3.5 Class Dojo Post 2.png	Second Class Dojo Announcement about Open Discussion
3.6	3.6 Social Media Post.png	3.6 Social Media Post.png	Sample Social Media Post
3.7	3.7 Vista Legacy – Community Flyer Distribution.pdf	3.7 Vista Legacy – Community Flyer Distribution.pdf	Invoice to Distribute 5,000 Flyers

3.8	3.8 Legacy Open Discussion (8.5 x 11in).pdf	3.8 Legacy Open Discussion (8.5 x 11in).pdf	Flyer about VGLA
3.9	3.9 Parent Presenting at Zoom Open Discussion.png	3.9 Parent Presenting at Zoom Open Discussion.png	Open Discussion Zoom Screen Shot
3.10	3.10 June 2022 Open Houses		June 2022 Open House meetings at VCMS
Tab 1			VLGA Charter Petition, Element 7 (describing planned annual outreach activities).
Existing Public Schools			
3.11-3.24	Folder Existing Public Schools	Folder Existing Public Schools	Emails to Principals of existing traditional and charter high schools in the Downtown and MacArthur Park CoS's and/or within 3.0 miles of Temple Street facility.
3.24	3.24 Email to and Response from Central City Value School.pdf	3.24 Email to and Response from Central City Value School.pdf	Response from Central City Value (only response received)
Neighborhood Councils			
3.25	3.25a-3.25d Emails and Screenshots		Emails and screenshots of Zoom meeting with Rampart Neighborhood Council
3.26	3.26 Silverlake Council		Screenshot of Silverlake Council Zoom meeting
Community Based Organizations			
3.27	3.27 Email to and Response from Bresee Foundation.pdf	3.27 Email to and Response from Bresee Foundation.pdf	Email to and Response from Bresee Foundation

3.28	3.28 Email to Children's Institute Inc.pdf	3.28 Email to Children's Institute Inc.pdf	Email to Children's Institute Inc
3.29	3.29 Email to Dream Center.pdf	3.29 Email to Dream Center.pdf	Email to Dream Center
3.30	3.30 Email to and Response from El Centro del Pueblo.pdf	3.30 Email to and Response from El Centro del Pueblo.pdf	Email to and Response from El Centro del Pueblo
3.31	3.31 Email to Future Generations Now.pdf	3.31 Email to Future Generations Now.pdf	Email to Future Generations Now
3.32	3.32 Email to KYCC.pdf	3.32 Email to KYCC.pdf	Email to KYCC
3.33	3.33 Email to LA Care.pdf	3.33 Email to LA Care.pdf	Email to LA Care
3.34	3.34 Email to Bellevue Recreation Center.pdf	3.34 Email to Bellevue Recreation Center.pdf	Email to Bellevue Recreation Center
3.35	3.35 Email to Echo Park Recreation Center.pdf	3.35 Email to Echo Park Recreation Center.pdf	Email to Echo Park Recreation Center
3.36	3.36 Email to Lake Street Recreation Center.pdf	3.36 Email to Lake Street Recreation Center.pdf	Email to Lake Street Recreation Center
3.37	3.37 Email to Shatto Recreation Center.pdf	3.37 Email to Shatto Recreation Center.pdf	Email to Shatto Recreation Center
3.38	3.38 Email to and Response from Peace Over Violence.pdf	3.38 Email to and Response from Peace Over Violence.pdf	Email to and Response from Peace Over Violence

3.39	3.39 Email to Saban Clinic.pdf	3.39 Email to Saban Clinic.pdf	Email to Saban Clinic
3.40	3.40 Email to Silverlake Chamber of Commerce.pdf	3.40 Email to Silverlake Chamber of Commerce.pdf	Email to Silverlake Chamber of Commerce
3.41	3.41 Email to SIPA.pdf	3.41 Email to SIPA.pdf	Email to SIPA
3.42	3.42 Legacy Comm Partners.docx	3.42 Legacy Comm Partners.docx	Letter Attached to all Community Partner Emails, named “Legacy Comm Partners”
3.43	3.43 Announcement at Mixer – Mitch O’Farrell.png	3.43 Announcement at Mixer – Mitch O’Farrell.png	Screenshot: Announcement at Mixer – Mitch O’Farrell
Elected Representatives			
3.44	3.44 Email to Councilman O'Farrell.pdf	3.44 Email to Councilman O'Farrell.pdf	Email to Councilman O'Farrell
3.45	3.45 Email to Board of Supervisors Hilda Solis.pdf	3.45 Email to Board of Supervisors Hilda Solis.pdf	Email to Board of Supervisors Hilda Solis
Local District and Community of Schools Leadership			
3.46	3.46 Email to Susana Gutierrez.pdf	3.46 Email to Susana Gutierrez.pdf	Email to Susana Gutierrez
3.47	3.47 Email to Charles Smith.pdf	3.47 Email to Charles Smith.pdf	Email to Charles Smith
LAUSD Board of Education Members			
3.48	3.48 Email to Jackie Goldberg.pdf	3.48 Email to Jackie Goldberg.pdf	Email to Jackie Goldberg
3.49	3.49 Email to Kelly	3.49 Email to Kelly Gonez.pdf	Email to Kelly Gonez

	Gonez.pdf		
3.50	3.50 Email to George McKenna.pdf	3.50 Email to George McKenna.pdf	Email to George McKenna
3.51	3.51 Email to Tanya Franklin.pdf	3.51 Email to Tanya Franklin.pdf	Email to Tanya Franklin
3.52	3.52 Email to Scott Schmerelson.pdf	3.52 Email to Scott Schmerelson.pdf	Email to Scott Schmerelson
3.53	3.53 Email to Monica Garcia.pdf	3.53 Email to Monica Garcia.pdf	Email to Monica Garcia
3.54	3.54 Garcia Office - Zoom Screenshot.png	3.54 Garcia Office - Zoom Screenshot.png	Garcia Office - Zoom Screenshot
3.55	3.55 Email to Nick Melvoin and Meeting.pdf	3.55 Email to Nick Melvoin and Meeting.pdf	Email to Nick Melvoin and Meeting

SECTION 4:
ENROLLMENT TRENDS

NARRATIVE

a. In the space below, discuss the enrollment trends of existing schools (both District and charter) within the target community, including, but not limited to, existing space capacity, unmet demand, and/or any over-enrollment or under-enrollment of existing schools. Please ensure to cite sources for any data included in this description.

Consistent with broader trends across LAUSD and the state, enrollment has been declining at several of the local existing high schools, and the high schools in the Downtown CoS in particular appear to have plenty of room for a Prop 39 co-location if that became necessary (again, we do not anticipate needing this). Belmont HS, for example, has had a steady decrease in enrollment – in 2014-15, the school served 978 students, compared to just 663 in 2021-22 – well below the facility's stated capacity of 1,721 students. (All enrollment over time data in this section sourced from https://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Enrollment&submit1=Submit.)

Note: Since we were prevented from submitting this new charter petition last winter, we have taken the time to update several pieces of data to reflect 2021-22 figures with this August

2022 submission. We find it curious that all but one of the traditional school's e-car reports show a decline in the capacity of students at their facility. For example, in 2020-21, Belmont HS' e-car report showed a total capacity of 2,037 students, yet for some reason their 2021-22 e-car report shows a total capacity of just 1,721. Cortines' capacity dropped from 1,465 to 1,436, and so on. It is unclear why the facility/enrollment capacity at all of these schools fluctuates. One school, Downtown Magnets, actually shows a modest increase in enrollment capacity in 2021-22, up to 666 from 658 the prior year. Yet Downtown Business, the highest performing school in the neighborhood on several measures, appears to be severely overcrowded: based on their 2020-21 e-Car report, it had 1,035 students enrolled with capacity for 658 students; in 2021-22 they had 907 enrolled with capacity of 658. (This appears to be an error; since at least 2014-15, Downtown Business Magnet has enrolled at least 1,031 students each year consistently.)

In the MacArthur Park Community of Schools, each of the four Contreras Learning Complex (CLC) schools is within roughly 100 students of their site capacity.

For the charter schools, we note that "capacity" is difficult to determine from publicly available records – many of these schools may occupy facilities that limit their capacity in a different way than what they projected in their charter petitions. Larchmont Charter, for example, enrolls approximately 1,609 students in K-12 across four different campuses, only one of which is located in our community, yet their charter projects "enrollment capacity" of 1,841. Larchmont maintains a lengthy wait list for many of its grades so it's difficult to determine whether it has filled its capacity for the Lafayette Campus in our community, which currently houses their 8th-12th grades. It does appear, by comparing 2021-22 enrollment against the charter petition enrollment projections, that LA Academy of Arts and Enterprise is currently under-enrolled.

b. In the rows below, list the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. For each school listed, indicate both its current enrollment and enrollment capacity (per most recent snapshot in the e-CAR Report for District schools and approved charter for Charter schools.)

Please ensure that each source of enrollment data in the rows below is included in the Section 4 Evidence table at the end of this section.

Note: The data points in the reference sources documents are not necessarily indicative of reality or current circumstances, and the enrollment trend analysis is subject to further information available to the District.

EXISTING SCHOOLS ENROLLMENT
(add additional rows as needed)

School Name	Current Enrollment	Enrollment Capacity
Belmont HS	663	20371721
Cortines School of Visual and Performing Arts	1159	1436

Downtown Magnets HS (Downtown Business)	907	666
Roybal Learning Center	981	1143
Contreras Learning Center-School of Social Justice	434	530
School of Business and Tourism at Contreras Learning Complex	425	487
Contreras Learning Center-Academic Leadership Community	496	586
Contreras Learning Center-Los Angeles School of Global Studies	331	357
Charter Schools		****enrollment capacity based on charter petition intended enrollment, not facility capacity***
Alliance College Academy HS #16 (Alliance Ted K. Tajima)	471	500
Rise Kohyang HS	454	600
Larchmont Charter (four campuses, only one of which is in our target community; Lafayette Campus enrollment/capacity is unclear)	1609	1841
Camino Nuevo Charter HS	508	500
Central City Value	452	480
LA Academy of Arts and Enterprise	296	500

d. In the space below, discuss how the proposed charter school's requested enrollment capacity and enrollment roll-out plan take the enrollment trends in the target community into account.

Include the rationale for selecting the specific enrollment capacity and discuss the plan (including any efforts to date) to achieve the enrollment targets across all school years of the proposed charter term.

VCMS matriculates 130-150 8th grade students each year (see above), typically going to other charter schools for high school. We anticipate – based on long-standing parent/student requests for a Vista high school in Los Angeles – that our high school's enrollment will be filled overwhelmingly with VCMS students. We also recognize that some of our VCMS students will choose to go to other high schools, perhaps for a particular focus (e.g., an arts-

based program), or desiring a larger high school for reasons such as the availability of competitive sports teams. We thus carefully determined that enrollment of 125 students per grade at VGLA is both a realistic projection of enrollment we can achieve, as well as an operationally-sustainable enrollment for the long-term. We note that the addition of Vista Horizon to serve elementary grades in 2019 further strengthens students' and families' ties to Vista and a full K-12 pipeline.

Building on the success of our elementary and middle school models, our new high school is designed to meet the specific needs of our local community (and is adapted from our recently-opened first high school in Orange County). This model includes Vista's Framework for Student Engagement (detailed in the Charter Petition), and a unique combination of global competence, STEAM preparedness, and Social Emotional Learning, with Career Technical Education (CTE) pathways in Health Science, Business and Climate Change.

As detailed in the Charter Petition (pp. 15-24) and Section 6 below, the academic performance of the existing traditional public high schools that are closest to our planned facility (i.e., Belmont, Roybal, Contreras Learning Complex) are all well below state averages. While most of the magnet and charter schools are performing better than the traditional schools, we believe our students and families' enthusiasm for and dedication to Vista means that few students will choose a different charter for high school.

By growing slowly one grade each year, we will carefully leverage resources – including facilities – to meet the needs of the new high school, including achieving full enrollment. Element 7 of the Charter Petition includes a detailed outreach and student recruitment plan, similar to the plans we have used for our other five public charter schools with great success.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
4.1	4.1 ECAR Belmont HS.pdf	4.1 ECAR Belmont HS.pdf	2021-22 E-CAR shows capacity and enrollment
4.2	4.2 ECAR Cortines VAPA.pdf	4.2 ECAR Cortines VAPA.pdf	2021-22 E-CAR shows capacity and enrollment
4.3	4.3 ECAR Downtown Business.pdf	4.3 ECAR Downtown Business.pdf	2021-22 E-CAR shows capacity and enrollment
4.4	4.4 ECAR Roybal LC.pdf	4.4 ECAR Roybal LC.pdf	2021-22 E-CAR shows capacity and enrollment
4.5	4.5 ECAR Contreras SJ.pdf	4.5 ECAR Contreras SJ.pdf	2021-22 E-CAR shows capacity and enrollment

4.6	4.6 ECAR Contreras BT.pdf	4.6 ECAR Contreras BT.pdf	2021-22 E-CAR shows capacity and enrollment
4.7	4.7 ECAR Contreras AL.pdf	4.7 ECAR Contreras AL.pdf	2021-22 E-CAR shows capacity and enrollment
4.8	4.8 ECAR Contreras GS.pdf	4.8 ECAR Contreras GS.pdf	2021-22 E-CAR shows capacity and enrollment
4.9			Omitted.
4.10			Omitted.
4.11	4.11 Petition Alliance Ted Tajima.pdf	4.11 Petition Alliance Ted Tajima.pdf	Capacity stated on page 9
4.12	4.12 Dataquest Enrollment Alliance Ted Tajima.pdf	4.12 Dataquest Enrollment Alliance Ted Tajima.pdf	Shows 2021-22 enrollment by grade
4.13	4.13 Petition Rise Kohyang.pdf	4.13 Petition Rise Kohyang.pdf	Capacity stated on page 10
4.14	4.14 Dataquest Enrollment Rise Kohyang.pdf	4.14 Dataquest Enrollment Rise Kohyang.pdf	Shows 2021-22 enrollment by grade
4.15	4.15 Petition Larchmont Charter.pdf	4.15 Petition Larchmont Charter.pdf	Capacity stated on page 10
4.16	4.16 Dataquest Enrollment Larchmont Charter.pdf	4.16 Dataquest Enrollment Larchmont Charter.pdf	Shows 2020-21 enrollment by grade
4.17	4.17 Petition Camino Nuevo.pdf	4.17 Petition Camino Nuevo.pdf	Capacity stated on page 10
4.18	4.18 Dataquest Enrollment Camino	4.18 Dataquest Enrollment Camino Nuevo.pdf	Shows 2021-22 enrollment by grade

	Nuevo.pdf		
4.19	4.19 Petition Central City.pdf	4.19 Petition Central City.pdf	Capacity stated on page 10
4.20	4.20 Dataquest Enrollment Central City.pdf	4.20 Dataquest Enrollment Central City.pdf	Shows 2021-22 enrollment by grade
4.21	4.21 Petition LA Academy.pdf	4.21 Petition LA Academy.pdf	Capacity stated on page 14
4.22	4.22 Dataquest Enrollment LA Academy.pdf	4.22 Dataquest Enrollment LA Academy.pdf	Shows 2021-22 enrollment by grade

SECTION 5:
ASSESSMENT of DUPLICATION of EXISTING SERVICES, ACADEMIC OFFERINGS, and PROGRAMMATIC OFFERINGS

NARRATIVE

a. In the space below, provide a list of the existing services, academic offerings, and programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these existing services, academic offerings, and programmatic offerings and cite all sources used for the information described herein.

California Education Code Section 457605(7(A-B) requires that a charter petitioner address:

> (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
> (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

In order to respond to this section, Vista has spent several hours researching the existing schools in the community and downloading, labeling and attaching "evidence" (all publicly available, and in some cases, more readily available to LAUSD staff than petitioners) to be responsive to this Section, though we note that the availability of information about the LAUSD-operated schools is inconsistent and often quite limited. We looked at each school's website, and charter petitions. (Notably, SARC reports for each school were not posted on most of their respective websites.) We have attached a sampling of "evidence" for each school – replicating in pdf each school's websites, reports submitted to LAUSD or other documentation even though this request is overly burdensome, time-consuming and unnecessary to meet the requirements of the law. The evidence we have included is all publicly available and readily accessed on each school's website. We also note that it can be quite difficult to segregate a "service" versus an "academic offering" or a "programmatic offering," (we assume the legislature intended the phrase to be comprehensive and inclusive, rather than segregating the different types of offerings since not one of these terms is defined in the law, nor by LAUSD); we have done our best here to be responsive.

In the following paragraphs, we describe each existing school's offerings, and then, in part (b), we attempt to segregate our school model into the framework required, duplicating and summarizing all of the information already included in our attached 268 page Charter Petition (again, we believe this exercise is unduly burdensome on petitioners and unnecessary to meet the requirements of the Education Code). Finally, in part (c), we address the queries posed by the Education Code and confirm that VGLA will not be duplicative of the existing local high schools, nor undermine any of their services, academic offerings or programmatic offerings.

Existing Downtown/MacArthur Park High Schools: The information in this section is largely copied and pasted from schools' websites/materials, though several typos have been corrected and some sections edited for clarity.

Belmont HS: Part of the Belmont Zone of Choice (BZOC), Belmont is a traditional high school that offers three academies:

Los Angeles Academy of Medical and Public Service (LAAMPS): This academy incorporates many features of high school reform movements, which include creating a close-like family atmosphere, integrating academic and career technical education, and establishing viable business partnerships in order to meet key components of the academy model.

- Uses grant funds to implement a career focused curriculum in Medicine.
- Has a team of teachers who use interdisciplinary units, develop motivational activities, and provide workplace learning opportunities.
- Offer career technology education courses such as: Introduction to Medical/Physiology, Medical Terminology, and First Responder.
- Internships and mentorships are available with community partners such as Children's Hospital Los Angeles and USC's Latino Alumni Association.

Belmont Multimedia Academy (Multimedia): This academy focuses on technology to prepare students for university and careers in the Arts, Media, and Entertainment, key economies of Los Angeles, the multimedia capital of the world.

- Students are prepared for 21st C college and career through exciting, real world multimedia projects, with excellent instruction in Science, Math, Social Studies, and English! Many AP classes are available! We have a big school program with very personal service. We get to know our students very well, to help them find their personal path to success! We have the advantages of a comprehensive school with many choices in courses, clubs, sports, activities, leadership, and various academic and afterschool programs to support and engage you!
- The Multimedia Academy has its own counselor to assist you in graduating, and Belmont has a full time college counselor to help in getting into college!
- Our Multimedia Subjects include: Drawing, Animation, Web Design, Video, Music Production, Digital Imaging, Photography, Multimedia Journalism, Advertising Design, Game Design, Drama. Our teachers have decades of experience in media production and instruction!
- Interdisciplinary instruction combines various subject areas into engaging projects!
- Partners that have supported our program: Cal Arts Summer Program, Hollywood Reporter's Women in Entertainment, Film Production with the Philipino Workers Center, Hispanic Fund Summer Symposium at UCLA, and Upward Bound with Occidental College, USC, and LACC
- Mentorship, job shadowing, field trip and career path providers have included: Fox Studios, The Bresee Foundation, The Grammy Museum, Gnomon College, and AT&T, Google and Facebook.

School of Science, Art and Green Engineering (SAGE): This academy offers an academic environment where students become agents of change for themselves and focus on construction-related learning. SAGE, an approved California Partnership Academy, offers an academic setting where our students become agents of change for themselves. We provide all Belmont students the opportunity to explore careers in science, technology, engineering, and mathematics (STEM). Our academy is continuously working to equip students with 21st

Century skills and knowledge necessary to be positive agents of change in their personal lives, their local community and in the global arena.

Belmont has 12 sport teams, 15+ clubs, and 10 AP courses offered. An after-school program offers one hour of tutoring, three days per week. Belmont Health Clinic is open to the public for low-cost health services, free to students.

Cortines: Ramon C. Cortines School of Visual and Performing Arts (Grand Arts), formally known as Central Los Angeles High School No. 9, is an LAUSD comprehensive high school for the visual and performing Arts. Ramon C. Cortines Visual and Performing Arts has four arts academies: Theatre, Visual Arts, Dance and Music. Using the visual and performing arts as a focus and motivational tool for student academic achievement, our school program offers an interdisciplinary approach to academics to provide students with a college-preparatory curriculum and learning goals that are focused on enabling students to meet the needs of a globalized society by developing critical thinkers, responsible and socially aware citizens, and effective communicators.

Cortines is open for enrollment for all BZOC students, plus additional students based on space availability through an application and lottery process. The school offers AP classes, and a counseling department offers both college and psycho-social counseling.

Cortines has a Student Wellbeing Center (SWC), in partnership with the Los Angeles County Department of Public Health, the Los Angeles County Department of Mental Health and Planned Parenthood of Los Angeles to make preventive health care accessible to young people throughout the County by bringing youth-focused health and wellness education and services on campus. The 50 SWC's throughout the County offer services to educate students for lifelong protective practices and promote social/emotional well-being, youth leadership, and sexual health. SWCs will be staffed with Master's level Health Educators and will be open a minimum of 20 hours/week.

Downtown Magnets: As a magnet program(s), enrollment at the school is based on an application and selection basis. A student is not enrolled until they and their parent(s) have completed an "Intake Interview" and "Individual Graduation Plan" review in the spring prior to the start of the school year.

Downtown Magnets High School began in 1981 as the Downtown Business Magnet (DBM), a component of the Los Angeles Unified School District's expanding voluntary integration program. When the Electronic Information Magnet (EIM) was created in 1994, DBM adopted the name "Downtown Magnets" to incorporate both magnets into its name. We now house The Academy of Fashion Design and Merchandising, The Academy of Engineering, The Academy of Information Technology, and Academy of Finance. We have a thriving IB program where almost 100% consistently earn the full International Baccalaureate Diploma.

DBM

Downtown Business Magnet attracts students from throughout the district, and includes the Academy of Finance, and the Academy of Fashion Design and Merchandising. Students in the Finance program enroll in up to eight accelerated courses, one of which is a college course, Foundations of Corporate Finance, taken at the University of Southern California.
Design and Merchandising seniors are placed as interns at various industry sites in the Downtown fashion district. Academy courses include Clothing, Apparel Skills, Design, and Merchandising. The culminating activity is a show featuring fashion lines designed and created by the senior students.
DBM is proud to have been adopted by Ernst & Young, and also maintains strong partnerships with the Fashion Institute of Design and Merchandising, Woodbury University, Cal Mart, and many other businesses.

COMPUTER SCIENCE / ENGINEERING/ MULTIMEDIA

The Computer Science / Engineering/ Multimedia Magnet incorporates technology into all aspects of the educational process and was originally developed with the L.A. Central Library and the UCLA Graduate School of Education. Computer Science / Engineering/ Multimedia includes the Academy of Information Technology, which contains both computer science and digital design pathways, and the Academy of Engineering. A sampling of classes unique to Computer Science / Engineering/ Multimedia includes Engineering Design and Development, Computer Science, Generative Art, Digital Production, and Filmmaking.

IB

IB was introduced to our school 10 years ago with some preparatory courses. The curriculum was very rigorous, and these students sacrificed higher GPA's by remaining in the program. 2017 marked the first graduating cohort of our school's IB Diploma Programme. Of the 104 students over five cohorts who completed the curriculum, 100 received the full diploma, many with extra points.

Downtown Magnets offers AP classes (along with IB classes), Academic Decathalon, after-school tutoring in specific sessions once/week, clubs and sports.

The Academy of Finance offers students courses in entrepreneurship, accounting, corporate finance (financial planning), and international relations. Students will also take a 5-week afterschool class in finance and accounting at USC for college credit during within the first 2 months of the school year. The Academy of Finance receives support from the Los Angeles Education Partnership and the Network for Teaching Entrepreneurship in the form of resume writing/interview skills workshops, mock interviews, internship opportunities, and coaching on how to execute a successful business plan. DBM is proud to be sponsored by CIT Group, PricewaterhouseCoopers, KPMG, Cornerstone OnDemand, and Cognizant.

The Academy of Fashion Design and Merchandising offers students opportunities to learn the necessary skills for careers in the fashion industry. Students will have the opportunity to apply these skills during their senior year through an internship at the California Market Center and our annual Fashion Show. Partnerships have been established with FIDM, Woodbury University, and the California Market Center.

Computer Science/Engineering/MultiMedia: This magnet pathway, also known as Electronic Information Magnet (EIM), incorporates technology and STEM into many students' high school educational process. This academy offers students courses in computer programming, film, multimedia production or engineering. STEM curricular components engage students in hands on project-based learning. Students learn engineering concepts, design, and technology to solve real world problems. Engineering coursework include:

- Intro to Engineering
- Architectural Design
- 3D Solid Modeling
- Principles of Engineering

Downtown Magnets offers a variety of student clubs and sports, a college counseling office, and psycho-social counseling.

Roybal: Also part of the BZOC, Roybal is comprised of four thematic small learning communities:

Sustainable Business Finance Academy (BFA): provides students with a firm academic and technical foundation and an understanding of global economic systems, financial markets, products, services, and institutions. BFA Integrates classroom instruction with workplace experience:

- Allows high school students to achieve the understanding and practical skills they will need to begin careers and make educated choices about the financial service industry.
- Students gain first-hand experience in the world of finance through job shadowing, internships and job interviews.
- Become familiar with people, functions, and organizations in the finance industry.
- Visit banks, financial exchanges, colleges/universities, and public service organizations.

Academy of Educational Empowerment: School of Medicine and Law (AEE): AEE is committed to helping students become college-bound leaders. As an academy, AEE develops and fosters student interest in the fields of Law and Medicine through career exploration assignments and activities in advisory classes. We celebrate student leadership characteristics like: honesty, integrity, respect and academic excellence. These characteristics are acknowledged through AEE assemblies that spotlight our leaders every quarter. Furthermore, we invite guest speakers who currently practice in the field of Medicine and Law to our campus who can engage the students, share their stories and career descriptions, and foster interest in the fields of law and medicine.

AEE recently incorporated Project Lead the Way (PLTW) curriculum and offers a series of Bio-Medical classes that will help educate and empower our students and prepare them for the rigors of college classes with 21st century skills that may have a focus on medicine and biology. These courses are embedded into your instructional program in grades 9, 10, and 11 as part of your college prep course. In addition to PLTW, AEE has also partnered with the Puente Learning Center, working with our 9th and 10th grade advisory classes to provide college and career curriculum.

Lastly, AEE will implement “Writing Across the Curriculum” to offer a network of support to our teachers and students by implementing a uniform method of teaching reading and writing. AEE has plans to revamp a Mentoring Program by creating a teacher-led club that will oversee Senior Mentors and the underclassmen they assist and guide through their high school journey.

Computer Science Academy (CSA): CSA is the place to learn the technological skills and knowledge you'll need to succeed in college and prepare for a career in the 21st Century. We are the only high school academy in the Belmont Zone of Choice that offers the PLTW Computer Science Program. At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely consumers, of the technology all around them. The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking - not just how to code - and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

Academy of Social Work & Child Development (SWCD): Academy Offerings:

- Spanish-English Dual Language Program
- College Credit from LACC in Child Development
- Certificate Program to work in Early Education Centers

Dual Language Program: SWCD students interested in participating in our Dual Language program will receive rigorous grade-level standards-based instruction in both English and Spanish to develop academic proficiency in both languages. Beginners in our Dual Language program will receive 50% of their academic content in Spanish (Spanish, Algebra 1, Chemistry) and the other 50% in English (Eng. 9A, PE, Health). SWCD is the only academy in the BZOC that offers a dual language program where students get to enjoy the lifelong advantage of bilingualism like: California Seal of Biliteracy, increased academic performance,and awareness and understanding of other cultures.

iCAMP/Roybal LC Film & Television Magnet: Roybal also has a magnet program open to students within and outside of the BZOC, iCAMP, that focuses on film and music production (starting in 2022-23, this program will become the Roybal LC Film and Television Magnet). iCAMP utilizes cinematic art and music production to increase student ownership and understanding of college and career readiness standards.

Additional offerings at Roybal include:

AP courses
Debate
Senior Year Business Internship
12 sports teams
Student clubs
ARC After-School with before and after-school tutoring and enrichments.

Contreras: Contreras Learning Center (CLC) has four smaller learning academies. All students on the campus are invited to be on sports teams and other campus-wide clubs and events.

Academic Leadership Community: ALC is a School for Advanced Studies (SAS), offered to high achieving students as an alternative to the Gifted/High Ability Magnet program in LAUSD. SAS is the GATE program for resident students. The Leadership Development program at ALC is designed to help our students grow as leaders in their communities. Through the LD program, students connect with school-based programs and outside organizations that can match a wide range of student interests. Students are also able to design their own LD program and complete internships at local schools, hospitals, and animal shelters. Our students have worked at city hall and in the offices of school board members. They have shadowed neurosurgeons and presented their own clothing brand to a multi-billion dollar clothing company. They've made films that have landed them in film festivals and worked with internationally-known muralists to design murals for the community. There is no limit to what you can do in LD.

ALC works with dozens of outside organizations to provide leadership opportunities for our students. If you're interested in extreme sports, join Stoked. Stoked exposes students snowboarding, skateboarding, surfing and a whole lot more to get excited about. If you're interested in dance or other fine arts, then Inner City Arts has a ton of great programs for our students to take advantage of. Want to be an architect? We've partnered with the ACE Mentor program to give our students exposure on what it means to design building and further build up our great city.

ALC has a student newspaper, Cobra Chronicles, and an AVID program.

LA School of Global Studies: The Los Angeles School of Global Studies opened in 2006 on the Miguel Contreras Learning Complex and was visited by President Obama in 2009.

LASGS is the only school in the District that was a member of both the New Tech Network and the Linked Learning Alliance. As a Certified Linked Learning school, LASGS integrates college-focused academics, with high-quality career technical education, worked-based learning, and supports to help students prepare for college and career.

Our *Design and Media for Social Change* pathway encourages students interested in a range of subjects - from architecture to community activism to filmmaking to theater to forensic science, and more - to pursue their dreams while still at LASGS. Global students get out in the world.

School of Business and Tourism (BT): Our Linked Learning program is designed to meet students' interests and industry demands by integrating a strong college-preparatory curriculum with career and technical skills within the business, tourism, and hospitality career pathways. By participating in thematic, interdisciplinary models of project-based learning, students will develop skills in interpersonal relations, leadership, effective written and oral communication, problem solving, technology, and teamwork. BT offers AP classes, student clubs and activities, college counseling.

School of Social Justice: The vision of The School of Social Justice at The Miguel Contreras Learning Complex is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of The School of Social Justice will continue to educate, organize, and advocate as lifelong champions of dynamic social change.

Existing Charter Schools: The information in this section is largely copied and pasted from schools' websites/materials, though several typos have been corrected and some sections edited for clarity.

Alliance Ted K. Tajima High School: Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the holistic needs of scholars and their families. Their model includes extended learning time (school year and school day); parent engagement via workshops, volunteering and Parent Leadership and Parent Ambassador programs. Support classes are offered to struggling students. The school offers several AP classes. Alliance Tajima has a School Psychologist and several counselors on staff for one-on-one and group counseling for students, as well as college counseling. Students are required to complete 40 hours of community service (over 4 years) and apply to at least 5 colleges. They offer several clubs and boys/girls basketball and soccer. The school uses iReady assessments three times annually to track student progress and identify the need for supplemental supports. They offer trauma-informed training for educators and SEL

Rise Kohyang: Our vision for Rise Kohyang High School (RKHS) is to create a holistic and inclusive culture of success where all scholars are safe to persevere through challenges and demonstrate personal growth through collaboration, academic excellence, and a devotion to community service. RKHS is operated by Bright Star Schools. As a Bright Star School, RKHS offers our students rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom. The school has a 1:90 student:counselor ratio, well below state and national averages. RKHS offers several AP classes. Through our hallmark "Life Experience Lessons" (LELs) and "College Experience Lessons," students access horizon-broadening field trips, see endless possibilities for their lives, and know that all opportunities are available to them. RKMS' incoming 9th graders experience a beginning of the year LEL, and all students experience a grade level end-of-year LEL. RKHS offers several clubs and CIF sports, with free after-school that includes clubs, tutoring and HOLA music. Students participate in extensive community service.

At RKHS, we believe passionately it is the job of our school to open as many doors as possible for our students. As such, our program includes high academic rigor coupled with high expectations, a true commitment to community, and a focus on the celebration of our diversity. As one of the pioneers of social-emotional learning in secondary education, RKHS teaches its scholars to apply the skills needed to understand and manage their emotions, demonstrate empathy, and create positive relationships and opportunities through responsible decision making.

Larchmont Charter (Lafayette Park Campus): Larchmont Charter School exists to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit. We fulfill our mission by:

- Providing a challenging, constructivist learning environment, with the arts, sciences and physical education integrated into the standards-based curriculum, that inspires independent thinking, imagination and a passion for learning.

- Maintaining and supporting our diverse student body.
- Teaching our children that they are citizens of the world; creating policies that embrace equal opportunity and the dignity of others; and encouraging the members of our entire school community to be engaged and active in society.
- Nurturing a unique community that includes families, teachers, staff and other community members who are active participants in the education and social and emotional development of our children.
- Giving teachers time, resources, support, and autonomy to: a) continually develop their pedagogical skills in a collaborative, professional learning community; b) create, evaluate and refine curricula; and c) ensure that all students have every opportunity to achieve.
- Using opportunities in and out of the classroom for peer mentoring, multi-age instruction and socialization.
- Instilling a community-wide dedication to volunteerism and family participation so we have adequate support, resources and funds to offer a rich and varied educational program.
- Promoting active communication between the school and the students' homes, and providing meaningful family education programs.
- Creating partnerships within the community, the charter school movement, the school district, and with other educational institutions, including helping other charter schools as they develop.
- Creating a sustainable organization that functions at a consistently high level and attracts highly qualified professionals to ensure the long-term viability of the school.
- Ensuring that our students learn to communicate effectively, seek to understand, share and care, take responsibility and persevere.

LCS offers several AP courses, and electives include VAPA, Mock Trial, poetry, the acclaimed Edible Schoolyard program and more. In 11th grade, students take the Junior Research Seminar course in preparation for the 12th grade Senior Seminar where they complete their Senior Hallmark Project and an imbedded SAT preparation program. The Signature Project, a graduation requirement in the senior year, includes an extensive and well-researched thesis, oral presentation and an action research component focused on an area of each student's interest. There are several competitive sports teams. An after-school program offers tutoring and enrichments.

<u>Camino Nuevo Charter High School, Dalzell Lance campus:</u>
CNCHS serves the students and families of Greater MacArthur Park, Echo Park and Pico-Union in Los Angeles. It is part of a community of high-performing public schools that prepares and empowers students for success in college and in life. Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world.

Our mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. A key component of our mission is our focus on the whole child where we address students' comprehensive needs ensuring that each student is healthy, supported, engaged and challenged--setting the stage for comprehensive and long-term student success. To that end, we have developed a comprehensive "Continuum of Care" which supports early childhood education, high quality K-12 college pathways, college completion support, and authentic parent engagement. Our Continuum of Care was designed in partnership with our key stakeholders and is meant to acknowledge the unique context of each site and use an approach responsive to community needs. By integrating academic rigor, experiential learning, family, and wellness, we empower students to succeed in school, in college, and in life. Our priorities include:

- Offering hands-on, experiential learning opportunities in the arts and sciences
- Connecting students to wraparound mental health and wellness supports
- Promoting dual language development through our bilingual program option
- Expanding access to and fostering success in higher education
- Engaging authentically with families and our community

Students participate in field trips, community service, job shadowing and internships. College and psycho-social counseling support is provided, including support for alumni. Numerous community partnerships help support students and their families.

Central City Value High School: The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public. The Value Schools model is not a "one-size-fits-all" approach. What directs the instructional process is student needs, not the dictates of a particular curriculum or methodology. Good teachers always analyze student needs regardless of who selects the methods and materials. The Value Schools model focuses the teachers' attention first on the needs of the student, and gives responsibility for choosing the most effective means to the teacher in collaboration with the principal and other on-site learning professionals. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.

Value Schools is not organized around a particular pedagogical style; rather it is organized around the twin centers of the five core values and the student needs. Educators know a variety of sound pedagogical methods. Using their professional judgment, they determine the learning strengths and needs of each student and the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

Individual and small group counseling is offered as well as college counseling. CCVHS offers AP courses, and a variety of engaging electives in VAPA and topics such as Chicano Studies, Intro to Computer Science, and Women and Gender Studies. There are several sports teams.

LA Academy of Arts and Enterprise: LAAAE is a small 6-12 grade school (just 275 students), originally founded as an option for those who were unable to gain entry to the acclaimed LA County High School for the Arts (LACHSA). The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

As is implied in its name, students have access to a wide variety of courses in the arts (dance, film, music, radio, theater, and visual arts) and business. High school students follow an A-G curriculum and complete coursework in both the arts and business to graduate, including 5 AP courses. Through a partnership with Los Angeles City College (LACC), students can take LACC courses at LAAAE. In 2019, LAAAE launched another dual enrollment pathway with LACC through the K12 Strong Workforce Program. These on- and off-campus dual enrollment classes lead students to certification in animation or cinema. To obtain certification, students must complete two years (concentrator and capstone) of coursework in their respective pathway. During the completion of the respective pathway, students obtain skills needed to

obtain a job in the cinema or animation industry. There are other career-real-world experiences at LAAAE. LAAAE has a robust student services team which collaborates with community-based organizations to provide onsite and offsite individual and group therapy, family therapy, gang prevention, and gang intervention. LAAAE has also partnered with Woodcraft Rangers to provide comprehensive after school and extended break programming and services. Several student clubs and sports teams are offered.

b. In the rows below, provide brief descriptions of the services, academic offerings, and programmatic offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition).

SERVICES (add additional rows as needed)	
Service	**Description**
Healthy Meals, including take-home weekend meals in partnership with Blessings in a Backpack	See, e.g., Charter, pp. 11, 139, 145,
On-Site School Psychologist	Charter, pp. 52, 134-35, 179-180
Community Partnerships	Charter, pp. 10-11, throughout the petition.
Operations & Leadership	VGLA will be Vista's sixth charter school. Our organization has well-established policies, procedures and staffing in place to ensure sound operational practices, fiscal solvency, and strong leadership across the organization from Day 1 of this new charter school.
ACADEMIC OFFERINGS (add additional rows as needed)	
Academic Offering	**Description**
Standards- and A-G Aligned Core Curricula	Charter Petition, pp. 77-__, detailing each A-G aligned subject area, applicable standards, and detailed sample course descriptions (including AP course and dual enrollment with LA Trade Tech). Charter, pp. 100-101 (Curricula List for each subject).
Framework for Engagement (personalizing instruction); instructional strategies including problem- and project-based learning, Kagan	"an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in

Structures, Mastery learning, Relevance, Data-Driven Instruction, etc.	instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.[1] At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed." (Charter, p. 32.) See also Charter, pp. 40-41, 62, 101-106, 120, 152-156.
Teaching global competencies through Community Catalyst Partners International Study Schools Network.[2]	"VLGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Community Catalyst Partners's ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VLGA will work with the ISSN to provide a rich,

[1] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, *5291*, 157. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.

[2] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

	global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.[3] Community Catalyst Partners and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world." (Charter, p. 35.) See also, Charter pp. 32-36, 62-66.
STEAM: Project Lead the Way and Tech-based learning	See Charter, pp. 67-69; 105 (digital portfolios); 108
CTE Pathways in Health Science (PLTW), Business and Climate Change	Charter, pp. 69, 96-99 (course descriptions), 107-108.
Positive learning environment and social-emotional learning: School Environment, Way of Council, Student Clubs/Enrichment, Uniforms; SEL	"to help them develop into self-motivated, competent, global citizens. Kagan strategies,[4] Way of Council[5] and other acclaimed programs help engage our students and develop their capacity for success." (Charter, p. 33.) Charter, pp. 70-76.
Advisory/Global Hour	Charter, pp. 69-70, 95-96.
College/Career Counseling	Charter, pp. 69-70, 181-82
Teacher Professional Development: Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc.	Charter, pp. 116-120
Multi-Tiered System of Supports with data-driven personalization of instruction, Student Success Team	"The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in

[3] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.
[4] Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.
[5] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

	interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data." (Charter, pp. 99-100.) Charter, pp. 120-123.
EL Services and Supports: Lexia, SDAIE strategies, designated and integrated ELD	Charter, pp. 123-136.
SpEd and support for our subgroups (including gifted, academically low-achieving, foster/homeless youth).	Charter, pp. 136-139; SpEd MOU with LAUSD
Tutoring	"During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.[6]"

[6] Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant Program) and various foundations, as well as after-school funding that is available after our first year of

	(Charter, p. 114.)
PROGRAMMATIC OFFERINGS **(add additional rows as needed)**	
Programmatic Offering	**Description**
Social capital and student engagement.	"Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.[7] For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.[8] Therefore, VLGA will prioritize increasing our students' social capital within the design of our educational program. VLGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.[9] The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing

operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

[7] Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, *67*, 1-40.

[8] Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, *19*(1), 185-210.

[9] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.

	awareness of time and space.[10]" (Charter, pp. 37-38.) See also Charter pp. 37-39.
Parent Engagement: Communications, Workshops/Events, Parent-Teacher Conferences, School Site Council, Surveys, etc.	Charter, pp. 76-77, 169-172; Parent & Community Coordinator job description p. 185.
Zero-Period and After-School Program and Clubs	Charter, pp. 72-73.

c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current services, academic offerings, and programmatic offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above.

Across the five traditional public high schools (which include 14 different smaller learning academies) and six charter schools detailed above, VGLA of course shares some common traits: some of the schools offer PBL and hands-on learning, some offer interdisciplinary learning, some offer PLTW, many have partnerships with community service organizations and businesses; some offer CTE pathways and some offer dual enrollment options; all offer some degree of psycho-social and college counseling (with widely varying capacity), parent engagement (in varying degrees), and student clubs and a variety of electives. Yet none of these schools offers:

- Vista's Framework for Engagement
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (similar pathways focus more on finance/accounting – e.g., Downtown Magnets and Roybal -- or business and tourism (Contreras), rather than our international business focus), or especially our exciting new Climate Change pathway that is currently being developed with university partners. (Roybal's School of Law and Medicine does offer PLTW courses in bio-med). Based on our research, none of the area charter schools offers CTE Pathways and only one, Alliance Tajima, offers dual enrollment classes.
- Advisory/Global Hour for *daily* personalized targeted supports and *daily* tutoring during Zero Period.

[10] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

- Full-time on-site School Psychologist and additional psycho-social supports and SEL throughout the program, including Way of Council.

Nor do any of these schools (traditional or charter) offer VGLA's particular combination of approaches for engaging, personalized, data-driven instruction with a focus on global competencies, STEAM integration, MTSS, integrated and designated ELD, intensive parent engagement strategies including home visits, and intensive teacher PD and coaching with Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc. VGLA will build upon the success of our elementary and middle school programs to offer a seamless TK-12 learning experience (only two other nearby schools offer the possibility of a TK-12 span: Larchmont Charter is TK-12, though their elementary and middle grades campuses are located well outside our target community; Rise Kohyang is operated by Bright Star Schools, which also operates elementary and middle schools).

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
5.1	5.1 Home - Welcome - Belmont Senior High School.pdf	5.1 Home - Welcome - Belmont Senior High School.pdf	Home - Welcome - Belmont Senior High School
5.2	5.2 LAAMPS - Belmont Senior High School.pdf	5.2 LAAMPS - Belmont Senior High School.pdf	LAAMPS - Belmont Senior High School
5.3	5.3 Multimedia - Belmont Senior High School.pdf	5.3 Multimedia - Belmont Senior High School.pdf	Multimedia - Belmont Senior High School
5.4	5.4 SAGE Pathway Flyer.pdf	5.4 SAGE Pathway Flyer.pdf	SAGE Pathway Flyer
5.5	5.5 Belmont Health Services Clinic Map.pdf	5.5 Belmont Health Services Clinic Map.pdf	Belmont Health Services Clinic Map
5.6	5.6 Cortines School Profile 2018.pdf	5.6 Cortines School Profile 2018.pdf	Cortines School Profile 2018
5.7	5.7 Cortines Admissions.p	5.7 Cortines Admissions.pdf	Cortines Admissions

	df		
5.8	5.8 Cortines Wellbeing Center.pdf	5.8 Cortines Wellbeing Center.pdf	Cortines Wellbeing Center
5.9	5.9 Downtown Magnets Profile.pdf	5.9 Downtown Magnets Profile.pdf	Downtown Magnets Profile
5.10	5.10 Magnet Pathways – About Us – Downtown Magnets High School.pdf	5.10 Magnet Pathways – About Us – Downtown Magnets High School.pdf	Magnet Pathways – About Us – Downtown Magnets High School
5.11	5.11 Enrollment Requirements.pdf	5.11 Enrollment Requirements.pdf	Enrollment Requirements
5.12	5.12 Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School.pdf	5.12 Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School.pdf	Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School
5.13			Omitted
5.14	5.14 Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School.pdf	5.14 Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School.pdf	Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School
5.15	5.15 BFA Academy	5.15 BFA Academy	BFA Academy
5.16	5.16 Academy of Educational Empowerment School of	5.16 Academy of Educational Empowerment School of Medicine & Law.pdf	Academy of Educational Empowerment School of Medicine & Law

	Medicine & Law.pdf		
5.17	5.17 Computer Science Academy.pdf	5.17 Computer Science Academy.pdf	Computer Science Academy
5.18	5.18 Academy of Social Work & Child Development.pdf	5.18 Academy of Social Work & Child Development.pdf	Academy of Social Work & Child Development
5.19	5.19 Innovative Cinematic Arts and Music Production Magnet.pdf	5.19 Innovative Cinematic Arts and Music Production Magnet.pdf	Innovative Cinematic Arts and Music Production Magnet
5.20	5.20 Join the Titan Family! – Future Students.pdf	5.20 Join the Titan Family! – Future Students.pdf	Innovative Cinematic Arts and Music Production Magnet
5.21	5.21 Roybal flier.pdf	5.21 Roybal flier.pdf	Roybal flier
5.22	5.22 Roybal flier 2.pdf	5.22 Roybal flier 2.pdf	Roybal flier 2
5.23	5.23 ALCSAS - ALC SAS.pdf	5.23 ALCSAS - ALC SAS.pdf	ALCSAS - ALC SAS
5.24	5.24 ALCSAS - ALC LD.pdf	5.24 ALCSAS - ALC LD.pdf	ALCSAS - ALC LD
5.25	5.25 ALC Cobra Chronicles.pdf	5.25 ALC Cobra Chronicles.pdf	ALC Cobra Chronicles
5.26	5.26 The Los Angeles School of Global Studies.pdf	5.26 The Los Angeles School of Global Studies.pdf	The Los Angeles School of Global Studies
5.27	5.27 School of Business & Tourism.pdf	5.27 School of Business & Tourism.pdf	School of Business & Tourism

5.28	5.28 School of Social Justice.pdf	5.28 School of Social Justice.pdf	School of Social Justice
5.29	5.29 Tajima Mission and Vision.pdf	5.29 Tajima Mission and Vision.pdf	Tajima Mission and Vision
5.29b	5.29b Tajima SARC 2019-20.pdf	5.29b Tajima SARC 2019-20.pdf	Tajima SARC 2019-20
5.30	5.30 Tajima Clubs and Activities.pdf	5.30 Tajima Clubs and Activities.pdf	Tajima Clubs and Activities
5.31	5.31 RKHS Info Sheet.pdf	5.31 RKHS Info Sheet.pdf	RKHS Info Sheet
5.32	5.32 About Rise Kohyang High School.pdf	5.32 About Rise Kohyang High School.pdf	About Rise Kohyang High School
5.33	5.33 Program Page - Rise Kohyang High School.pdf	5.33 Program Page - Rise Kohyang High School.pdf	Program Page - Rise Kohyang High School
5.34	5.34 Larchmont Charter Mission.pdf	5.34 Larchmont Charter Mission.pdf	Larchmont Charter Mission
5.35	5.35 Larchmont Charter Programs.pdf	5.35 Larchmont Charter Programs.pdf	Larchmont Charter Programs
5.36	5.36 About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	5.36 About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2
5.37	5.37 Programs - Dalzell Lance – Camino	5.37 Programs - Dalzell Lance – Camino Nuevo Charter Academy	Programs - Dalzell Lance – Camino Nuevo Charter Academy High 2

	Nuevo Charter Academy High 2.pdf	High 2.pdf	
5.38	5.38 Central City Value High School Mission Values.pdf	5.38 Central City Value High School Mission Values.pdf	Central City Value High School Mission Values
5.39	5.39 Central City Value High School Curriculum.pdf	5.39 Central City Value High School Curriculum.pdf	Central City Value High School Curriculum
5.40	5.40 Central City Value High School Athletics.pdf	5.40 Central City Value High School Athletics.pdf	Central City Value High School Athletics
5.41	5.41 LA Academy of Arts and Enterprise Mission Statement.pdf	5.41 LA Academy of Arts and Enterprise Mission Statement.pdf	LA Academy of Arts and Enterprise Mission Statement
5.42	5.42 LA About_LAAAE.pdf	5.42 LA About_LAAAE.pdf	LA Academy of Arts and Enterprise Academics – About Us Page
5.43	5.43 LA Academy of Arts and Enterprise Woodcraft Rangers.pdf	5.43 LA Academy of Arts and Enterprise Woodcraft Rangers.pdf	LA Academy of Arts and Enterprise Woodcraft Rangers
5.44	5.44 LA Academy of Arts and Enterprise Athletics.pdf	5.44 LA Academy of Arts and Enterprise Athletics.pdf	LA Academy of Arts and Enterprise Athletics

SECTION 6:
CONSIDERATION of ACADEMIC PERFORMANCE

NARRATIVE

In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.

The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community.

Please see Charter Petition, pp. 15-26 for a detailed analysis of the academic outcomes for the comparison schools in the community.

Enrollment trends over time are particularly illustrative. All of the charter schools, with the exception of LA Academy of Arts & Enterprise and a slight decrease at Central City Value, have had increases in enrollment or remained steady over the last seven years. Conversely, all of the traditional district schools, however, with the exception of CLC's ALC, have seen declines in enrollment – in some cases quite significant. Belmont HS, a low performer academically, has dropped by 315 student over six years; Cortines, the arts-themed HS, has dropped by 488 students, and Roybal has dropped by 253 students. At CLC, the sole traditional high school in MacArthur Park, enrollment has been more consistent, with one academy, ALC, seeing a 19 student increase, and small declines from 39 to 66 fewer students at the other three CLC academies. Students, it would seem, are drawn to the charter and higher performing schools. With so many high school options within the "target" area proscribed by LAUSD's instructions, the addition of VLGA, with just 500 students at capacity, will not significantly impact any one of these schools, but rather will draw enrollment from across the community and beyond.

School	2014-15 Enrollment	2021-22 Enrollment	+/-
District Schools			
Belmont HS	978	663	-315
Cortines	1,647	1,159	-488
Downtown Magnets	1,060	907	-153
Roybal	1,214	981	-233
CLC-Social Justice	500	434	-66
CLC-Business & Tourism	469	425	-44
CLC-ALC	477	496	19
CLC-Global Studies	370	331	-39
Charter Schools			
Alliance Tajima	303	471	+168

Camino Nuevo Charter HS	469	508	+39
Central City Value HS	470	452	-18
Larchmont Charter (TK-12)	1,362	1,609	+247
LA Academy of Arts & Enterprise (6-12)	345	296	-49
Rise Kohyang HS (6-8)	324	454	+130

Source: https://data1.cde.ca.gov/dataquest/

As detailed above, Vista's families have for many years asking us to open a high school in LAUSD so that their children could continue on with our program. We expect that the overwhelming majority of our high school enrollment will come from our middle school, but we believe our unique model described herein will be of interest to many students in the community who are not satisfied with their current options.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
6.1	6.1 Dashboard Belmont HS.pdf	6.1 Dashboard Belmont HS.pdf	Information found on pages 2 and 3 of Dashboard
6.2	6.2 Dashboard Cortines VAPA.pdf	6.2 Dashboard Cortines VAPA.pdf	
6.3	6.3 Dashboard Downtown Business.pdf	6.3 Dashboard Downtown Business.pdf	
6.4	6.4 Dashboard Roybal LC.pdf	6.4 Dashboard Roybal LC.pdf	
6.5	6.5 Dashboard Contreras SJ.pdf	6.5 Dashboard Contreras SJ.pdf	
6.6	6.6 Dashboard Contreras BT.pdf	6.6 Dashboard Contreras BT.pdf	
6.7	6.7 Dashboard Contreras AL.pdf	6.7 Dashboard Contreras AL.pdf	

6.8	6.8 Dashboard Contreras GS.pdf	6.8 Dashboard Contreras GS.pdf	
			Omitted
6.10	6.10 Dashboard Alliance Ted Tajima.pdf	6.10 Dashboard Alliance Ted Tajima.pdf	
6.11	6.11 Dashboard Rise Kohyang.pdf	6.11 Dashboard Rise Kohyang.pdf	
6.12	6.12 Dashboard Larchmont Charter.pdf	6.12 Dashboard Larchmont Charter.pdf	
6.13	6.13 Dashboard Camino Nuevo.pdf	6.13 Dashboard Camino Nuevo.pdf	
6.14	6.14 Dashboard Central City.pdf	6.14 Dashboard Central City.pdf	
6.15	6.15 Dashboard LA Academy.pdf	6.15 Dashboard LA Academy.pdf	

In the *Current Measurements of School Wide Academic Performance in the Community* table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the *Current Measurements of School Wide Academic Performance in the Community* table should include a ***performance level*** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate ***status,*** as shown below:

	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**

Performance Level **Status**	COLOR (+/- DFS) Points above or below standard*	COLOR (+/- DFS) Points above or below standard*	PROGRESS LEVEL % making progress	COLOR % prepared	COLOR % chronically absent	COLOR % graduated	COLOR % suspended at least once

*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points *above* standard and a negative value to indicate points *below* standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the *Current Measurements of School Wide Academic Performance in the Community* table.

Existing School Name	**Academic Performance Indicators**				**Academic Engagement Indicators**		**Conditions and Climate Indicator**
	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
2019 State Average	GREEN -2.5 DFS	ORANGE -33.5 DFS	Medium 48.3%	YELLOW 44.1%	ORANGE 10.1%	GREEN 85.9%	YELLOW 3.4%

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY **(add additional rows as needed)**							
Existing School Name	**Academic Performance Indicators**				**Academic Engagement Indicators**		**Conditions and Climate Indicator**
	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
Belmont HS[11] (3 academies within it)	RED -48.6 DFS	RED -134.1 DFS	Medium 48.2%	ORANGE 30.7%	N/A	RED 59.9%	BLUE 0%
Cortines School of Visual and Performing Arts	YELLOW +6.1 DFS	ORANGE -103.7 DFS	Low 40%	GREEN 55%	N/A	BLUE 95%	BLUE 0.2%
Downtown Magnets HS (2 magnets that include three programs and	GREEN +89.9 DFS	BLUE +44.8 DFS	High 57.9%	BLUE 80.9%	N/A	BLUE 96.4%	BLUE 0%

[11] We note that is unclear why Belmont, Downtown Magnets and Roybal all report their results as a single school, while Contreras' four academies are treated separately.

an IB programme)							
Roybal Learning Center (4 academies)	GREEN +32.7 DFS	YELLOW -49.8 DFS	Low 41.2%	GREEN 43.5%	N/A	GREEN 83.1%	BLUE 0.2%
Contreras Learning Center-School of Social Justice	ORANGE -49.1 DFS	RED -155.7 DFS	Very Low 31.6%	ORANGE 20.2%	N/A	ORANGE 74.7%	GREEN 0.9%
School of Business and Tourism at Contreras Learning Complex	ORANGE -28.7 DFS	RED -128.6 DFS	Very Low 25.9%	GREEN 65.8%	N/A	GREEN 83%	BLUE 0.2%
Contreras Learning Center-Academic Leadership Community	YELLOW -8.2 DFS	ORANGE -101.5 DFS	Low 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
Contreras Learning Center-Los Angeles School of Global Studies	ORANGE -57.9 DFS	ORANGE -116.6 DFS	Very Low 25%	ORANGE 32.1%	N/A	ORANGE 68.7%	YELLOW 1%
Alliance College Academy HS #16	GREEN +61.7 DFS	YELLOW -7.5 DFS	Medium 45%	BLUE 92.3%	N/A	BLUE 96.8%	YELLOW 1%
Rise Kohyang HS	NO COLOR +61.3 DFS	NO COLOR -29.7 DFS	High 64.1%	N/A	N/A	N/A	GREEN 0.7%
Larchmont Charter (Lafayette Campus)	BLUE +52.7 DFS	GREEN +19.9 DFS	High 55.4%	BLUE 77.3%	GREEN 5.2%	BLUE 97.3%	YELLOW 1.4%
Camino Nuevo Charter HS	ORANGE -8.4 DFS	YELLOW -107.7 DFS	Very Low 30.2%	ORANGE 41.1%	N/A	ORANGE 76.5%	GREEN 2.9%
Central City Value	GREEN +39.8 DFS	ORANGE -80.5 DFS	Medium 54.7%	GREEN 46.9%	N/A	YELLOW 94.7%	GREEN 0.8%
LA Academy of Arts and Enterprise	YELLOW -50.3 DFS	RED -107.2 DFS	Low 37%	ORANGE 46%	GREEN 6.7%	YELLOW 76.5%	GREEN 0.3%

(OPTIONAL) SECTION 7:
ADDITIONAL INFORMATION

Per the *LAUSD Policy and Procedures for Charter Schools,* ***Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.***

NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
7.1			
7.2			
7.3			
7.4			
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ACTION
11-15-22
BR-102 - 22/23
PENDING BOARD
ACTION

Vista Legacy Global Academy

Charter Petition for a Five-Year Term
(July 1, 2023 – June 30, 2028)

Submitted to the Los Angeles Unified School District on
August 17, 2022

Dr. Donald S. Wilson,
Superintendent/Lead Petitioner
Vista Charter Public Schools

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Tab 5: Teacher Resumes and Credentials
Tab 6: Board Resolution
Tab 7: Governance Documents (Bylaws, Articles of Incorporation, Conflicts Code, Conflicts Policy)
Tab 8: Budget and Financial Documents
Tab 9: Lottery and Enrollment Forms
Tab 10: Lead Staff Resumes and Due Diligence Forms
Tab 11: Board Resumes and Questionnaires
Tab 12: Vista Master Plan for English Learners
Tab 13: Community Impact Assessment

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Legacy Global Academy (also referred to herein as "Vista Legacy", "VLGA", and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each

charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

***As documented in the Community Impact Assessment and in the petition, as appropriate, the petitioner's facilities plan regardless of whether it identifies any private or public site(s), the petitioner must include a specific description, with supporting documentation, of each identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. The petitioner shall provide written evidence of its facilities research in the target community, including, but not limited to, the specific address of any private or public site(s); the extent to which site(s) is/are approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in this Policy and Procedures; and the petitioner's capacity and resources to address any construction related activities or other facilities improvements required to prepare the site(s) for use by the petitioner within a specified timeframe.**

***Unless otherwise exempted by law, all charter schools authorized by LAUSD shall identify in their charter petition a single school site where the charter school will operate within the geographic boundaries of LAUSD. (See Ed. Code §47605(a)(1).)**

****As defined by *LAUSD Policy and Procedures for Charter Schools,* a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.**

****If a new charter school is approved by the LAUSD Board and subsequently seeks to locate in a community different from the community the charter school was originally authorized to serve, the**

charter school operator must submit a material revision for approval with an updated Community Impact Assessment prior to a change in location.

****Charter Schools that seek to expand to additional locations or move to a different community must undergo community interest and fiscal impact analysis pursuant to Education Code section 47607(a)(3).**

GENERAL INFORMATION

General Information Table	
• The contact person for Charter School is:	*Dr. Don Wilson, Superintendent*
• The contact address for Charter School is:	*2900 W. Temple St., Los Angeles CA 90026*
• The contact phone number for Charter School is:	*(213) 201-4000*
• The proposed address (site/location) of the Charter School is (must be aligned in the charter petition and the Community Impact Assessment facilities section; will beused to inform a 3-mile radius as consistent with District Policy) *:	*2900 W. Temple St., Los Angeles CA 90026*
• The proposed Community of Schools to be served**:	*Downtown; MacArthur Park*
• This location is in LAUSD Board District:	*2*
• This location is in LAUSD Local District:	*Central*
• The grade configuration of Charter School is:	*9-12*
• The number of students in the first year will be:	*125*
• The grade level(s) of the students in the first year will be:	*9*
• Charter School's scheduled first day of instruction in 2023-2024 is:	*August 14, 2023*
• The enrollment capacity at full roll out is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardlessof student residency.)	*500*
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	*Traditional*
• The bell schedule for Charter School will be:	*8:30AM – 3:30PM; early release every other Friday at 2:00PM*
• The term of this Charter shall be from:	July 1, 2023 to June 30, 2028

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

Vista Legacy Global Academy (VLGA) is a proposed new charter high school that intends to transform the school experience, meet the evolving needs of students in Los Angeles, and ensure that every student in attendance receives a rich, individualized, rigorous and joyous education that prepares him or her to be college and career-ready as a productive and successful global citizen rich in humanity. VLGA will be the sixth school operated by Vista Charter Public Schools, Inc. (VCPS):

- **Vista Charter Middle School** (VCMS), authorized by the Los Angeles Unified School District (LAUSD), opened in September 2010; in 2021-22 served 351 students in grades 6-8: 85% Hispanic/Latino, 5% Filipino, 2% African American; 92% of students qualified for Free or Reduced Price Lunch (FRPL), 27% English Learners (EL), and 8% Students with Disabilities (SWD).
- **Vista Heritage Global Academy** (VHGA), authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2021-22 served 278 students in grades 6-8: 97% Hispanic/Latino; 1% African-American, 99% FRPL, 44% EL, 13% SWD and 0.5% foster/homeless youth.
- **Vista Condor Global Academy** (Vista Condor), also authorized by OCDE, opened fall 2018, and in 2020-21 served 319 students in grades TK-5: 97% Hispanic/Latino,1% African American, 1.5% White, 95% FRPL, 50% EL, and 12% SWD.
- **Vista Horizon Global Academy** (Vista Horizon), authorized by LAUSD, opened in 2019 in the Koreatown neighborhood of Los Angeles and today serves 80 students in TK/K-5: 68% Hispanic, 25% Asian, 1% Filipino,0.3% African American;1.6% White, 59% FRPL, 51% EL, and 7.5% SWD.
- **Vista Meridian Global Academy** (Vista Meridian), authorized by OCDE, opened fall 2021, and in 2020-21 served 66 students in grade 9, with plans to expand one grade level each year to reach 500 students in grades 9-12. Enrollment is 97% Hispanic/Latino, 3% African American/other; 97% FRPL, 44% EL and 12% SWD.

In recent years, our schools collectively (Vista Schools) have garnered the following recognitions and success:

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). VCMS received a full six-year accreditation in 2017/18, and VHGA earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award. (The visit for the next cycle of accreditation is scheduled for February 2023).
- Vista Schools has established collaborative partnerships to benefit our students and their families:
  - *Community Catalyst Partners (formerly known as Asia Society)* and their *International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the educational experience for our students through their framework of educating for global competence.
  - *Ojai Foundation and Circle Ways:* Provides mentoring and coaching support for our Way of Council program.
  - *CSU Long Beach School of Education:* Educational Affiliation Agreement to support CSULB's Early Fieldwork and Credentialing Program through student observers, student teachers, and the opportunity for Vista staff to guest lecture in certain CSU Long Beach courses.

- *CSU Fullerton Center for Economic Education*: CSU Fullerton students guest teach financial literacy concepts at VHGA, and for VHGA students participate in their annual Stock Market Olympiad and Titan Fast Pitch events.
- *Pepperdine Graduate School of Education and CSU Northridge School of Education*: Vista LA schools host and mentor student teachers.
- *IFA-China:* Partnership agreement to create sister schools and educational exchanges with schools in China.
- *Easter Seals:* partners with our SWD team to help prepare our students with workforce skills.
- *Healthy Smiles for Kids of Orange County*: provides dentists and dental services to VHGA students at the school site free of charge to their families.
- *Loaves & Fishes X10:* provides food bank with free food and basic supplies to families in need at Vista.
- *Olive Crest:* provides parenting classes for VLGA parents free of charge.
- *Future Generations Now:* provides all Vista students with free tutoring and other services. It also provides service opportunities for our students.
- *Blessings in a Backpack:* provides weekend meals to our students who might not have access to healthy meals during the weekend. We receive shipments of foods weekly and these are distributed to students.
- *California Policy Center*: provides parents classes on how the educational system works, called the "Education Commandments."
- *Los Angeles Chamber of Commerce, Silverlake Chamber of Commerce:* VHGA is a member of the Los Angeles Chamber of Commerce, and VCMS is a member of the Silverlake Chamber, which both provide a multitude of networking opportunities to local businesses and community organizations as VHGA and VCMS establish a greater presence in the Los Angeles community.
- *Search to Involve Pilipino Americans Organizations*: provides educational opportunities and workshops for our students and families
- *El Centro del Pueblo*: provides our students and families with resources, food pantry, counseling, drug and gang prevention and intervention and summer jobs for our youth.
- *Saban Clinic*: provides health resources to our families.
- *Koreatown Youth Community Center*: provides our students and families with resources, counseling, education, drug and gang prevention and intervention and summer jobs for our youth.
- *Central City Neighborhood Partners*: provides tutoring for our students and financial literacy classes for our families. They also have immigration support services.
- *Bresee Foundation*: provides athletics participating opportunities for our students.

- MTSS SWIFT FIT – The SWIFT Center for Education at the University of Kansas, a partner with OCDE on their Multi-Tiered Support System (MTSS) Initiative, rated VHGA with a 90% composite overall score in just our second year of the program (2018-19), up from a 75% in our first year of MTSS implementation (2017-18). The SWIFT-FIT is a "Fidelity of Implementation" tool to evaluate the effectiveness of the implementation of MTSS programs. This assessment contains 51 features within 5 domains (Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy).

Coronavirus School Closures

We wish to note that during these unprecedented times of worldwide impact from the global Covid-19 pandemic, Vista Schools has responded swiftly, flexibly and adaptably to the transition to offsite learning. We are quite proud that by the time we closed school on March 16, 2020, all of our students at all sites were provided Chromebooks and, if needed, free Wi-Fi hotspots to use at home to participate in online learning, meaning that not one student lost learning time due to a lack of access to appropriate technology or Wi-Fi connection.

During distance learning, practices were established that will be employed again in the future if we need to provide distance learning due to the pandemic. All students, parents/guardians and teachers had access to online tools that provide students with access to course materials at home. To ensure quality teaching is being planned and provided, our Superintendent met (virtually) each day with the Principals, who in turn each held daily morning meetings with their faculty. Principals also issued daily emails with parents/students, posted daily office hours for live communications with parents/families, and scheduled video conferences as needed. Parents/guardians were provided detailed information about online curricular resources, IT support for computer and internet issues, counseling support, Coffee with the Principal (virtually) and other opportunities to connect, and much more. The Superintendent and Principals also communicated weekly with families via our website, social media and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we chose a more asynchronous model in which secondary level teachers record 8-15 mini-lessons and post daily assignments, and then hold scheduled meetings/office hours with their classes at designated times in Google Classroom.

Our Special Education Coordinator ensured continued services, including contracted services, for students with disabilities. Our paraprofessionals continued to provide RSP through Google Meets or one-on-one phone calls. Our School Psychologist hosted small group and one-on-one counseling sessions through Google Meets and by phone. 100% of our students with IEPs received services and our coordinator was in communication with families weekly. Similarly, our instructional aides continued to provide designated ELD instruction online to our EL students.

Vista Schools also provided meals (breakfast and lunch) for students on a daily basis, distributed daily between 11:00am-1:00pm, with weekend meals also provided every Friday.

Vista Charter Public School Governing Board has and will continue to meet for regularly scheduled meetings through Zoom. Vista Schools has used Boarddocs for four years and quick access buttons and links are on all websites. Agendas are posted on our website and on Boarddocs 72 hours prior to meetings with Zoom access codes for board members and members of the public. All meetings are recorded and videos are posted of the meeting on Boarddocs. Vista Schools has always provided the option for remote participation in our board meetings through Zoom and/or video conferencing programs and board meetings have always been live streamed. This remains the norm for our board meetings.

In the event VLGA would need to close due to the Coronavirus, similar plans would be followed to continue learning and ensure all students receive a reasonable degree of teacher led instruction.

Leadership Team

Donald S. Wilson, Ed.D., Superintendent
Prior to joining Vista Public Charter Schools in 2016, Don Wilson worked for OCDE for almost 30 years. He most recently served as an Instructional Director in the Intensive Support and Innovation Center under Superintendent Tommy Chang and as Instructional Director for Linked Learning. In this role, he supervised 20 schools ranging from elementary to high school. Prior to that he served as the principal at Wonderland Avenue Elementary School, where he increased student achievement five years in a row, making Wonderland one of the highest ranking schools in the state. He also served as APEIS at 3rd Street Elementary School, Administrative Coordinator at Santa Monica Blvd. Community Charter, and ELD/Title I Coordinator at Manchester Ave Elementary. He has 17 years of classroom experience as an elementary school teacher. Dr. Wilson completed a double Bachelor's Degree at Brigham Young University in English and Spanish Literature and received his Master's in Educational Leadership and Curriculum Design from Cal State Northridge. In 2011 he received the California Distinguished School Award for his work with Arts in Education and Way of Council, an innovative program that increases the social/emotional intelligence of students while focusing on oral language development. He also received the ACCIPIO Administrator of the Year Award for his work with diversity in education. In 2013 he was accepted into and completed the highly regarded SUPES Academy, a program designed to promote and train future superintendents.

Collin Felch, Ed.D., Assistant Superintendent
Dr. Felch started his career as a math teacher at the Ambassador School of Global Leadership in Los Angeles. In 2013, Dr. Felch was named an LAUSD and Los Angeles County Teacher of the Year. Also in 2013, Dr. Felch served as an International Judge on the English Talent Television Show in China, Star of Outlook. In 2014, Dr. Felch served as a Math Instructional Coach for the Intensive Support and Innovation Center (ISIC) of LAUSD where he worked directly with 26 different schools to support math teachers, provide professional development, and enhance instruction in math. The following year, Dr. Felch was promoted again to become Assistant Principal at the Communication and Technology School to lead and serve youth in South Los Angeles. In 2016, Dr. Felch completed his Ed.D. at the University of Southern California. His dissertation was on "How Principals of International Studies High Schools Promote Global Competence." In 2017, Dr. Felch became the Principal of Vista Heritage, and he helped open Vista Condor in 2018 as its founding Principal. Then, Dr. Felch helped open Vista Meridian in 2021 as its founding Principal. In 2022, Dr. Felch was promoted to Assistant Superintendent of Vista Charter Public Schools and is thrilled to continue to serve the Vista Family and each of its school communities.

<u>Board of Directors</u>

Paul Vieyra, Board President, Residential Real Estate Agent
Mr. Vieyra has been a Residential Real Estate agent serving Los Angeles, San Gabriel Valley, and North Orange County for the past 10 years. Prior to real estate, Mr. Vieyra worked in Middle Market Commercial Banking for more than 15 years, focused on relationship banking and contributing to a "Critical Thinking Group" that worked on improving core processing and compliance reporting for federal and state regulators. Mr. Vieyra earned an Associate's degree from East Los Angeles College.

Mimi Kim, Board Treasurer, CEO, ChefDance LLC
Ms. Kim is CEO of ChefDance, a world-class culinary event company that started in Park City in 2004 during the Sundance Film Festival. Prior to founding ChefDance, LLC, Ms. Kim financed and operated as a financier of various entertainment properties in Los Angeles, including the Highlands, Mint and

Lure. She co-founded and served as the CEO of a software company, World Streaming Networks, which was sold in June 2001. Prior to World Streaming Networks, Ms. Kim founded Hunter Global Ventures in 1997; she currently facilitates both public and private investments in the technology, communications, retail and real estate sectors. Earlier in career, she worked as a strategic planner in the syndication and acquisition department for FX, a Fox cable network, and on Wall Street for six years as a corporate bond trader at Goldman, Sachs & Co.; as a vice president in corporate bond product management at Lehman Brothers; and as a corporate analyst at Merrill Lynch, all in New York. She has a B.A. in Economics and East Asian Studies from Barnard College and Master's in Finance and International Banking from Columbia University.

Michele Bauer-Bean, Board Secretary, Principal, Seaside Elementary School (Torrance)
Ms. Bauer-Bean is a highly experienced educator who currently is the Principal of Seaside Elementary School in the Torrance Unified School District. She has been involved with education since her freshman year in college, when she was awarded a Graduate Fellowship as an undergraduate student for her work at the USC Nursery School. Ms. Bauer-Bean has worked in a variety of educational settings including a Korean community school, OCDE, The Buckley School, The Mirman School for Highly Gifted Students, Pomona Unified School District and the Torrance Unified School District.

Ms. Bauer-Bean briefly left education to attend Pepperdine University School of Law in the late 1990's. While there, she was awarded a Darling Foundation Scholarship for her work in public service. After earning her law degree and license, she returned to education as a school administrator. She has secured grants for building libraries, computer labs and music classes, secured free services by creating partnerships with local universities in the area of health screenings, counseling, and academic tutoring and helped sites implement intervention systems and gain Gold Ribbon Award recognition. Ms. Bauer-Bean holds a Bachelor's of Science in General Studies from the University of Southern California and a J.D. from Pepperdine.

Jody Molodow, (Retired) Special Education Coordinator for Charter Schools, OCDE
Ms. Molodow worked for over 40 years with OCDE, where her responsibilities included teaching special education students with challenges ranging from physical to severe educational needs. She also worked as a Coordinator for Gifted and Talented students and an Advisor in both the Early Education and Infant and Toddler programs. For the last six years of her administrative career with OCDE, she served as the Special Education Coordinator for Charter Schools. Starting when she was a teenager, Ms. Molodow has volunteered with groups such as Los Angeles Blind Children's Center and Special Olympics. Ms. Molodow is a graduate of the University of Southern California with a B.S in Social Science/English and an M.S. in Education/Special Education.

Dr. Suzie Oh, Educational Consultant and Adjunct Professor, California State University, Los Angeles and Fullerton
Dr. Oh has a wide arrange of educational experience as a Principal, Assistant Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher. She has supervised student teachers at CSU LA, Fullerton and Long Beach as well as the University of Southern California. Dr. Oh has been invited to Korea for two decades for numerous speaking engagements at universities, school districts and schools to train principals, teachers and parents. She has written and co-authored several books and articles including *Handbook for Teaching Korean-American Students by California State Department of Education,* and the *California Department of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member).* Her areas of expertise include leadership for school principals and CEOs, literacy, the teaching and

learning framework, multicultural education, English education, and thinking maps. She has been honored with several awards including 'Principal of the Year' by the Association of California Schools Association, Region XVI, and the Susan B. Anthony Award by Hollywood Business & Professional Association. Dr. Oh holds an Ed.D. and Master's Degree in Education from the University of Southern California.

Geronimo Gaytan, Parent Founder, Palm Lane Elementary Charter School
Mr. Gaytan is a founding parent of Palm Lane Elementary Charter School, the second parent trigger school in the State of California. Mr. Gaytan worked tirelessly to help the parents of Palm Lane convert the school into a charter school. He has served with dedication and loyalty on the school board since that time and continues to be a powerful advocate for parents. Mr. Gaytan is a proud employee of Disneyland where he has worked for many years and is held in high regard by his supervisors and employees in the food services division.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

VLGA will be located in Los Angeles in the 90026 zip code, where the population is 57% Hispanic/Latino, 17% Asian, 2.6% Black, and 21% White. According to Census data, 29% of adult residents over age 25 have less than a 9th grade education, almost half (44%) have not earned a high school diploma, and only 21% of residents hold a Bachelor's degree or more.[1] An overwhelming majority of the population (76%) speak a language other than English at home, with 26% of the population speaking English "less than well." A third of the families (34%) with children under the age of 18 are living in poverty, and half (54%) the population is foreign-born.[2] Median income is $27,563 with 34% of families with children under 18 were living below the federal poverty line in the past 12 months;[3] **in 2022, the federal poverty line for a family of four is $27,750.**[4] Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles County with two full-time working adults needs each adult to earn $30.73/hour to be self-sustaining (not needing public assistance).[5] The federal poverty line rate equates to just $6.37/hour. In other words, significantly more than 34% of families in our community are living in poverty based on the economic realities of the area.

Currently within three miles of our planned location for VLGA and/or the two LAUSD Communities of Schools (Downtown and MacArthur Park[6]) that include the three mile distance from our planned site, there are five large traditional public high schools:

Downtown Community of Schools:
Belmont HS (3 academies):
Los Angeles Academy of Medical and Public Service (LAAMPS):
Belmont Multimedia Academy (Multimedia):

[1] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[2] https://factfinder.census.gov (2017 American Community Survey)
[3] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[4] https://aspe.hhs.gov/poverty-guidelines
[5] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.
[6] We note that in some places, LAUSD refers to these as a single Community of Schools yet in other places they are separate.

School of Science, Art and Green Engineering (SAGE)
Cortines School of Visual and Performing Arts
Downtown Magnets HS (2 magnets and an IB programme):
Downtown Business Magnet: Academy of Finance and Academy of Fashion Design and Merchandising
Computer Science/Engineering/Multimedia
IB Programme
Roybal Learning Center (4 academies):
Sustainable Business Finance Academy (BFA)
Academy of Educational Empowerment: School of Medicine and Law (AEE)
Computer Science Academy (CSA)
Academy of Social Work & Child Development (SWCD)

MacArthur Park Community of Schools:
Miguel Contreras Complex (4 academies)[7]:
Contreras Learning Center-School of Social Justice
Contreras Learning Complex-School of Business and Tourism
Contreras Learning Center-Academic Leadership Community
Contreras Learning Center-Los Angeles School of Global Studies

There also are six charter schools serving grades 9-12 within 3.0 miles of VLGA:

Alliance College Academy HS #16 (Alliance Ted K. Tajima)
Camino Nuevo Charter HS
Central City Value
Larchmont Charter (Lafayette Campus)
LA Academy of Arts and Enterprise
Rise Kohyang HS[8]

Demographics at the traditional public high schools are pretty consistent, though the magnet programs are more racially and economically diverse. On average, the high schools in these two CoS's are 93% SED, 21% EL with another 50% RFEP, 11% SpEd and 2% Foster/Homeless. The overwhelming majority of students are Hispanic/Latino (87%), 3% Black, 6% Asian, 3% White and 1% Two+ Races.

At the area charter schools, demographics are largely similar, though Rise Kohyang has a larger Asian population (26%) with 67% Hispanic/Latino, more accurately reflective of the zip code's demographics. Larchmont Charter (whose K-8 campuses are in different zip codes with different demographics) is just 37% FRPL, 26% Hispanic/Latino, 4% Black, 20% Asian, 37% White and 11% Two+ Races, with fewer EL's (8%+19% RFEP) than other schools in the area. On average, the charter schools combined are 85% SED, 22% EL with another 51% RFEP, 14% SpEd and 3%

[7] It is unclear why Contreras' four academies have separate reporting of state test data, enrollment, etc., while Belmont, Downtown Magnets and Roybal all report as a single school, despite also having smaller academies/schools-within-the-school.
[8] We have omitted McAlister HS (part of the MacArthur Park Community of Schools) and New Village Girls Academy from this analysis as both are very small (100-ish students) Dashboard Alternative (DASS) schools that serve a special population of pregnant and parenting teen girls (or other at-risk girls); McAlister HS includes multiple sites throughout LAUSD

Foster/Homeless. The majority of students are Hispanic/Latino (76%), 2% Black, 7% Asian, 6% White and 2% Two+ Races.

EXISTING PUBLIC SCHOOLS IN THE COMMUNITY, DEMOGRAPHIC DATA 2021-22

	Total Enrollment for 2021-22	% SED	% EL	% RFEP	% SpEd	% Foster/ Homeless	% Hispanic/ Latino	% Black	% Asian	% White	% Two Races
Traditional Schools											
Downtown Community of Schools											
Belmont HS	567	96.8%	42.2%	37.7%	12.3%	4.4%	90.3%	4.1%	1.8%	1.1%	0.0%
Cortines School of VAPA	1,145	65.7%	4.9%	37.5%	14.1%	1.1%	68.60%	6.0%	4.6%	16.0%	2.8%
Downtown Business	903	84.8%	3.2%	55.3%	4.2%	0.0%	58.9%	4.0%	33.3%	2.2%	1.3%
Roybal Learning Center	976	97.1%	21.9%	56.8%	18.3%	2.3%	90.5%	2.5%	2.9%	1.3%	0.4%
MacArthur Park Community of Schools											
CLC-School of Social Justice	428	99.3%	35.0%	50.2%	7.9%	2.6%	96.3%	1.2%	1.4%	0.9%	0.2%
School of Business and Tourism at CLC	424	99.1%	34.0%	53.3%	13.4%	1.6%	96.0%	1.7%	0.7%	0.7%	0.0%
CLC-Academic Leadership Community	495	99.2%	29.3%	57.4%	11.1%	3.2%	94.7%	1.2%	0.6%	1.2%	0.0%
CLC-LA School of Global Studies	330	98.5%	33.9%	51.5%	8.8%	2.7%	96.7%	1.5%	0.9%	0.6%	0.0%
Traditional Schools Average	659	93%	26%	50%	11%	2%	87%	3%	6%	3%	1%
Charter Schools											
New Village	88	96.6%	31.8%	44.3%	18.2%	13.7%	93.2%	3.4%	0.0%	1.1%	1.1%
Alliance Ted K. Tajima	471	93.2%	14.6%	68.2%	10.0%	1.7%	96.6%	0.4%	2.3%	0.0%	0.00%
Rise Kohyang HS	454	90.1%	14.3%	57.9%	11.7%	0.2%	66.5%	3.1%	25.7%	1.5%	1.30%
Larchmont Charter	1,609	37.2%	8.4%	18.9%	12.3%	0.4%	26.0%	3.7%	19.6%	37.0%	10.90%
Camino Nuevo Charter HS	508	95.1%	21.3%	62.8%	18.1%	0.8%	87.2%	0.0%	2.6%	1.2%	0.0%
Central City Value	452	88.9%	22.3%	60.4%	13.5%	3.1%	94.7%	0.2%	0.4%	0.0%	0.0%
LA Academy of Arts and Enterprise	296	91.2%	39.5%	47.0%	10.8%	0.0%	69.6%	0.7%	0.3%	0.0%	0.0%
Charter Schools Average	554	85%	22%	51%	14%	3%	76%	2%	7%	6%	2%

Source: https://data1.cde.ca.gov/dataquest/

An overview of the 2019 CA Dashboard reports for each of these schools, copied from the attached Community Impact Assessment (CIA), is included here, with a breakdown and analysis of the data in the following pages.

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY

(add additional rows as needed)

Existing School Name	Academic Performance Indicators				Academic Engagement Indicators		Conditions and Climate Indicator
	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
District Schools							
Belmont HS[9] (3 academies within it)	RED -48.6 DFS	RED -134.1 DFS	Medium 48.2%	ORANGE 30.7%	N/A	RED 59.9%	BLUE 0%
Cortines	YELLOW	ORANGE	Low	GREEN	N/A	BLUE	BLUE

[9] We note that is unclear why Belmont, Downtown Magnets and Roybal all report their results as a single school, while Contreras' four academies are treated separately.

School of Visual and Performing Arts	+6.1 DFS	-103.7 DFS	40%	55%		95%	0.2%
Downtown Magnets HS (2 magnets that include three programs and an IB programme)	GREEN +89.9 DFS	BLUE +44.8 DFS	High 57.9%	BLUE 80.9%	N/A	BLUE 96.4%	BLUE 0%
Roybal Learning Center (4 academies)	GREEN +32.7 DFS	YELLOW -49.8 DFS	Low 41.2%	GREEN 43.5%	N/A	GREEN 83.1%	BLUE 0.2%
Contreras Learning Center-School of Social Justice	ORANGE -49.1 DFS	RED -155.7 DFS	Very Low 31.6%	ORANGE 20.2%	N/A	ORANGE 74.7%	GREEN 0.9%
School of Business and Tourism at Contreras Learning Complex	ORANGE -28.7 DFS	RED -128.6 DFS	Very Low 25.9%	GREEN 65.8%	N/A	GREEN 83%	BLUE 0.2%
Contreras Learning Center-Academic Leadership Community	YELLOW -8.2 DFS	ORANGE -101.5 DFS	Low 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
Contreras Learning Center-Los Angeles School of Global Studies	ORANGE -57.9 DFS	ORANGE -116.6 DFS	Very Low 25%	ORANGE 32.1%	N/A	ORANGE 68.7%	YELLOW 1%
Charter Schools							
Alliance College Academy HS #16	GREEN +61.7 DFS	YELLOW -7.5 DFS	Medium 45%	BLUE 92.3%	N/A	BLUE 96.8%	YELLOW 1%
Rise Kohyang HS	NO COLOR +61.3 DFS	NO COLOR -29.7 DFS	High 64.1%	N/A	N/A	N/A	GREEN 0.7%
Larchmont Charter (Lafayette Campus)	BLUE +52.7 DFS	GREEN +19.9 DFS	High 55.4%	BLUE 77.3%	GREEN 5.2%	BLUE 97.3%	YELLOW 1.4%
Camino	ORANGE	YELLOW	Very Low	ORANGE	N/A	ORANGE	GREEN

Nuevo Charter HS	-8.4 DFS	-107.7 DFS	30.2%	41.1%		76.5%	2.9%
Central City Value	GREEN +39.8 DFS	ORANGE -80.5 DFS	Medium 54.7%	GREEN 46.9%	N/A	YELLOW 94.7%	GREEN 0.8%
LA Academy of Arts and Enterprise	YELLOW -50.3 DFS	RED -107.2 DFS	Low 37%	ORANGE 46%	GREEN 6.7%	YELLOW 76.5%	GREEN 0.3%

Source: caschooldashboard.org

The most recent CA Dashboard reports show that Belmont HS in particular is significantly under-performing, with "red" ratings – the lowest of the five tiers – for ELA, Math, and Graduation Rate, an "orange" – the second lowest tier – for College Career Indicator (CCI), and one bright spot "blue" – the highest tier – for suspension rate. The four Contreras Learning Community (CLC) academies – the sole "resident" school for all students in the MacArthur Park Community of Schools – have all orange and red in the academic categories (ELA, Math and graduation rate), though CLC's Business and Tourism Academy earned "green" – the second highest tier – for CCI and graduation rate. Roybal, another traditional high school in the Belmont Zone of Choice (BZOC), earned green for Math, CCI and graduation rate, with a "yellow" – middle tier – for ELA. Cortines School of Visual and Performing Arts, an arts-themed high school open to students outside the BZOC, earned yellow in ELA, orange in Math, green in CCI and blue in graduation rate. And finally, Downtown Magnets, a selective admission magnet program, is the highest performer of the traditional district schools, earning all blue – the highest tier – except for ELA being green, but still well above the state average scores.[10]

For the charter schools within a three mile radius of our planned location, the outcomes are mixed. Larchmont Charter, which is a TK-12 school (so the younger students' outcomes are included), has all blue and green, with the exception of a yellow for suspension rate. Alliance Ted Fajima has yellow for math, but green for ELA and blue for both CCI and graduation rate. Central City Value is struggling with math with an orange, but green for ELA and CCI, and a yellow for graduation rate. Camino Nuevo HS has an orange in ELA (even though their score, -8.4 DFS is close to the state average – as you can see in the above chart, the other orange ratings have much lower scores). Camino Nuevo HS also has orange in CCI and graduation rate, with a yellow for Math. Finally, LA Academy of Arts and Enterprise has the charter school group's only red rating, in Math, with yellow for ELA and graduation rate, and orange for CCI.[11]

FOUR-YEAR ADJUSTED COHORT GRAD RATES (2019-20)

Data shows that there are stark differences in graduation rates between the traditional high schools and the magnet/choice and charter schools. Downtown Business Magnet boasts a 99.6% graduation rate in 2021 (the most recent year data is available), with Cortines (not exactly a magnet but similar selective process of admissions) at 95%. At the low end of the spectrum, Contreras Learning Center's School of Global Studies graduation rate for 2021 was just 63%, with Belmont HS

[10] All data sourced from CAschooldashboard.org. See also, the CIA Form and attached "evidence" files which have pdfs of each school's CA Dashboard report from 2019.
[11] All data sourced from CAschooldashboard.org.

at 64%. At the charter schools, graduation rates are higher: Alliance Tajima, Rise Kohyang and Larchmont all had impressive rates above 95%, with and Camino Nuevo at 86% and Central City at 84%; LA Arts and Enterprise is lower at 71%.

	Traditional Schools								Averages
	Belmont HS	Cortines School of VAPA	Downtown Business	Roybal Learning Center	CLC-School of Social Justice	School of Business and Tourism at CLC	CLC-Academic Leadership Community	CLC-LA School of Global Studies	
2019	58.9%	95.0%	96.4%	82.9%	74.7%	82.9%	62.3%	67.9%	77.6%
2020	57.9%	95.3%	98.2%	80.5%	65.4%	80.0%	73.9%	53.6%	75.6%
2021	64.3%	94.6%	99.6%	85.7%	72.3%	74.0%	88.3%	62.9%	80.2%

	Charter Schools						Averages
	Alliance Ted K. Tajima	Camino Nuevo Charter HS	Central City Value	LA Academy of Arts and Enterprise	Larchmont Charter	Rise Kohyang HS	
2019	96.6%	89.1%	94.7%	73.3%	97.3%	N/A	90.2%
2020	95.3%	81.7%	89.0%	76.0%	97.1%	97.5%	89.4%
2021	96.6%	86.0%	84.0%	70.6%	95.6%	98.0%	88.5%

Source: https://data1.cde.ca.gov/dataquest/

On average, the traditional schools had a 2021 graduation rate of 80%, while the charter schools in the area had an average graduation rate of 89%, higher than the LAUSD average of 81% and the statewide average of 88%.[12]

A-G Completion Rates

A comparison of the percentage of graduates who have completed the A-G requirements for admission to the UC/CSU system shows a broad disparity between the traditional schools and charter schools in the community. CLC's ALC made a huge jump in 2021, doubling their A-G rate to 81.6%, compared to 40.2% the prior year. Downtown Business had 73.4% A-G completion, while CLC's Global Studies had just 47.5% A-G (their rate also almost doubled, from 26.9% the prior year). Conversely, two of the six charter schools had 100% A-G completion in 2021 (and we assume Rise Kohyang has a reporting error as they show 0% for 2021, when they had 100% the prior year), a fourth charter school had 98.8% and the last at 84.8%.

	Traditional Schools								Averages
	Belmont HS	Cortines School of VAPA	Downtown Business	Roybal Learning Center	CLC-School of Social Justice	School of Business and Tourism at CLC	CLC-Academic Leadership Community	CLC-LA School of Global Studies	
2019	61.2%	74.4%	78.3%	61.1%	75.7%	70.7%	64.8%	50.9%	67.1%
2020	46.4%	54.7%	67.8%	44.2%	57.5%	46.4%	40.2%	26.9%	48.0%
2021	60.10%	66.3%	73.4%	61.4%	66.7%	59.2%	81.6%	47.5%	64.5%

[12] https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2020-21&cds=1964733.

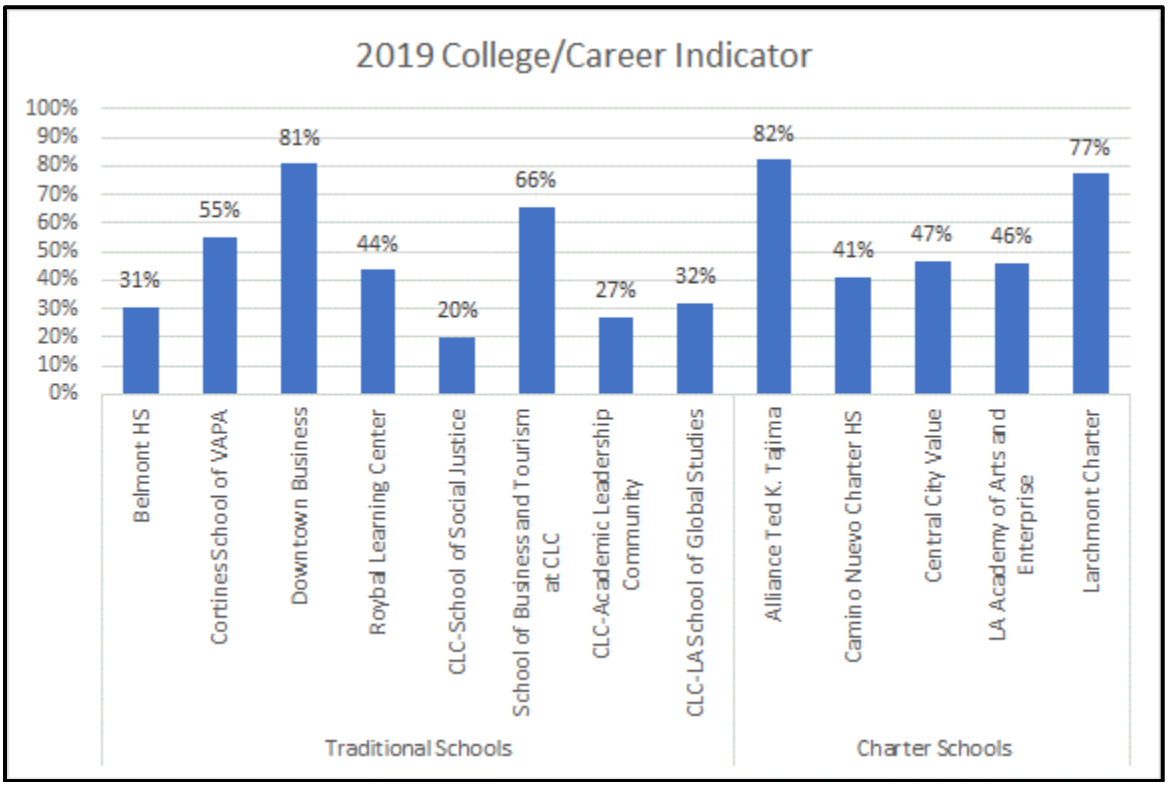
	Charter Schools						
	Alliance Ted K. Tajima	Camino Nuevo Charter HS	Central City Value	LA Academy of Arts and Enterprise	Larchmont Charter	Rise Kohyang HS	Averages
2019	98.2%	100.0%	73.8%	97.7%	100.0%	N/A	93.9%
2020	100.0%	100.0%	72.2%	97.4%	84.2%	100.0%	92.3%
2021	98.8%	100.0%	84.8%	100.0%	90.8%	0.0%	79.1%

Source: https://data1.cde.ca.gov/dataquest/

On average, only 64.5% of traditional high school students in the area completed A-G requirements to be eligible for admission to the UC/CSU system. This is compared to 79.1% of charter school students in the area – or, if Rise Kohang is assumed to be at 100% like the prior year, then the *charter school average is 95.7% A-G completion*, well above the LAUSD rate of 58.5% and statewide A-G rate of 51.8% in 2021.

COLLEGE/CAREER INDICATOR (2019)

On the 2019 California Dashboards, the College/Career Indicator (CCI) indicates that many of the schools are struggling to achieve strong outcomes for their students' college and career preparedness. Only three of the eight traditional schools (Downtown Business, CLC School of Business and Tourism and Cortines) and two of the charters (Alliance Tajima and Larchmont) have achieved >50% CCI. At the CLC School of Social Justice, only 20% of students measure as college/career ready.

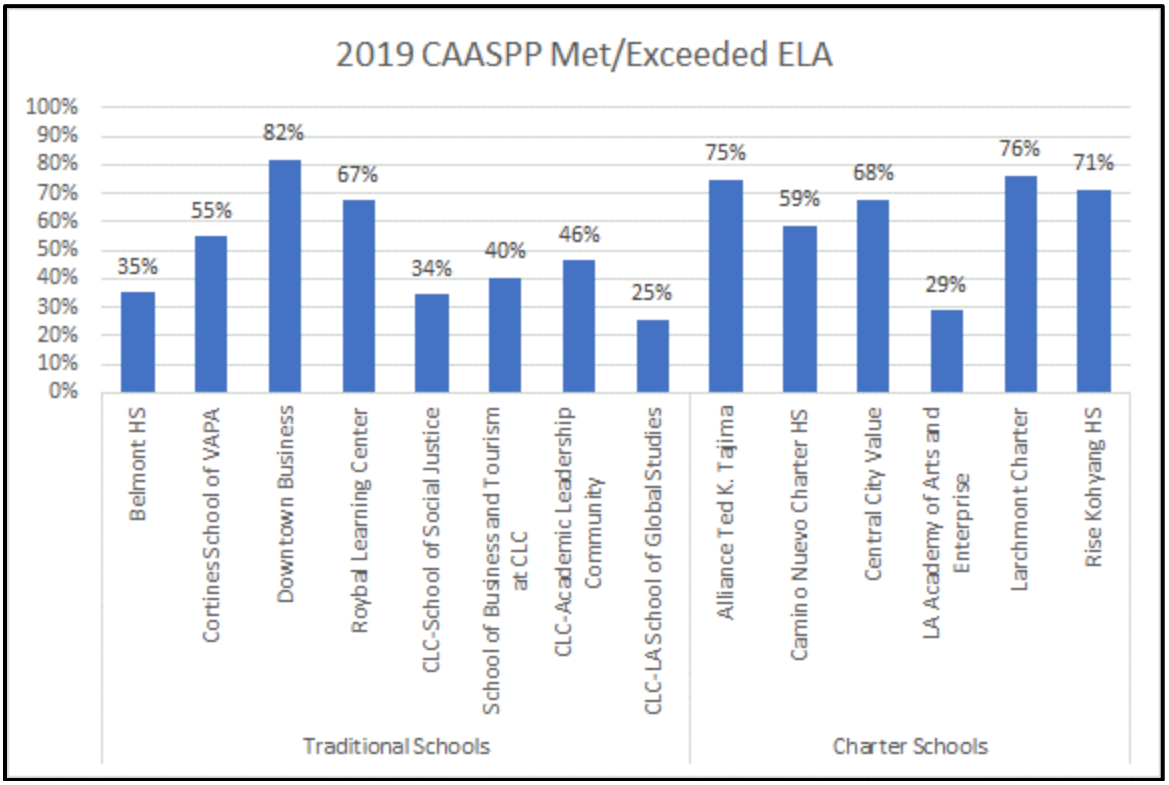


**No 2019 CCI scores for Rise Kohyang Source: https://www.caschooldashboard.org/*

On the 2019 CAASPP exams (the most recent data available due to the pandemic), Downtown Magnet is again the strongest performer across all schools with 82% Met/Exceeded in ELA – the

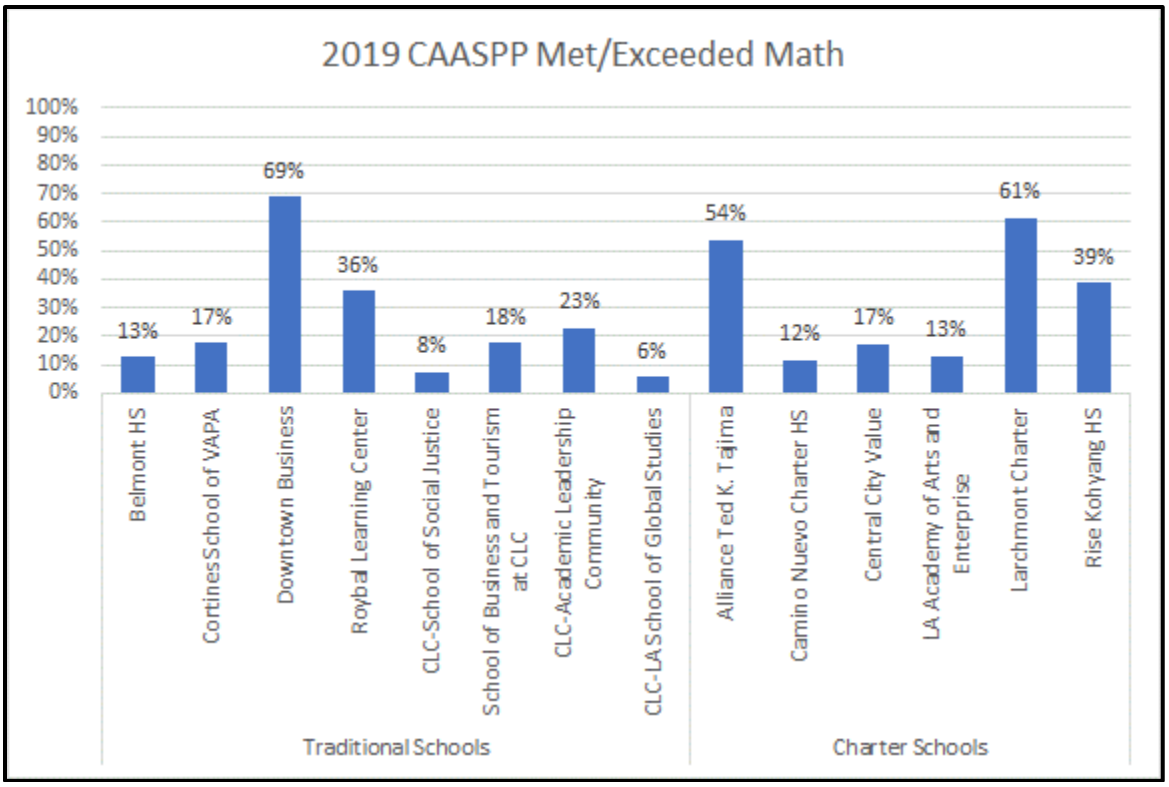
next closest traditional high school is Roybal at 67%, a 15 percentage point difference. The remaining traditional schools range from 25% to 55% Met/Exceeded in ELA. The highest performing charter is Larchmont (though this includes K-12) at 76% Met/Exceeded in ELA, followed closely by Alliance Tajima with 75% Met/Exceeded; LA Arts and Enterprise is an outlier among the charters and approximately half the next lowest score, with just 29% Met/Exceeded in ELA (compared to Camino Nuevo at 59%).

CAASPP



Source: https://caaspp-elpac.cde.ca.gov/caaspp/

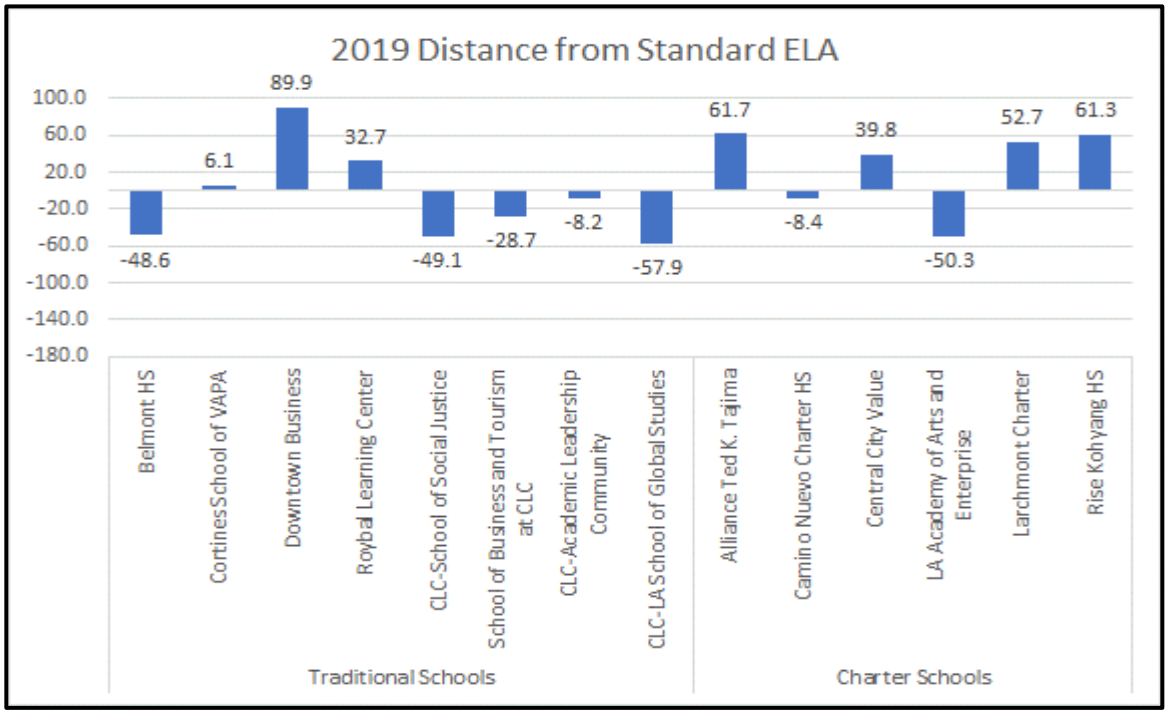
In Math, similarly, Downtown Magnet was 69% Met/Exceeded – almost double the next highest traditional school, Roybal, at 36% Met/Exceeded. The remaining traditional schools range from 6% Met/Exceeded in Math (CLC School of Global Studies) to 23% (CLC Academic Leadership Community). For the charters, Met/Exceeded rates in Math range from 12% (Camino Nuevo) to 61% (Larchmont, though again this is K-12).



Source: https://caaspp-elpac.cde.ca.gov/caaspp/

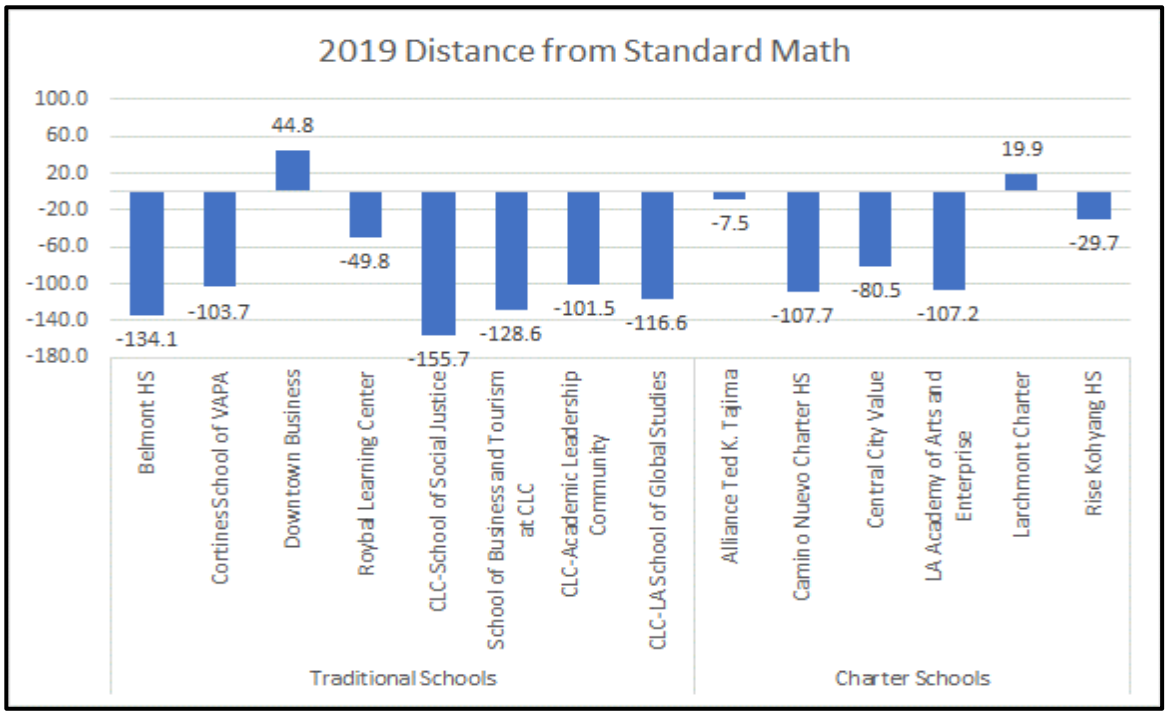
Looking at CAASPP scores using Difference From Standard (DFS), used on the California Dashboards, shows that three of the eight traditional schools (Downtown Magnet, Roybal and Cortines) were "above standard" in ELA, while four of the six charter schools (Alliance Tajima, Central City, Larchmont and Rise Kohyang) were above standard.

DFS



Source: https://www.caschooldashboard.org/

In Math, just one of the traditional schools (Downtown Business) and one charter (Larchmont) are "above standard."



Source: https://www.caschooldashboard.org/

VLGA will offer students and families in this community another option for a small, high-performing high school.

VLGA Will Meet the Specific Education Interests, Backgrounds and Challenges of Students in Los Angeles

Beyond the demographic characteristics of the target community in Los Angeles that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to VLGA as we have been serving this community with Vista Charter Middle School since 2010, and Vista Horizon Global Academy (TK/K-5) since 2019. We know our students experience high rates of childhood trauma borne out of their experiences with poverty, including strains on the family such as housing and food instability.

Notably, all of the foregoing data is pre-pandemic; we are only beginning to learn the full impact of the pandemic on our youth. An *L.A. Times* October 2021 analysis of data showed:

- The gap in grades that existed before the pandemic between Black and Latino students and white and Asian counterparts widened to as much as 21 percentage points.
- Elementary school reading scores dropped 7 percentage points overall, while gaps between Black and Latino students and white and Asian classmates grew to 26 percentage points or more.
- More than 200,000 students are not meeting grade-level goals in math and reading.[13]

Chronic absenteeism has skyrocketed, from an already-high 19% prior to the pandemic to 46% in 2021-22 as of March 2022.[14] "In addition to surging COVID-19 cases at the end of 2021, schools have faced severe staff shortages, high rates of absenteeism and quarantines, and rolling school closures. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time."[15] One study from March 2021 concluded that:

- More than 13,000 middle and high school students consistently disengaged in fall 2020. An additional 56,000 did not actively participate on a daily basis.
- Two in three students are falling behind in literacy and math.
- Black and Latino students have been disproportionately affected.[16]

Especially alarming is the "warning flag" raised by the study's authors: "'Within the next four years alone, 40,000 current LAUSD high school students or more are at risk and could potentially not earn

[13] Esquivel, P., Lee, I., *Falling grades, stalled learning. L.A. students 'need help now,' Times analysis shows*, L.A. Times, October 21, 2021, https://www.latimes.com/california/story/2021-10-21/covid-era-learning-challenges-lausd-after-school-closures

[14] Esquivel, P., Nearly half of LAUSD students have been chronically absent this year, data show, L.A. Times, March 31, 2022, https://www.latimes.com/california/story/2022-03-31/lausd-students-chronic-absent-amid-covid-pandemic

[15] Kuhfeld, M., et al, *The pandemic has had devastating impacts on learning. What will it take to help students catch up?*, Brookings, March 3, 2022; https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/

[16] Blume, H. *LAUSD students suffered 'alarming' academic harm during pandemic, report says*, L.A. Times, March 31, 2021. Retrieved from https://www.latimes.com/california/story/2021-03-31/lausd-covid-data-show-alarming-learning-harm-report on December 15, 2021.

their high school diploma.'"[17] The National Alliance on Mental Illness has also collected data and reporting on the impacts of the pandemic on our children and youth,[18] including this, from the New York Times:

> The shuttering of the American education system severed students from more than just classrooms, friends and extracurricular activities. It has also cut off an estimated 55 million children and teenagers from school staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with trauma….mental health experts worry about the psychological toll on a younger generation that was already experiencing soaring rates of depression, anxiety and suicide before the pandemic….[19]

According to the *2021 County Health Rankings for California*, Los Angeles County ranks 58 out of 58 counties for Physical Environment, which includes Housing, transit, air and water quality factors; 33% of Los Angeles County residents experience "severe housing problems," which means they experience at least one of four housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities.[20] Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

Unsurprisingly, with the economic and other stressing impacts of the pandemic, crime rates across Los Angeles have increased. After increases in 2020 and 2021, the homicide rate during just the first half of 2022 has set records, with homicides up 35% in Los Angeles in just two years.[21] Overall, violent crime has increased 8% across the city. Gang-related crime, domestic violence, and crime among the homeless have all increased.[22] In our neighborhood, the statistics – and their very real impact on our students and families -- are a concern.

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;[23] one study on the mental health of students in LAUSD (*pre-pandemic)* revealed that *98% of students* reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.[24] In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing *three or more* traumatic events.[25] We expect similar rates for the

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[17] Ibid.
[18] https://namica.org/school-during-the-pandemic-mental-health-impacts-and-help-for-students-and-families/.
[19] Levin, D. *in a World 'So Upside Down,' the Virus Is Taking a Toll on Young People's Mental Health,* N.Y. Times, May 20, 2020, https://www.nytimes.com/2020/05/20/us/coronavirus-young-people-emotional-toll.html
[20] www.countyhealthrankings.org
[21] https://www.bloomberg.com/news/articles/2022-06-28/los-angeles-murders-up-35-in-two-years-as-gun-violence-surges; Rector, K., *Inside an LAPD Crime Briefing: Homicides, 'Hood Days' and 'Compounding' Violence,* L.A. Times, October 31, 2021. Retrieved https://www.latimes.com/california/story/2021-10-31/inside-lapd-crime-briefing on Dec. 15, 2021.
[22] Ibid.
[23] The National Child Traumatic Stress Network, "Facts & Figures". Retrieved from http://www.nctsn.org/resources/topics/facts-and-figures on 6/26/17
[24] The Need for School Mental Health Services in LAUSD. Retrieved from http://achieve.lausd.net/Page/2170 on 6/26/17
[25] An Integral Part of The Education team. Retrieved from https://achieve.lausd.net. on 4/4/19

students we will serve at VLGA. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.[26]

Lack of affordable, quality child care means most of these children arrive in public elementary schools without the having had the benefits of quality early learning programs and are thus already behind their peers across the State. VCPS are designed quite intentionally to serve these students. At VCPS, teachers, students, and families are all united around the same goal - college and a choice-filled life.

Based on our years of experience working with this community, and our success in achieving strong outcomes for these students, we are confident that VLGA will offer families who reside in LAUSD an option for their students to attend a high-performing public high school that is carefully designed to meet their needs, developed from the strong foundation that VCPS has established. VCPS is founded on the vision of improving educational and life outcomes for students in communities where poverty and crime rates are high, and educational attainment and outcomes in local public schools are low.

VLGA Will Meet the Intent of the CA Charter Schools Act of 1992 and LAUSD Priorities

Building on the success VCPS has established over the past decade, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following":[27]

> *(a) Improve pupil learning:* through extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning.
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving*: led by the Student Support Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.
> *(c) Encourage the use of different and innovative teaching methods*: by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts.
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*: by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student's needs are met.
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*: VLGA will offer families in the Los Angeles community a choice to enroll their grades 9-12 children a small school alternative to the

[26] How Does Trauma Affect Children? Retrieved from http://traumaawareschools.org/impact on 4/4/19
[27] CA Ed. Code § 47601.

neighborhood resident schools, with a global and STEAM focus that includes CTE Pathways in Health Science, Business and Climate Change.
(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the VCPS Board of Directors, the charter authorizer, and all stakeholders.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools; while we do not subscribe to "competition" between public schools, VCPS is committed to collaboration with other schools in LAUSD to disseminate our best practices in meeting the needs of underserved students. (Cal. Ed. Code Section 47601.)

VLGA Meets the Requirements of the Charter Schools Act and this Charter Must be Approved

In accordance with the recently amended provisions of the California Education Code, we respectfully submit that the Board of LAUSD should find that this charter petition to establish VLGA for a five-year charter term must be approved. As detailed in the Education Code:

> (c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings . . . .[28]

We address each of the eight potential findings[29] in turn:

Criteria	Met/Not Met	Notes
(1) VLGA presents [a sound] educational program for the pupils to be enrolled in the charter school.	**Met**	See Elements 1-3, 6 and 10. Our research-based program will offer a rigorous, standards-aligned educational program for grades 9-12.
(2) VLGA demonstrably [is likely to successfully implement] the program set forth in the petition.	**Met**	See Elements 4-5, Tabs 2, 5, 7, 8, 10, 11, 13; the Founding Team has extensive, diverse experience and expertise – including founding and leading the five existing Vista charter

[28] Education Code §47605(c).
[29] Education Code §47605(c)(i)-(viii).

		schools -- that will support the design, development and implementation of successful new charter school.
(3) The petition contains the number of signatures required by subdivision (a).	**Met**	See Tabs 1 and 5 (teacher signatures, credentials and resumes from five teachers, well in excess of the 50% required based on Y1 enrollment of 125 students with six teachers on staff); we also have attached some parent signatures collected to date.
(4) The petition contains an affirmation of each of the conditions described in subdivision (e).	**Met**	See Assurances, Affirmations and Declarations (before Element I).
(5) The petition contains reasonably comprehensive descriptions of Elements 1 through 15, as detailed in the Education Code.	**Met**	See Elements 1-15.
(6) The petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	**Met**	See Assurances, Affirmations and Declarations (before Element 1) and Element 13.
(7) The charter school is [demonstrably likely to serve the interests] of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding [for denial] under this paragraph shall detail specific facts and circumstances that analyze	**Met**	See narrative just below this table; Tab 13 (Community Impact Assessment).

and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.		
(8) The school district [is positioned] to absorb the fiscal impact of the proposed charter school. A finding that the district cannot absorb the fiscal impact of the new charter school is satisfied if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification	**Met**	LAUSD has a positive certification, thus (8) does not apply.[31]

[31] California Department of Education. Interim Status. Accessed on August 28, 2021. https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp.

pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.[30]		

Regarding the seventh criteria considering the "fiscal impact" of VLGA on the District, while we reserve the option to apply for a Proposition 39 co-location, our intent is to occupy a private facility, first at 2600 W. Temple Street, Los Angeles, CA 90026, the current location of Vista Charter Middle School. For our long-term facilities' needs, we are working with Red Hook Capital to identify a suitable property in the community to develop. As a matter of facilities or operations, VLGA will have a negligible impact on LAUSD.

While many authorizing districts may have concerns about the fiscal impact of new charter schools on their own bottom line as they face declining enrollment, our enrollment of 500 high school students by the time we reach full capacity in Y4 should not have a negative impact on a school district that has more than 600,000 students.

As detailed in the District's required Community Impact Assessment (CIA), which is attached at Tab 13 -- along with 156 separate pieces of "evidence" *totaling several thousand pages* – the addition of VLGA to the community will not impact any single school's enrollment or negatively undermine their programs. (See Section 6 of the CIA). Moreover, the existing traditional and charter high schools in the community are not providing the type of services, academic offerings and programmatic offerings that VLGA will provide. As detailed in Section 5.c. of the attached CIA:

> Across the five traditional public high schools (which include 14 different smaller learning academies) and six charter schools detailed above, VLGA of course shares some common traits: some of the schools offer some PBL and hands-on learning, some offer interdisciplinary learning, some offer PLTW, many have partnerships with community service organizations and businesses; some offer CTE pathways and some offer dual enrollment options; all offer some degree of psycho-social and college counseling (with widely varying capacity), parent engagement (in varying degrees), and student clubs and a variety of electives. Yet <u>none</u> of these schools offers:
>
> - Vista's Framework for Engagement
> - Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
> - CTE Pathways in Business (similar pathways focus more on finance/accounting – e.g., Downtown Magnets and Roybal -- or business and tourism (Contreras), rather than our international business focus), or especially our exciting new Climate Change pathway that is currently being developed with university partners. (Roybal's School of Law and Medicine does offer PLTW courses in bio-med). Based on our research, none of the area charter schools offers CTE Pathways and only one, Alliance Tajima, offers dual enrollment classes.
> - Advisory/Global Hour for *daily* personalized targeted supports and *daily* tutoring during Zero Period.

[30] Education Code § 47605(c).

- Full-time on-site School Psychologist and additional psycho-social supports and SEL throughout the program, including Way of Council.

Nor do any of these schools (traditional or charter) offer VLGA's particular combination of approaches for engaging, personalized, data-driven instruction with a focus on global competencies, STEAM integration, MTSS, integrated and designated ELD, intensive parent engagement strategies including home visits, and intensive teacher PD and coaching with Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc. VLGA will build upon the success of our elementary and middle school programs to offer a seamless TK-12 learning experience (only one other nearby school, Larchmont Charter, offers a TK-12 model, though their elementary and middle grades campuses are located well outside our target community). (Tab 13, CIA Form and Evidence.)

Finally, we note that most of the existing LAUSD high schools available to students in the Downtown and MacArthur Park Communities of Schools are struggling to realize strong academic outcomes for the students they serve, as indicated by the data shown here and in Section 6 of the CIA. We are confident that this charter petition to establish VLGA in Los Angeles presents an exemplary public school option for families of children in grades 9-12, and we look forward to partnering with LAUSD to offer an important option for families in the District.

ENROLLMENT PLAN

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter.

Grade	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
9	125	125	125	125	125
10		125	125	125	125
11			125	125	125
12				125	125
Total Enrollment	125	250	375	500	500

GOALS AND PHILOSOPHY

VLGA believes that all cultures matter. Our unique global perspective combined with a STEAM focus will teach students to honor other cultures and perspectives, to fully embrace their own cultural heritage and, and to build the technical skills to compete in the 21st Century.

MISSION AND VISION

The mission of VLGA is to create a college and career preparatory learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms as they pursue a pathway of study in Health Science, Business or Climate Change. We will provide a quality education for all students by creating a learning community that involves students in

their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful in college and careers as well as the development of life-long learning skills.

VLGA's students will have power in the establishment of their identities. They will create the vision of who they are, the path that they choose in life, and the reason they have chosen it. They will be considered critical constructors of knowledge in an ever-changing and interconnected society. Their learning and development will be constructed and fostered in an environment that focuses on individual strengths, need, and desires through a differentiated approach.

We will achieve our mission and vision based on extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. We see these areas not as separate foci, but rather as a nested symbiotic grouping that works together to transform the school experience.

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.[32] At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Asia Societies International Study Schools Network.[33] We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, VLGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies,[34] Way of Council[35] and other acclaimed programs help engage our students and develop their capacity for success.

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[32] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Vygotsky, L. (1987). Zone of proximal development. *Mind in society: The development of higher psychological processes*, *5291*, 157. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.

[33] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

[34] Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.

[35] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

AN EDUCATED PERSON IN THE 21ST CENTURY

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs.[36] Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today.[37] Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation.[38] Another recent study out of University of Redlands' Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years.[39] The world around us is rapidly evolving, and so our schools must also evolve.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing youth from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children at different stages of development learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*– are teaching us something profound about student learning and potential. It is increasingly clear that both academic (up to and through college) and life success in the 21st century demands the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness.[40]

At VLGA, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. VLGA's unique educational approach will combine teaching global competencies in tandem

[36] Spring, J. (2017). *American education*. Routledge.
[37] McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work.
[38] Frey, C. B., & Osborne, M. (2013). The future of employment.
[39] Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic.* Accessed from: https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/.
[40] National Research Council. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence.[41] Preparing all students for college, work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works.[42] Students will be able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students will recognize that because they have a unique perspective that someone else may not share, it is essential to listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent effectively communicate their ideas with diverse audiences, often through the use of appropriate technology.[43] By applying what they have learned, our students will translate their ideas into appropriate actions to discover solutions to local and global challenges.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. In this age of technology, information is shared globally almost instantaneously. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent. Schools must therefore prepare students to solve problems on a global scale and participate effectively in a global economic and civic environment. Put simply, schools must prepare students to be *globally competent.*

VLGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners' International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Community Catalyst Partners' ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VLGA will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.[44] Community Catalyst Partners and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st century learner is globally competent and able to do the following:

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that are *globally significant*, addressing important phenomena and events that

[41] Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.
[42] Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.
[43] Hutchison, A., & Beschorner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.
[44] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

are relevant in their own communities and communities across the globe. Globally competent students can articulate the significance of their questions and know how to respond to questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.[45]

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.[46]

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and collaboratively participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. Students receive Spanish language instruction as well as literacy in English. Building literacy in English and Spanish reinforces pride in our students' primary language (mostly Spanish) and validates the diverse cultures they come from. VLGA will also provide access to language instruction for an Asian language once enrollment increases to capacity.

Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Globally competent students ethically and creatively envision and weigh options for action, assess the potential impact of that action, take into account diverse opinions and potential consequences of the action, and show courage to execute a plan and reflect on it later.

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students who are aware of global events, can comprehend the intersections of environmental, financial, social, and other systems, and

[45] Mansilla, V. B., & Jackson, A. (2013). Educating for global competence: Learning redefined for an interconnected world. *Mastering Global Literacy (5-27). New York: Solution Tree*.
[46] Ibid.

understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

Finally, we note that the three college/career pathways offered by VLGA (Health Science, Business and Climate Change) are each of critical importance and relevance in real time world events. The current Covid-19 pandemic, global challenges relating to climate change, and debates over international trade and business are all receiving heightened attention in the media and public eye. Our students will be able to engage in meaningful, dynamic learning that motivates them to see a role they can play in participating in these ongoing debates and discussions and having a real impact on the world around them.

HOW LEARNING BEST OCCURS

At VLGA, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement will be at the heart of the VLGA learning experience. We see engagement as an act that connects us to each other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful.[47]

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts.[48] There is increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students.[49] Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.[50] This is crucially important as many researchers regard the opposite of engagement as disengagement,[51] which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys.[52] Multiple studies have shown a significant correlation between engagement and achievement.[53] With researchers suggesting that between 25% and 66% of students may be disengaged,[54] engagement may be the North Star for promising practices that address the needs of at-risk students.

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[47] Shernoff, D. J., Csikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2014). Student engagement in high school classrooms from the perspective of flow theory. In *Applications of flow in human development and education* (pp. 475-494). Springer, Dordrecht.

[48] Torlakson, P. I. T. (2013). Recommendations for transitioning California to a future assessment system. *Sacramento, CA. California Department of Education*.

[49] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[50] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

[51] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

[52] Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, *42*(6), 536-559.

[53] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: what is it? Why does it matter? Handbook of Research on Student Engagement.

[54] Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).

A priority for VLGA is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations.[55] Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.[56] For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.[57] Therefore, VLGA will prioritize increasing our students' social capital within the design of our educational program.

VLGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.[58] The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.[59]

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.[60] It may also be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.[61] Research is clear that behavioral engagement has a significant effect on achievement.[62] This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

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[55] Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists.

[56] Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, *67*, 1-40.

[57] Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, *19*(1), 185-210.

[58] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.

[59] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

[60] Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

[61] Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[62] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).

Emotional engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.[63] Multiple studies affirm the connection between student attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.[64]

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.[65] In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.[66]

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the VLGA experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.[67] A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.[68] When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.[69]

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.[70] This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).[71] ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in the VLGA experience. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. VLGA will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.[72] Further, we recognize the

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[63] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.

[64] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[65] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.

[66] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[67] Czikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.

[68] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).

[69] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

[70] Ibid.

[71] Vygotsky, L. S. (1987). *Problems of general psychology*.

[72] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.

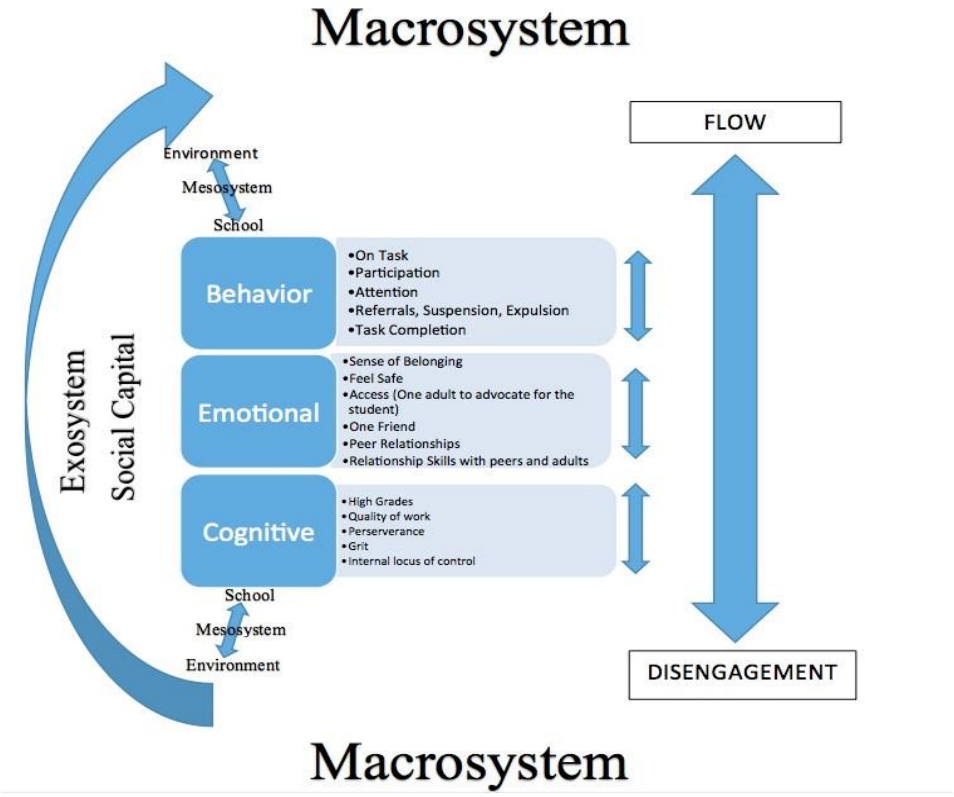
importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

Nowhere is this capacity to engage deeply in a task or endeavor more critical than in the high school years. Their experience with flow will empower VLGA's high school students to engage in rigorous tasks independently and fully. The capacity to experience flow can also be defined as a set of critically important executive functioning skills that will serve our graduates well at the post-secondary level where their learning will be largely self-directed.

At VLGA all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look at the work of Urie Bronfenbrenner (Neal & Neal, 2013).[73] Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.[74] Bronfenbrenner's Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (see chart below). The macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

[73] Neal, J. W., & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development*, *22*(4), 722-737.
[74] Ibid.

Framework for Engagement



In short, the framework provides the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of engagement must be present to increase student engagement and increase social capital for our students. Students learn best with programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention. Another example of how VLGA will support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement.[75] Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

VLGA will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

[75] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, VLGA's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
CONDITIONS OF LEARNING **All VLGA students will have access to a high-quality education program taught by qualified teachers.**	Related State Priorities: ☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- *VLGA will hire, supervise, evaluate and retain qualified teaching staff.*
- *VLGA will ensure verification of proper credentials and DoJ clearance prior to start of employment.*
- *VLGA will actively recruit qualified teachers reflecting student ethnic demographics*

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- *VLGA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.*
- *VLGA will review alignment of instructional materials to standards.*
- *VLGA will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *VLGA budget will be reviewed every year to ensure adequate budget for instructional materials is in place.*

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- *VLGA facilities will be maintained and cleaned by custodial staff*
- *VLGA will do annual and monthly facility inspections to screen for safety hazards.*
- *VLGA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff*

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- *VLGA will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.*
- *VLGA will provide CCSS-aligned ELA and math instruction using integrated ELD and designated instructional strategies to all students, including ELs.*
- *VLGA will provide PD to teachers examining CAASPP, Renaissance, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.*

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

- *VLGA will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.*
- *VLGA will provide 1:1 technology (Chromebooks) to ensure access to web resources and curriculum tools.*
- *VLGA will hire, train, supervise and evaluate qualified counseling staff to ensure students have equitable access to A-G courses and make annual progress toward graduation.*
- *VLGA staff and administration will review student enrollment in AP courses and ensure all students have equitable access to enroll in AP courses*

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at VLGA appropriately assigned and with appropriately credentialed personnel.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: All VLGA students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: % of VLGA students who will have sufficient access to standards-aligned instructional materials.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%

Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 3: VLGA facilities will be maintained and cleaned through a contract with custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Hispanic/Latino	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
English Learner	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Socioeconomically Disadvantaged	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Students with Disabilities	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*

Priority 2 Outcome 1: VLGA will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All VLGA students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, History, Science, World Languages, Advisory, Health/PE, visual/performing arts, CTE Pathways, and additional electives) outlined in the charter petition, including A-G and AP courses.

Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #2

PUPIL OUTCOMES **Every VLGA student will have the right to a personalized and individualized education.**	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- *Priority 4 (Pupil Achievement)*

- *Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new CA Dashboard*
- *VLGA will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.*
- *VLGA will provide comprehensive professional development to support student achievement.*
- *VLGA will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.*

- *Priority 4 Outcome 2 – Share of English learners that become English proficient*
- *See above; plus: VLGA will implement the Vista Public Schools English Learner Master Plan.*
- *VLGA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs*
- *VLGA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.*
- *VLGA will provide professional development related to EL support, including ELPAC training and re-designation criteria.*
- *VLGA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.*
-
- *Priority 4 Outcome 3- English learner reclassification rate*
- *Same as Priority 4 Outcome 2 above, plus:*
- *VLGA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *VLGA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*
-
- *Priority 4 Outcome 4 - All high school students, including all subgroups, will make adequate progress on the standardized assessments.*
- *All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SWD, for CCSS in ELA/ELD, math, NGSS and prep test support*
- *All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly*
-
- *Priority 4 Outcome 5 – All students, including all subgroups, will make adequate progress toward A-G completion*
- *VLGA will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.*
-

- *Priority 4 Outcome 6 – All students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.*
- *VLGA will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.*
- *VLGA will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.*

- *Priority 8 (Other Pupil Outcomes)*
- *Priority 8 Outcome 1 - VLGA will offer all students, including all subgroups, a rigorous, high-quality STEAM curriculum.*
- *VLGA will provide three CTE pathways in Health Science, Business and Climate Change for students to complete dual enrollment and work-based learning experiences.*
- *VLGA will provide resources, professional development, time and materials for all students to engage in meaningful, hands-on learning in STEAM activities via PLTW curriculum and other "best practices" STEAM learning opportunities.*
- *VLGA will educate its students to be globally competent through its partnership and resources with Community Catalyst Partners' International Studies Schools Network. Through this model students will learn to 1) Investigate the World, 2) Recognize taking actions*
- *, 3) Communicate their ideas, and 4) Take Action.*

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: VLGA students, including all significant subgroups, will meet or exceed state averages, or nearby similar comparison schools, along with annual targets for growth on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.
Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*			*Baseline with first class of 11th graders: meet/exceed state average or nearby similar comparison schools*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*
Hispanic/Latino	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*
English Learner	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*
Socioeconomically Disadvantaged	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*
Students with Disabilities	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*
Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year. **Metric/Method for Measuring**: EL proficiency rates will meet or exceed state average on the ELPI, or nearby similar comparison schools, as demonstrated on ELPAC assessments and ELPI indicator						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	*N/A*	*Baseline established with first year of ELPAC testing: meet/exceed state ELPI average or nearby similar comparison schools*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*
Priority 4 Outcome 3: VLGA will ensure EL reclassification rate will meet or exceed the local District's reclassification rate. **Metric/Method for Measuring**: EL reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	*N/A*	*Baseline established with first year of reclassifications: meet/exceed District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*
Priority 4 Outcome 4: VLGA students, including all significant subgroups, will meet or exceed growth targets on standardized assessments **Metric/Method for Measuring:** Internal benchmarks; CAASPP See Priority 4, Outcome 1 above.						
Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements. **Metric/Method for Measuring:** Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Hispanic/Latino	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
English Learner	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Socioeconomically Disadvantaged	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Students with Disabilities	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*

Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion
Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	TBD with first AP test results. CTE Pathway completion %s will be TBD with	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average*	*AP pass rates will meet or exceed local District average*

	first graduating class				*CTE Pathway completion % rates will be established*	*CTE Pathway completion % rates will be established*
Hispanic/Latino	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*
English Learner	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*
Socioeconomically Disadvantaged	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*

Students with Disabilities	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*

Priority 8 Outcome 1: All VLGA students will participate in a rigorous, high-quality STEAM curriculum.
Metric/Method for Measuring: % of access to STEAM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 3

ENGAGEMENT

VLGA student academic achievement is supported by parents.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)
Priority 3 Outcome 1 –Efforts to seek parent input in decision making.

- *VLGA will engage parents in a series of relevant and interesting workshops related to their student's success, including workshops pertaining to A-G and financial aid for college-bound students.*
- *VLGA will maintain school website as a communication tool for the community.*

- *VLGA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.*
- *The VLGA Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *VLGA parent outreach and communications will stress the importance of attendance and arriving at school on time each day*
- *VLGA's School Psychologist will oversee student attendance and works with the Office Manager and Administrative Team* to *help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.*

Priority 5 Outcome 2 – Dropout rates

- *VLGA will offer an engaging and meaningful program that motivates students to stay in school, including electives in the arts, technology and World Languages, and an engaging after-school program and clubs.*
- *VLGA's Principal and the MTSS team will carefully monitor student achievement data on a continuous basis and will identify students who are at-risk of dropping out in order to provide comprehensive intervention and support via our MTSS program.*

Priority 5 Outcome 3 – Graduation Rates

- *VLGA will maintain a high annual graduation rate See Specific Annual Actions above for Priority 5 Outcome 2, Dropout Rates.*

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- *VLGA will provide training and support for restorative justice practices and Way of Council*
- *VLGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 2 – pupil expulsion rates

- *VLGA will provide training and support for restorative justice practices and Way of Council*
- *VLGA will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- *VLGA will implement annual surveys to assess stakeholder satisfaction*

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: VLGA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*Establish baseline.*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*

			(target estimated at 2-3% annually)	*(target estimated at 2-3% annually)*	*(target estimated at 2-3% annually)*	*(target estimated at 2-3% annually)*
Hispanic/Latino	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
English Learner	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
Socioeconomically Disadvantaged	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
Students with Disabilities	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*

Priority 3 Outcome 2: VLGA Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining
Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	100%	100%	100%	100%	100%
Hispanic/Latino	N/A	100%	100%	100%	100%	100%
English Learner	N/A	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: VLGA maintain a high attendance rate and low rate of students who are chronically absent **Metric/Method for Measuring**: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Hispanic/Latino	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*

English Learner	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Socioeconomically Disadvantaged	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Students with Disabilities	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*

		decrease annually as needed (estimated target of 1-2% annually)	*low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*

Priority 5 Outcome 2: VLGA will maintain a low dropout rate

Metric/Method for Measuring: Dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Hispanic/Latino	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
English Learner	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*

			comparison schools.	*comparison schools.*	*comparison schools.*	*comparison schools.*
Socioeconomically Disadvantaged	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Students with Disabilities	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Priority 5 Outcome 3: VLGA will maintain a high graduation rate **Metric/Method for Measuring**: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
Hispanic/Latino	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
English Learner	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will*	*Graduation rate will*

					be equal to or higher than that of the District Average.	*be equal to or higher than that of the District Average.*
Socioeconomically Disadvantaged	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
Students with Disabilities	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*

Priority 6 Outcome 1: VLGA will maintain a low suspension rate that is ≤ 2%.
Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Hispanic/Latino	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
English Learner	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Socioeconomically Disadvantaged	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Students with Disabilities	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*

Priority 6 Outcome 2: VLGA will maintain a low expulsion rate that is ≤ 0.5%.
Metric/Method for Measuring: % of student expulsions

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Hispanic/Latino	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
English Learner	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Socioeconomically Disadvantaged	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Students with Disabilities	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*

Priority 6 Outcome 3: VLGA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.
Metric/Method for Measuring: % of participation in school climate survey and survey results

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*
Hispanic/Latino	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

English Learner	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*
Socioeconomically Disadvantaged	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

Students with Disabilities	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

VLGA has been designed to ensure that our underserved students are equipped with the skills and attitudes to become self-motivated, competent, lifelong learners. Our emphasis on engagement helps to develop students' intrinsic self-motivation to learn and succeed. VLGA will teach our students to learn *how to learn* as they actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the broader world around them.

Through ongoing professional development focused on how people learn, our teachers will continuously adapt their lessons and classroom experiences to meet students' needs and develop competent, skilled students in alignment with the state content standards. Through project-based learning and our emphasis on STEAM, our students will be continuously refining problem-solving and critical thinking and reflect on both their successes and "failures" as they adapt to a rapidly changing world. These habits of learning will establish a solid foundation for lifelong learning.

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

At VLGA we are committed to transforming the school experience. Teachers who push students academically and demand high standards not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement.[76] At VLGA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The VLGA approach is one in which our adolescent students will learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

As students move through each high school grade, they will experience a well-rounded, holistic, and global curriculum with a STEAM focus. Mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. Low-income students of color, perhaps more than any other group of young people, benefit from an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Our students must break barriers of discrimination that too often define who we are. VLGA will adhere to the guiding principles of the traditional Japanese holistic approach "Chi-Toku-Tai" which espouses: academic prowess, moral, physical, and mental health. When the needs of the "whole child" are addressed, a zest and love for life and all its possibilities is the
outcome.

At VLGA, we will create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. While engagement is "easily understood by practitioners as being essential to learning,"[77] the bridge from theory to application is often difficult. At VLGA our instructional foci are based on our deep research on engagement and represent a unique combination of global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st century learner.

GLOBAL COMPETENCY

VLGA will be distinguished by its collaboration and partnership with Community Catalyst Partners' International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. In keeping with the Community Catalyst Partners' original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color. Four-year graduation rates and student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).[78]

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[76] Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.
[77] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[78] Asia Society. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved.* Accessed from: https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved

The Community Catalyst Partners does not promote a single, prescriptive school design. The starting point for all of its schools is a shared definition of a college-ready, globally competent graduate. The ISSN Graduate Profile describes a student who has mastered the knowledge and skills required for college, has expertise in core content areas from a global perspective, is a proficient thinker and problem solver, can view and analyze issues and events from varying perspectives, can communicate in more than one language and collaborate across cultural boundaries, and fulfills the responsibilities of global citizenship.

VLGA will work with ISSN to develop globally competent students. To help facilitate this effort, the Community Catalyst Partners has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the VLGA vision and mission and sets a trajectory for our school's development across six domains:

Vision, Mission, Culture	This domain addresses the school's vision, mission and culture of the school as well as the schools' expectations for all students to be ready for college and postsecondary school success.
Student Outcomes	This domain examines the progress being made by all students toward achieving the characteristics defined in the ISSN Graduate Profile.
Curriculum, Instruction, Assessment	This domain describes a consistent global focus throughout the curriculum and across all academic activities. It examines teaching strategies to meet the needs of all students. It also highlights ongoing, performance-based measures of student learning.
School Organization and Governance	This domain considers the degree to which the school is structured to support teaching and learning.
Professional Learning Community	This domain focuses on the systems of collaborative communication and professional development established to improve teaching and learning.
Family and Community Partnerships	This domain explores the family engagement in the school's educational mission and the connections established with local organizations and institutions.

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. Many of the quality criteria describe practices that are common to the small schools movement in general— for example, implementing a student advisory/homeroom program—or that are good practice in any setting— for example, establishing a clear and consistent grading policy. Other criteria, while not necessarily exclusive to the ISSN, exemplify the international studies approach:

Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.

World languages are part of the experience. Students are highly proficient in English, have opportunities to strengthen home languages, and are introduced to new languages.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

Global learning extends beyond the classroom. Students participate in service learning that immerses them in local and global issues, exposes them to professional opportunities, and prepares them as global citizens.

Service Learning at VLGA will be linked to the Global Performance Outcomes (GPO's) described in the section above regarding ISSN. Service learning directly addresses two of the GPO's: "Recognizing Different Perspectives" and "Taking Action." The curriculum is designed to allow students to apply learning to solving real world and local problems with an emphasis relevant global issues outlined in the United Nations Goals for Sustainability and other school identified world problems. Some examples of this might be students applying principles and learning from STEAM in project-based learning to address the issues of water scarcity, climate change, overuse of plastics, sustainable agriculture, etc. Model UN is another example of how students participate in Service Learning. Additionally, classrooms are equipped with the technology (Smart Board type technology and 1:1 Chromebook program) for online learning and exchanges with other students and classrooms around the world to collaboratively take action on relevant global issues. VLGA will seek partnerships with schools in Mexico, Guatemala, Indonesia, and Korea.

Opportunities for field trips are an integral part of the Vista experience and are planned according to grade level content and age appropriateness for length of time.

VLGA will work with the Community Catalyst Partners ISSN to further develop or revise (as needed) its curriculum according to the "SAGE" framework and VLGA guiding principles.

- **S**tudent choice: Students have a say in what they learn and how they learn it.
- **A**uthentic tasks: Students perform tasks and investigate questions that adults would perform or study in the real world.
- **G**lobal significance: Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- **E**xhibition to a real-world audience: Students share their work—and receive feedback—from audiences with relevant expertise, in person and on the web.[79]

[79] Asia Society. Center for Global Education. SAGE Advice. Accessed from: https://asiasociety.org/education/sage-advice.

VLGA students can show how their learning experiences helped them achieve global competency in four domains, as detailed more fully above in the section on An Educated Person in the 21st Century:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research.
2. Recognize perspectives, including one's own and those of others, explaining the nature and origin of these perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

The ISSN framework does not tell teachers what to teach or when to teach it; rather, it provides both teachers and students with the frameworks and the tools to make good choices. The primary purpose of the curriculum is to enhance teachers' capacity to develop and transform their own curriculum, a key component of teacher autonomy and job satisfaction. VLGA will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations**: Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.

2. **Authentic learning experiences**: Students explore topics and issues that represent the work of real-world professionals.

3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also make decisions about what they're learning and how they're learning it.

4. **Multiple opportunities to reach mastery**: With multiple assessments embedded in each unit and leading to graduation, students have many opportunities.[80]

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS (STEAM)

VLGA will incorporate STEAM instruction into the ISSN framework to build globally competent, 21st century learners. STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world: science and technology, interpreted through engineering & the arts, all based in mathematical elements. STEAM education naturally aligns with VLGA's framework for teaching that is based on natural ways of learning and is customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

A STEAM education aligns with the VLGA guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching

[80] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.[81]

VLGA teachers will use the ISSN rubrics to create STEAM projects that address the four domains of global competence in line with the California Common Core Standards and the Next Generation Science Standards. STEAM is not a separate effort, but a naturally integrated focus that clearly addresses 21st learning in a global context. *STEAM provides the skills, while the global outcomes provide the context, through the structure of rubric-based portfolios and process work.* Our teachers can better match their learning objectives and goals to the variety of learners they encounter. Embedded within the larger guiding principles of the Framework for Engagement, STEAM at VLGA supports well-balanced and deeply cooperative teams among educators and students based on a variety of characteristics. STEAM provides another way for both teachers and students to use their skills for leading in some areas, while other areas are strengthened through observing and assisting. VLGA educators instruct within their specialty with co-planned thematic units to which everyone contributes, in projects related to the required benchmark concepts and skills.

Project Lead the Way. At VLGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way 9-12 program.[82] PLTW is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW provides students opportunities to learn through exploration and discovery. Through PLTW, students become hands-on problem solvers and learn to collaborate with their fellow students. PLTW will form the introductory backbones of the school's Health Science pathway. Teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions. Instructional staff will receive training in PLTW during the summer.

Student Use of Technology. VLGA believes that, to be a globally educated, 21st century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk*,[83] which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences.[84] This is why, at VLGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

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[81] STEAM Education. STEAM FAQ for Educators. Accessed from: https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf

[82] Project Lead the Way. PLTW Gateway (9-12)https://www.pltw.org/our-programs/pltw-gateway

[83] Gardner, D. P., Larsen, Y. W., Baker, W., Campbell, A., & Crosby, E. A. (1983). *A nation at risk: The imperative for educational reform* (p. 65). Washington, DC: United States Department of Education.

[84] See, e.g., Ahmed Kahn, T., How Technology Can (And Does) Improve Education, TrustRadius, March 28, 2019 https://www.trustradius.com/buyer-blog/how-technology-improves-education; Towns, S. Technology is Not Cure-All for

At VLGA, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students.[85] The ISTE Standards are *the* benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely global perspective. The standards are designed around age band articulation that is in alignment with the VLGA developmental and student-centered approach. Students will utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, and media editors are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Digital Portfolio, what tools they are interested in learning and incorporating into their class projects. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

At all VCPS, the Google Classroom (LMS) has been adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through Google Classroom, teachers safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators monitor daily activity and keep abreast of their students' progress and important issues that might arise. Further, through this system, the school can easily check for any cyber-abuse or bullying that may occur.

Moreover, Google Classroom can serve as a powerful tool in the event of a community emergency precipitating school closure such as, for example, the 2020 statewide closures due to the Covid-19 pandemic. As a platform, Google Classroom is ideally configured to enable high school teachers to pivot quickly to online instruction if necessitated.

Finally, Google Classroom mirrors, in many ways, the learning management systems that our graduates will utilize at the college level to access their course materials and assignments and to engage with their professors. Building our high school students' familiarity with and propensity to fully engage with a comprehensive LMS will therefore prepare them for their next chapter at the post-secondary level.

COLLEGE AND CAREER PATHWAYS

Each student at VLGA will be expected to complete one of three Career Technical Education (CTE) pathways consisting of a minimum of three year-long courses, with the option to pursue and complete an Associate's Degree from one of our college partners by the time they graduate from high school through our dual enrollment program. Pathway options include:

- **Health Science**: a Project Lead the Way pathway that will be offered in partnership with Los Angeles Trade Technical College (LATTC), which offers the disciplines of Registered Nursing, Kinesiology & Health, Health Occupations and the Sciences of Anatomy, Physiology, Biology and Microbiology. http://www.lattc.edu/academics/pathways/hrs
- **Business**: also in partnership with LATTC, this pathway offers career-technical education in a variety of programs leading to entry-level positions or on-the-job promotions in the dynamic world of business. Programs include accounting, management/supervision, small business entrepreneurship, retail management, marketing and public relations, and real estate

Education's Problems, Governing, March 2011 https://www.governing.com/columns/tech-talk/col-technology-not-cure-all-solution-to-educations-problems.html

[85] International Society for Technology in Education. ISTE Standards. Accessed from: https://www.iste.org/standards.

(including all of the coursework required to sit for the California Bureau of Real Estate Salesperson License and most of the coursework required for the California Bureau of Real Estate Broker's License). http://www.lattc.edu/academics/pathways/bce

- **Climate Change:** in partnership with University of California, Irvine, Vista has received a grant to collaboratively develop this crucial new pathway.

During the 9th grade Advisory/Global Hour, students will learn about each pathway and explore different college majors and careers applicable to the different pathways. Primary pathway courses will be taught on VLGA's campus to ensure access among all of our students, with additional dual enrollment courses available off-site at LATTC and other college/university partners.[86] VLGA's College Counselor and students' Advisory teachers and other teachers will support students' success in these dual enrollment courses by helping to develop students' study skills and time-management skills.

During 11th grade Advisory/Global Hour, students will devote significant time to preparing for work-based learning experiences, including resume development, interview skills, job seeking skills and more. Where feasible, VLGA will off job shadowing, internship and other opportunities for students both during the summer between 11th and 12th grades and during the school year, including on Fridays (early release) during 12th grade for students who have sufficient credits to graduate on time.

During 12th grade Advisory/Global Hour, seniors will work intensively with VLGA's College Counselor to navigate the college admissions, financial aid and match process. Our College Counselor will oversee 11th grade students' development of target college lists, then in 12th grade, their crafting of application essays and short answer responses, and their timely submission of all application materials. The College Counselor will also work hand-in-hand with students through the Advisory/Global Hour curriculum to develop their financial acumen, helping them – and their families – complete the FAFSA, interpret financial aid letters in the spring, and reach informed, financially sensible decisions regarding where to matriculate.

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At VLGA, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.[87] Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.[88] The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are

[86] The first dual enrollment courses will not be offered until Y2; VLGA staff will work closely with LATTC, UCI and other potential partners to ensure registration/administrative and academic supports are in place for students prior to the first dual enrollment course offerings.

[87] Creemers, B. & Reezigt, G. (1996). School level conditions affecting the effectiveness of instruction. School Effectiveness and School Improvement, 7, 197–228

[88] See, e.g., *Jonathan Cohen on School Climate: Engaging the Whole Village, Teaching the Whole Child,* The Challenge: A Publication of the U.S. Dept. of Education Office of Safe and Drug-Free Schools, https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/cohen_onschoolclimate_iv1%20copy.pdf ("Over the last 30 years a growing body of empirical research has shown that a positive and sustained school climate is associated with and may be predictive of positive youth development, effective risk prevention and health promotion efforts, student learning and academic achievement, increased student graduation rates, and teacher retention.")

perceived by students to have a caring personality, and in turn, this motivates students to work harder for them. At VWGA, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.[89] Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.[90] Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading factors in student engagement.[91] Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 500 students in grades 9-12, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.[92] A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.[93]

School discipline and safety. While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

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[89] Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline the role of school policy. *Urban Education*, *42*(6), 536-559. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

[90] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113. Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

[91] Darling-Hammond, L., & Plank, D. N. (2015). Supporting Continuous Improvement in California's Education System. *Policy Analysis for California Education, PACE*. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, *45*(5), 365-368.

[92] Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, *8*, 153-164.

[93] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.[94] Marks notes that "a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications."[95] In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement.[96] These policies are perceived as unfair and can lead to even higher dropout rates.

At VLGA, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self- worth and are not aligned with the stages of child development.[97] We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. VLGA will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is paramount and the discipline and safety policies will always reflective of this deeply held belief.

Way of Council. The Way of Council encourages deep and honest communication. Based on indigenous, worldwide "cultural dialogical" practices including Native Americantraditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At VLGA, we will teach students the "four intentions" of council – to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is the best tool we have found to help students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being "in council" helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to "suspend" preconceptions.

Importantly, at VLGA, Council will be contained to the classroom, but is used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Governing the school using Council as a tool helps us model the adult behaviors we wish to encourage in students.

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[94] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[95] Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

[96] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.

[97] Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

In simple terms, what we have at VLGA in Council will be a systemic, community- building practice, one that moves toward the State's priorities for personalization and creating safe, caring environments. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

At VLGA, Way of Council will be supported by:

- Continuous Training from Ojai Foundation Council in Schools program and Circle Ways
- Experienced council mentors to all participating teachers
- Monthly professional developments linking council to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils
- Parent presentations and parent council facilitation
- Yearly retreat at the Ojai foundation or other similar facility in conjunction with all VCPS

Student Clubs and Enrichment. Students who participate regularly in enriching, engaging student clubs have been found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously.[98] Even then, the role of non- academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research.[99]

Faculty-advised student clubs will meet during "Zero Period" in the mornings before school starts, or after-school. Clubs will be formed based on student interest and faculty expertise, and may include such things as performance groups (bands, choirs, drama club, dance groups), sports clubs, arts activities, support groups (LGBTQ, etc.) and more. As enrollment grows, VLGA will consider CIF participation for competitive sports activities.

Uniforms. At VLGA, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities. Thus, students at VLGA will be expected to wear school-approved uniforms.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

[98] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[99] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.[100] George Kuh situated the teacher at the center of all engagement,[101] whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.[102] This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something.[103] Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.[104]

At VLGA, we will strive to transform the student experience and hire teaching and support personnel that embody a deep sense of excitement and passion for students and their learning.

Student-centered classrooms emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

VLGA firmly believes that students learn best by doing and not in passive lecture style settings. The student-centered classroom will provide targeted instruction based on personalized learning goals with ample time for practice.

Our current educational system is based on the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The VLGA experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a

[100] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[101] Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning*, *33*(3), 10-17.
[102] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.
[103] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.
[104] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.[105]

Student belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation[106] and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires "frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern."[107] According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.[108] In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.[109] It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures.[110]

While VLGA will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students' daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment,* which consists of school discipline policies.[111]

Family Engagement. Research has long been clear about the important role that families play in their children's academic success.[112] At VLGA, parents, guardians, and extended family are integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At VLGA, we are committed to using a variety of means to communicate with our families. Our families will have

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[105] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Vygotsky, L. S. (1987). *Problems of general psychology*. Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.

[106] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.

[107] Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, *117*(3), 497.

[108] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.

[109] Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... & Ireland, M. (1997). Protecting adolescents from harm: findings from the National Longitudinal Study on Adolescent Health. *Jama*, *278*(10), 823-832.

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access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don't use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At VLGA, we will use our learning management system to ensure that families receive communication in their preferred format. Teachers send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, VLGA will host a variety of social and educational events to promote community-building and family involvement.

These may include back-to-school events, parent educational seminars, exhibitions of student work, student performances, and our special awards night, Noche de Estrellas. Families accompany their son/daughter to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their teenager's academic life:

- Home – School Relationships: VLGA will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: VLGA parents will be involved in their child's learning plan. Their responsibility in the plan will be to support their student's goals.
- Parenting: VLGA will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising adolescents.

These three areas will strengthen VLGA students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Digital Portfolios enhance parent involvement, as they have components in which the parents are a part of their son/daughter's development of college awareness, personal aspirations and planning for the future.

CURRICULUM AND INSTRUCTION

The curriculum for VLGA is based on the California Content Standards, including the Common Core Standards, the Next Generation Science Standards, ELD Standards, and the California Curriculum Frameworks. VLGA will implement the new *2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards), *2019 California World Languages Standards for Public Schools, Prekindergarten Through Grade Twelve* (when published) and *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (Health Education Framework).

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking.[113] At VLGA we believe in a Balanced Literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. To this end, we will create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

VLGA will use *my*Perspectives English Language Arts materials and guidelines to provide students cohesive support and practice as they grow their skills in reading, writing, speaking and listening, and language. Students will encounter authors' perspectives through whole-group learning and small-group learning as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities to promote student ownership of their learning through goal setting, student choice, and reflection; encourage social collaboration; link together knowledge, skills and learning behaviors. *my*Perspectives is backwards designed from defined learning outcomes with learning activities, instruction and assessment, and provides opportunities to personalize for learning in response to student performance and need.

The materials include texts that reflect the appropriate demand and rigor required by the standards for the grade band. Students will develop meaning and language through close reading, text analysis that focuses on craft and structure, concept vocabulary and word study, and close inspection of the author's style. Each unit will end with a performance-based assessment.

English Language Arts 9 (College Prep)

ELA 9 will analyze literature and expository text and produce complex writing assignments. Students will apply the knowledge and skills acquired in middle grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1,500 words each. A focus on persuasion, exposition, literary analysis will integrate skills of reading as students move through themed units aligned to other core content learning. Unit themes are: American Voices*, "What does it mean to be 'American?"';* Survival*, "What does it take to survive?";* The Literature of Civil Rights*, "How can words inspire change?";* Star-Crossed Romances*, "Do we determine our own destinies?";* Journey of Transformation*, "What can we learn from a journey?",* and World's End*, "Why do we try to imagine the future?".*

English Language Arts 10 (College Prep)

ELA 10 will emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will apply and refine their command of the writing process

[113] http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each. Students will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately as they move through themed units aligned to other core content learning. Unit themes are: Inside the Nightmare, *"What is the allure of fear?";* Outsiders and Outcasts*, "Do people need to belong?";* Expanding Freedom's Reach, *"What is the relationship between power and freedom?"*, All that Glitters; *"What do our possessions reveal about us?"*; Virtue and Vengeance*, "What motivates us to forgive?"*; Blindness and Sight, *"What does it mean to see?"*

English Language Arts 11 (College Prep)

ELA 11 is a reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Students will analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources as they move through themed units aligned to other core content learning. Unit themes are: Writing Freedom, *"What is the meaning of Freedom?";* The Individual and Society, *"What role does individualism play in American society?"*; Power, Protest, and Change; *"In what ways does the struggle for freedom change with history?"*; Grit and Grandeur; *"What is the relationship between literature and place?"* ; Facing our Fears; *"How do we respond when challenged by fear?"*; Ordinary Lives, Extraordinary Tales; *What do stories reveal about the human condition?"*

English Language Arts 12 (College Prep)

ELA 12 is an expository reading and writing course designed to develop advanced proficiency in rhetorical and analytical reading, writing, and thinking. Key principles of Expository Reading and Writing Curriculum ("ERWC") include the integration of interactive reading and writing processes; a rhetorical approach to texts that fosters critical thinking and engagement through a relentless focus on texts; materials and themes that engage student interest; classroom activities designed to model and foster successful practices of fluent readers and writers; research-based methodologies with a consistent relationship between theory and practice; built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and alignment with the CA CCSS for ELA and Literacy.

The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

AP English Language and Composition (College Prep)

In ***AP English Language and Composition***, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. For each of the nine units that scaffold student development of the analysis and composition skills, the teacher will select a theme or topic and then a text -- typically short nonfiction pieces – that will enable students to practice and develop the reading and writing skills for that unit.

Students will learn how to explain how writers' choices reflect the components of the rhetorical situation; make strategic choices in a text to address a rhetorical situation; identify and describe the claims and evidence of an argument; analyze and select evidence to develop and refine a claim; describe the reasoning, organization, and development of an argument; use organization and commentary to illuminate the line of reasoning in an argument; explain how writers' stylistic choices contribute to the purpose of an argument; and select words and use elements of composition to advance an argument.

AP English Literature and Composition (College Prep)

In ***AP English Literature and Composition,*** students will cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. Through three genre-based, recurring units – short fiction, poetry, longer fiction or drama – this course will scaffold skills and knowledge to provide students the distinct skills they need to learn to read texts critically.

Students will learn how to explain the function of character; plot and structure; the narrator or speaker; word choice, imagery, and symbols; and comparison; and will learn how to develop textually substantiated arguments about interpretations of a part of all of a text.

ENGLISH LANGUAGE DEVELOPMENT

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and

- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. As detailed more fully below, through both integrated and designated ELD instruction, including use of the Lexia curricular program, EL students are supported in developing EL proficiency and reclassification as they master content standards. The Principal or designee monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

ELD 1-4 (College Prep)

In ***ELD 1-4***, VLGA will use *my*Perspectives *ELD Companion*. Unit-by-unit, the ELD Companion texts build on the same theme, multi-genre approach and essential question as in *my*Perspectives. *ELD Companion* will focus on the same set of grade-level ELA standards that are being developed in the core program, including the writing instruction, aligned writing modes and essays. In each lesson, student objects are aligned to five ELA/ELD themes; the lesson overview narrative outlines the content of each lesson at a glance; and standards show the alignment to CCS. New vocabulary and expressions are introduced in context – typically both visual and conversation – before being directly taught. Phonics, spelling, grammar, and language skills are introduced in context and then directly taught. For every skill, there is instruction and practice. The practice will be done either as guided practice or as independent practice, depending on the language proficiency of the student.

Language Acquisitions, *Vocabulary and Foundational Skills*

- **Academic Vocabulary** lessons will focus on vocabulary for success in school.
- **Multi-faceted** instructional approach will combine direct instruction with oral language development and generative vocabulary.
- **Vocabulary** lessons will allow teachers to assess students' word knowledge.
- **Direct Instruction** will be utilized to teach unfamiliar words.
- **Knowledge Checks** will help assess students' mastery of language and vocabulary.
- **Phonics and Word Reading** lessons will provide support for English learners who need support on the sounds and spellings of English
- **Language Fluency** practice will be provided.

As students read familiar texts, skills will be taught directly and practiced in both isolation and in context. Students' fluency will be evaluated for rate, accuracy, and expression.

Language Production

- **Collaborative conversation** will be a regular feature
- **Conversation starters** will adjust to the level of language support required by students
- **Observation forms** will be available to use in evaluating students' language development and participation
- **Peer conversation** is a regular feature of the program.
- During **core instruction**, students have the opportunity to interact with classmates.

Language Use, *Reading Texts*

- Texts are tied to the *my*Perspectives unit **themes** and **essential questions.**
- Students will apply language, vocabulary, and reading skills and strategies in the context of text reading
- Text reading will **integrate** all aspects of language development
- Texts will focus on **skills development** including vocabulary, language, and general knowledge
- Texts and instruction will **integrate** reading, writing, speaking and listening.
- In **Time to Read**, students will read **independently** from self-selected texts.
- Reading and writing will be **integrated** as students respond in writing to prompts.
- Response prompts will provide scaffolded support of language structure and usage
- **Book clubs** will be available for small groups to engage in a shared reading and language development experience.
- **Book clubs** will be **student-directed** or **teacher-led,** and will include questions and prompts

Language Use, *Writing*

- Every level of *ELD Companion* will have students produce three essays
- Instruction and support will be provided in **Whole Group instruction**
- Students writing interface will provide instruction within the assignment to support students
- Students will receive feedback on the quality and correctness of their writing
- **Scaffolding** and support will be provided for students in all stages of writing
- Speaking, listening, and reading will all be **integrated** with writing.

MATHEMATICS

As a STEAM-focused school, mathematics and quantitative reasoning skills are central to the curriculum at VLGA. At all grade levels, students participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VLGA holds high expectations for all students in math development and provides ample support for students to reach these expectations. California's Common Core Content and Practice Standards and the Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools, provides a foundation for work in math.

A cohesive math curriculum promotes math fluency and accuracy as well as conceptual understanding of important mathematical ideas and mathematical reasoning. Hands-on activities and materials in the classroom, as well ties to Project-Based Learning (PBL), helps students to recognize the connections between math concepts and the world around them.

VLGA will use Agile Mind, a program grounded in research on educational practices that produce meaningful learning gains for all students, as its integrated math curriculum. The Agile Mind curriculum connects abstract concepts with students' every day realities in ways and provides embedded teacher supports offer planning and teaching guidance. Agile Mind's comprehensive, standards-centered curriculum provides engaging, dynamic lessons, resources and tools for teachers, practice and application, assessment and reporting, supports for differentiation, and supports for English Language Learners.

Integrated Math I (College Prep)

In ***Integrated Math I,*** students will learn to use basic algebraic tools (graphs, tables, and symbols) to represent problem situations); develop a solid a solid understanding of rate of change; formalize their understanding of the concept of a function; model and solve important problems with linear and exponential functions and related equations; represent and analyze univariate and bivariate data, including understanding the difference between correlation and causation; understand and apply the structure of – and relationships within – an axiomatic system; become adept with the tools central to the study of space and spatial relationships; develop spatial reasoning ability, including the capacity to represent and transform shapes and figures concretely, pictorially, algebraically, and through the use of coordinate systems; use geometric representations and symbols to solve problems and prove theorems; and strengthen their knowledge and the connections between algebra and geometry.

Integrated Math II (College Prep)

In ***Integrated Math II,*** students will learn to solve real-world problems using a variety of tools; model and solve important problems with absolute value and quadratic functions and related equations; extend their understanding of exponents to rational exponents; develop an understanding of inverse relations; use the classical methods of finding the area of two-dimensional shapes, including quadrilaterals and circles; learn basic geometry of three-dimensional shapes including methods of finding simple volumes and surface areas; investigate and solve problems involving the trigonometry of right triangles; explore relationships related to lines, segments, arc length, and sectors of circles; use geometric representations and symbols to solve problems and prove theorems; continue to strengthen their knowledge of the connections between algebra and geometry; and extend their understanding of probability as they investigate conditional probability and independence.

Integrated Math III (College Prep)

In ***Integrated Math III,*** students will deepen their understanding of exponential functions and equations; develop the concept of a logarithmic function as the inverse of an exponential function; model and solve problems with exponential, logarithmic, relational, square root, and cube root functions and related equations; investigate key characteristics of trigonometric functions and use these functions to model real-world phenomena; model and solve problems with quadratic and square root inequalities; investigate key characteristics of polynomial functions, and model connections to linear and exponential functions; analyze connections between 2-dimensional and 3-dimensional representations; and model with geometry; investigate and model real world problems with conic sections.

Pre-Calculus (College Prep)

In ***Pre-Calculus,*** students will use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena; expand and develop their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions; build on and expand their experiences with functions as they continue to explore the characteristics and behavior of functions (including rate of change and limits), and the most important families of functions that model real-world phenomena, especially transcendental functions; extend their work in functions, including polynomial, rational, radical, exponential, power, logarithmic, and trigonometric function; and continue to work with operations on functions, including composition of functions.

AP Calculus AB (College Prep)

In ***AP Calculus AB,*** students will explore the concepts, methods, and applications of differential and integral calculus, working with the theoretical basis to solve problems by applying knowledge and skills. Students will learn how to determine expressions and values using mathematical procedures and rules; connect representations; justify reasoning and solutions; and use correct notation, language, and mathematical conventions to communicate results or solutions. Units include limits and continuity; differentiation - definition and fundamental properties; differentiation – composite, implicit, and inverse functions; contextual applications of differentiation; analytical applications of differentiation; integration and accumulation of change; differential equations; and applications of integration.

SCIENCE

The science program at VLGA will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VLGA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). VLGA will use the 9-12 Project Lead the Way curriculum and *Cengage* programs, which are aligned with NGSS standards and VLGA's guiding principles and goals. Students have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in an on-campus maker-space.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students will learn how to work together to solve a problem.

The VLGA project-based/constructivist-driven science instructional program will encourage students to learn content at higher levels of Bloom's Taxonomy, as students have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information and ideas. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning take place. Students learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student-centered. Projects also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students are responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence

- Obtaining, evaluating, and communicating information

Two primary curricular resources support our students' science learning: Project Lead the Way's Gateway program and National Geographic's *Cengage*.

PLTW Gateway PLTW Gateway is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades 9-12. The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators. PLTW is renowned for helping high schoolers develop as strong STEM thinkers and for its capacity to help high school graduates reach college with the skills and confidence to navigate college level science lab settings.

VLGA will also use National Geographic's *Cengage*, a dynamic, active and personalized science curriculum that better prepares students to evaluate scientific content and understand rapid changes and developments that occur in the field of science. Each chapter is explored in a series of concepts (including relevant research), with learning objectives associated with each concept that align with end-of-unit activities. Curriculum focuses on real world applications, including social issues arising from new research and developments – particularly the many ways in which human activities are continuing to alter the environment and threaten both human health and Earth's biodiversity. Each chapter ends with an *Application* section that explains a current topic in light of the chapter content, and also illustrates one of the core competencies listed above.

Biology (College Prep)

Whether or not students have studied biology, they have an intuitive understanding of life on Earth because they are a part of it. Every experience with the natural world – from the warmth of the sun on their skin to their love of pets – contributes to that understanding. In ***Biology*****,** students will learn about the scientific method, scientific research, and sampling error, bias and objectivity though the science of biology. Students will uncover the emergent properties, unity and diversity of life through *Principles of Cellular Life*; *Genetics*; *Principles of Evolution*; *Evolution and Biodiversity*; *How Plants Work*; *How Animals Work*; and *Principles of Ecology*.

Chemistry (College Prep)

In ***Chemistry*****,** students will understand how a knowledge of chemistry is useful to almost everyone because chemistry occurs all around us all of the time, and it lies at the heart of human effort to produce new materials that make our lives safe and easier, to produce new sources of energy that are nonpolluting, and to understand and control the many diseases that threaten our food supplies. Students will learn about chemistry through studying *Measurements and Calculations, Matter, Nomenclature, Reactions in Aqueous Solutions, Chemical Composition, Gases, Liquids, and Solids, and more.*

Physics (College Prep)

In ***Physics*****,** students will learn about the most fundamental physical science, concerned with the fundamental principles of the Universe. Physics is the foundation upon which the other sciences –

astronomy, biology, chemistry, and geology – are based. It is also the basis of a large number of engineering applications. Students will study physics as it can be divided within six main areas: *classical mechanics, relativity, thermodynamics, electromagnetism, optics,* and *quantum mechanics*.

HISTORY/SOCIAL STUDIES

The Social Studies curriculum is globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies curriculum naturally builds upon students' prior knowledge and experience, honor and celebrate their diverse backgrounds and cultures, and deepen their self-awareness and sense of place in an ever-increasingly global society.

The California Common Core State Standards and the recently adopted California State Framework for Social Studies and History (2016) provide a foundation for students' learning, and are supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

- Within the reading program through informational texts
- Through personal and informational writing and research in the writing program
- Via integrated, thematic units of instruction
- Through interdisciplinary project-based learning

VLGA's history and social sciences curriculum is rooted in the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and 2014 ELA/ELD Framework. We will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history and of how our society and the world work. The curriculum will not only support student acquisition of core knowledge of the world's eras and civilizations, but will also develop the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

World History (College Prep)

World History is a course concerning the nations and peoples of the world. Included with the history and geography are cultural development, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their impact on the student's own life. This course begins with an introduction into history, geography, and anthropology to give students a framework for understanding the course as a whole. The course explores the four primary ancient civilizations and works its way through present day. This course

encourages critical thinking about the development of history as it relates to our present- day cultures and situations.

U.S. History (College Prep)

U.S. History will focus on United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. To clearly see the relationship between cause and effect in historical events, students will also review the fundamental ideas and events which occurred before the end of Reconstruction.

AP U.S. History (College Prep)

In ***AP U.S. History,*** students will explore and analyze the economic, political, and social transformation of the United States since the time of the first European encounters. Students will be asked to master not only the wide array of factual information necessary to do well on the AP exam, but also to practice skills of critical analysis of historical information and documents. Students will read primary and secondary source materials and analyze problems presented by historians to gain insight into challenges of interpretation and the ways in which historical events have shaped American society and culture.

United States Government (College Prep) – one semester

The ***United States Government*** course is a thought-provoking exploration of American government and politics. This course is designed to provide students with a basic knowledge of the purpose, structure, and operation of the national and state governmental systems. Students will study the Federal system and its underlying principles as they are related to national, state, and local levels. Topics will include the constitution, civil rights, interest groups, politics, voting, congress, the presidency, the judiciary, laws, public policies, state and local government, and current events.

Economics (College Prep) – one semester

In ***Economics*****,** students will study the important relationship between economics and our social and political systems. The course emphasizes the philosophy, development, and operation of our American economic system and its important influence upon the individual and society, and provides an overview of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields. The knowledge and skills acquired will help the student make career decisions and make wise choices for further study at a college or vocational school. Students will gain insights into the advantages, disadvantages, and strategies of starting a business of one's own.

PHYSICAL EDUCATION

Physical Education (PE) is considered critical for student learning and for maintaining personal well-being. The physical education program at VLGA is an integral part of our mission to address the needs of the "whole child" and to develop life- long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that suit diverse learning styles and skills, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

Physical Education in grades 9-12 will be performed through non-traditional physical activities, teambuilding activities, and journaling of progress following the California Standards for Physical Education. Students learn the skills and mechanics necessary to participate in physical activity for the rest of their lives, while independently tracking their progress, and developing positive lifelong healthy habits. There are 5 critical areas Physical Education addresses:

- Demonstrate motor skills and movement patterns needed to perform a variety of activities
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.
- Students also learn and understand concepts of health, nutrition and the importance of staying healthy through a variety of academic course settings.

With the addition of experiential education philosophies and activities, along with language development that supports Emotional Intelligence and Literacy, VLGA will integrate social/emotional training with physical activity. PE activities contribute to an integrated social-emotional program as students practice and demonstrate greater capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

WORLD LANGUAGES

Spanish I (College Preparatory)

Spanish I is an introduction to Spanish emphasizing communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II (College Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (College Preparatory)

Spanish III builds on the communicative-based competencies, grammar and the Spanish language culture learned in Spanish II. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. Students at this level speak Spanish conversationally and/or fluently. They can express themselves using the present, past and future tenses on a variety of topics, but also they learn how to conjugate in the imperfect tense; differentiate between the use of the preterit and imperfect tenses; conjugate in the future/conditional tenses; employ prepositional pronouns; form commands using the formal you (usted); differentiate between the two verbs "to be" ser and estar; employ double object pronouns, etc. Students also read literature in Spanish and present projects on their novel of choice in Spanish. This course is instructed exclusively in Spanish. Students who have successfully fulfilled the course requirements for Spanish III will be on track to take AP Spanish Language & Culture the next academic year

Spanish I for Native Speakers (College Preparatory)

Spanish I for Native Speakers is an intensive and accelerated introduction to Spanish offered to best serve those students who Speak Spanish at home and/or have had significant native language exposure. Spanish I for Native Speakers emphasizes communicative-based competencies and Spanish language culture. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students actively practice and learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They also learn to read, write, and conjugate verbs in different tenses in Spanish. This offers more time in their high school schedule to take other courses, electives, and even community college courses. Students also begin to read fiction and nonfiction literature in Spanish and present projects that demonstrates their language development.

Spanish II for Native Speakers (College Preparatory)

Spanish II for Native Speakers builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I for Native Speakers. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development. Students who have successfully fulfilled the course requirements for Spanish II for Native Speakers will be on track to take AP Spanish Language & Culture the next academic year.

AP Spanish Language & Culture (College Preparatory)

AP Spanish Language & Culture covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and

composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

Mandarin 1 (College Prep)

Mandarin 1 is designed for beginners of the language. The course aims for acquisition of the usual basic language skills of listening, speaking, reading and writing. Included in the course is the presentation of basic grammar and an introduction to Chinese culture. Pinyin (the most widely used Chinese phonetic system) will be taught as a tool to learn the spoken language. Students will also learn Chinese characters in order to be able to communicate in Mandarin on a limited range of topics related to everyday situations. Students practice listening and speaking in real-life situations, learn to read and write Chinese characters, and examine how culture and language interact in China. In-class activities and course assignments aim to assist students as they develop the oral proficiency and confidence necessary to initiate simple conversations.

Students will be introduced to the Chinese language and culture through focused instructions in the areas of listening/speaking, reading, writing, grammar, vocabulary, and writing characters. VLGA will use *Encounters* (Yale University Press) as its primary curricular materials.

Mandarin 2 (College Prep)

Mandarin 2 will be for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin with the goal of developing vocabulary and fluency. Written and oral precision will be emphasized. Authentic materials will be studied. Culture content is incorporated into instruction. Students can write short articles by either hand writing or typing Chinese characters. Students will continue their progress and build on the proficiency they attained in Mandarin 1.

AP Chinese Language and Culture (College Prep)

Students will develop their Mandarin Chinese language skills and learn about Chinese culture. Students will practice communicating in Chinese and engage with real-life materials such as newspaper articles, films, music, and books. Students will learn to understand Chinese when they hear and read it; hold conversations in real-life situations; and write stories, letters, emails, essays, and other texts.

MISSION-DRIVEN ARTS EDUCATION

From the earliest renderings found in the caves of Lascaux, France, to the installations of Rauschenberg, human beings have been using artistic expression to find meaning, express self, communicate messages and seek answers. All cultures and peoples have participated in the arts, conveying significant meaning through their artifacts and artistic traditions in music, dance, visual arts, literature, and drama. Art is a universal language that provides all students with connections to other civilizations. It provides factual, interpretive, and emotive contexts for historical events. Art is more than an act or artifact; it is a bridge

that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VLGA, we do not view art only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. Incorporating "Art" into STEM learning is deliberate and important. This will allow us to reach across the cultural, financial, and digital divides that separate our students from the "wider class." Through the arts, we develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The arts also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

VLGA strives to provide our students with the tools they need to produce meaning within artistic endeavors. These skills will be embedded throughout the day and placed in the context of meaningful experiences. For instance, while geometric concepts in Integrated Math II, our students might learn about proportion and symmetry in various art media, such as drawing, painting, collage, and installation. Likewise, students might create short video vignettes of scenes acted and performed to enhance understanding through in-depth, cross-curricular and thematic studies of literary works.

At VLGA, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. As our enrollment increases, we will have a full-time music teacher who delivers instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students do not have access to these skills outside of the school setting. Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are advanced with a school-wide choral program.

Instrumental music programs are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students. Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Beginning Band (College Prep)

Beginning Band will offer the band experience at the beginning level. The instruments taught will include flute, clarinet, saxophone, trumpet, trombone, tuba and percussion. No experience is necessary – only the will and desire to play an instrument. Musical topics will be introduced such as reading, music notation, analyzing and evaluating music, as well as composing and improvising simple melodies. The students present a Winter and Spring Concert.

Advanced Band (College Prep)

Advanced Band will cover advanced topics in ensemble performance and expands upon previously learned skills and concepts and explore different genres, periods and cultures. Through the use of a wide variety of music students will develop aesthetic judgment, independence and a greater musical

understanding. Numerous concerts, contests and public performances are required throughout the year.

Beginning Choir (College Prep)

Beginning Choir will prepare each student to understand the fundamentals of singing as an ensemble. Students will improve their ability to cooperate with their peers, work as a team to achieve goals, and actively analyze and compose music. Students will develop, through an emphasis on musical fundamentals, into musicians who make good musical decisions.

Advanced Choir (College Prep)

Advanced Choir will provide students with a positive musical and educational experience through the process of singing fundamentals, rehearsals, and performances. Students will study and perform choral literature selected from a variety of periods in music history. Students will be introduced to advanced singing techniques and sight-reading skills. This group will perform in concert eight times per year.

Additional arts courses may be offered as VLGA reaches capacity, pending budgets and staffing, or students may be able to take additional arts courses as dual enrollment courses in partnership with Los Angeles College or Coastline Community College.

ASB Leadership (College Prep)

In ***ASB Leadership***, students will learn what makes an effective leader and how to develop their own leadership style. Students will have a direct role in planning and operating student activities at VLGA, and learn and apply the skills needed for organizing and planning VLGA activities and problem-solving, both individually and in groups. Students will learn how to set and meet goals, how to communicate effectively, and how to critically self-evaluate their work in order to improve their leadership skills.

Journalism (College Prep)

In ***Journalism,*** students will be introduced to the historical importance of journalism in America. They will study the basic principles of print and online journalism as they examine the role of printed news media in our society. They will learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students will conduct interviews, research, write, and design their own publications.

Speech and Debate (College Prep)

Speech and Debate will be an introductory course that covers a variety of styles of public speaking and formal debate through research, instruction and practice. Each unit will culminate in performance assignments that require students to demonstrate their knowledge and abilities within the classroom setting. This course will help students gain confidence and experience in public speaking, incorporate sources into speeches and conversations in order to support a position, increase their working knowledge of current events, and differentiate between fact, opinion, and fact-driven opinion.

ADVISORY/GLOBAL HOUR

All VLGA students will participate in an advisory period equivalent to an 8th period. Many narrative accounts attest to advisory's positive impact. Generally, studies have shown that students who do not feel an attachment to school staff are likely to have poorer attendance and to drop out more than students who feel that they are part of a supportive school environment. In addition, healthy relationships between teachers and students appear to facilitate academic achievement.

In Advisory/Global Hour, **study skills**, **college and career knowledge/readiness, life skills** and **social-emotional development** are key areas of focus for all students. Students will be guided through the information required to successfully navigate the complex information surrounding the college admissions and financial aid processes, workplace behavior and "adulting" while they build non-cognitive skills such as self-awareness, self-monitoring, self-control, study skills, work habits, time management, social problem-solving skills and help-seeking behavior. Focus topics will include:

Transition to High School (1st Semester 9th Grade)
Career/Pathways Exploration (2nd Semester 9th Grade)

Study Skills/Test Prep (1st semester 10th Grade)
Financial Literacy (2nd Semester 10th Grade)

Life Skills – resume/interview (1st semester 11th Grade)
Investigating Colleges - Understanding college app process, financial aid, etc. (2nd semester 11th Grade)

College Prep/Applications (1st semester 12th Grade)
Digital Portfolio Capstone (2nd semester 12th Grade)

Council also will be held during the Advisory/Global Hour. As detailed above, Council is a practice that cultivates heartfelt and meaningful communication skills, encourages mutual understanding and respect, and enhances community cohesion. Inspired and informed by the commonalities inherent in worldwide cultural and organizational dialogue practices, Council elements include the use of circular seating, defined intentions, focusing tools (such as a "talking piece"), clear beginnings and endings, and "witnessing," a process of summarizing and acting upon what is shared in the session. Participation in Council engenders receptivity, authentic expression, and creative spontaneity as it builds positive relationships in classrooms and the Vista communities. In Advisory/Global Hour, students will form bonds with their advisory groups, feeling accepted and valued by their teachers and peers, as they prepare for life beyond VLGA.

PATHWAYS COURSES

During 9th grade Advisory, students will engage in exploration of different careers and applications of learning across the three pathways offered by VLGA: Health Science, Business and Climate Change. Starting in 10th grade, students will take a minimum of three courses in their chosen pathway. In most cases, these courses will be offered in partnership with local colleges, including LA Trade Tech College, enabling students to earn college credits while they are still in high school.[114] These foundational

[114] With the Climate Change pathway still in development, courses may be offered in partnership with UCI, LATTC or another local community college or CSU/UC.

courses in each pathway will be offered on-site at VLGA. VLGA will also work with our college partners over the coming years for qualifying students to deepen their learning in their chosen pathway and pursue additional college courses at the partner college campus, potentially earning a full Associate's degree or professional certification by the time they graduate from VLGA.

Health Science Pathway

PLTW: Principles of Biomedical Science (College Prep)

In ***Principles of Biomedical Science***, the introductory course of the PLTW Biomedical Science program, students will explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students will examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects will introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

PLTW: Human Body Systems (College Prep)

In ***Human Body Systems,*** students will examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students will build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

PLTW: Medical Interventions (College Prep)

In ***Medical Interventions,*** students will follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students will explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students will be exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

PLTW: Biomedical Innovation (College Prep)

In ***Biomedical Innovation,*** the final course of the PLTW Biomedical Science sequence, students will build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students will address topics ranging from public health and biomedical engineering to clinical medicine and physiology. Students will have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

BUSINESS PATHWAY

International Relations (College Prep)

International Relations will provide a framework for students to study the complexities of timely international issues and examine United States foreign policy, with a particular focus on how these complexities impact global business and trade. In this course, students will pay close attention to current events, global problems, and their historical context. Students will be expected to participate in

regularly held discussions, debates, and simulations related to international relations and global business. This course will help students identify the causes and consequences of global events, explain how foreign trade and economic policy is formulated, and identify and describe the major actors in international relations, including states, intergovernmental organizations, and nongovernmental organizations.

Business Management (College Prep)

Business Management introduces the processes and activities involved in business. The course provides core content applicable to all aspects of business and encompassesthe pr actical applications of management theory. Students will be introducedto the fundamental management functions including planning, organizing, leading and controlling from multiple perspectives. The course is designed with a skills-based approach and focuses on communication, problem solving, teamwork, decision-making, conflict resolution, and critical analysis.

Business Finance (College Prep)

This course provides instruction in the fundamental micro and macro-economic principles as they relate to business financial activities and outcomes. Students will gain an understanding of how business and the local, national, and international economy interact to produce a profit or loss. Economic, financial, and accounting concepts taught in this course will enable students to understand key elements involved in planning and managing business financial success.

Business Law (College Prep)

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

Intro to International Business (College Prep) (one semester)

(Dual Enrollment with LATTC)

Intro to International Business is a survey course previewing international marketing, finance, law and logistics. Students will study how a company decides to go global and how products are made, transported and sold around the world. Topics include international business basics such as trade, tariffs, exchange rate regimes, and capital markets. Students will focus on assessing the international business environment, international strategy, and investment and development.

Culture and International Business (College Prep) (one semester)

(Dual Enrollment with LATTC)

Culture and International Business covers how countries join together to create trade, including NAFTA, GATT, the EU and other trade agreements around the world. Students will explore law in different legal systems as well as U.S. export regulations. Students will study the comparative theoretical frameworks for establishing international business enterprises, including trade and investment theory, including the effects of international business decisions of cultural, political, legal, and economic forces.

Business Communications (College Prep) (one semester)

(Dual Enrollment with LATTC)

In ***Business Communications,*** students will learn how to adapt marketing techniques to international markets, how to develop marketing strategies, and how to target markets based on the cultural, political and economic environments. Students will learn how to create forecasts and budgets for international markets. Additionally, students will study the principles, methods, and procedures essential to the successful management of human and financial resources, including planning, decision making, staffing, directing, motivating, leading, communicating, controlling, and the application of managerial skills.

CLIMATE CHANGE PATHWAY

Vista Charter Public Schools is proud to be partnering with the University of California and California State University systems to create the first Climate Science Pathway in California with an emphasis on climate change leadership. The partnership is under the direction of Dr. Richard Arum and in conjunction with ECCLP (Environmental and Climate Change Literacy Program, pronounced "Eclipse"). The program will include dual enrollment with UCI and local CSU schools. VCPS received a $100,000 grant from the Croul Family Foundation for early planning and development of the program. The course work being developed will be in compliance with A-G requirements and dual enrollment with the UCI and USC systems.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout the previous sections, VCPS is distinguished by its collaboration and partnership with Community Catalyst Partners' International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years, along with our emphasis on STEAM. Our focus on the varying elements of student engagement, personalized and differentiated learning, active learning strategies and more are all based on research about how learning best occurs. Our program is carefully designed, based on our years of experience in this community, to prepare students to succeed in post-secondary school and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

As detailed more fully below, in all VCPS, we implement a Multi-Tiered Systems of Support (MTSS) approach prevent academic and behavioral problems and to intervene early and strategically.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Enrichments are broad and engaging, including physical education, the arts, technology and opportunities outside of the classroom including field trips, as detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the initial textbook adoptions planned for grades 9-12 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

History Social Science
World History (9-12) - HMH - World History
US History (10-12) - HMH - American History: Reconstruction to the Present
AP US History (10-12) - HMH - American History: Reconstruction to the Present (will use more in-depth compared to regular US History course and aligned to AP test)
Government (11-12) - HMH - United States Government
Economics (11-12) - HMH - Economics

English
ELA 9 (9-12) - myPerspectives Grade 9
ELA 10 (10-12) - myPerspectives Grade 10
ELA 11 (11-12) - myPerspectives Grade 11
ELA 12 (12) - CSU Expository Reading and Writing Curriculum (ERWC)
AP Language (11-12) - Perrine's Literature: Structure, Sound, and Sense
AP Literature (12) - Perrine's Literature: Structure, Sound, and Sense
ELD 1-4 (9-12) - Designated ELD - myPerspectives ELD Companion

Math
Integrated Math I (9-12) - Agile Mind Integrated Math 1
Integrated Math II (9-12) - Agile Mind Integrated Math 2
Integrated Math III (10-12) - Agile Mind Integrated Math 1
Pre-Calculus (11-12) - Agile Mind PreCalculus
AP Calculus AB (12) - Agile Mind Calculus AB

Science
Biology (9-12) - Cengage - Biology: The Unity and Diversity of Life (15th Edition)
Chemistry (10-12) - Cengage - Chemistry: An Atoms First Approach (3rd Edition)
Physics (11-12) - Cengage - Modern Physics for Scientists and Engineers (5th Edition)

World Languages
Spanish 1 (9-12) - Descubre Level 1 (3rd Edition)
Spanish 2 (10-12) - Descubre Level 2 (3rd Edition)
Spanish 3 (10-12) - Descubre Level 3 (3rd Edition)
Spanish for Spanish Speakers 1 (9-12) - Descubre Level 1A (3rd Edition)
Spanish for Spanish Speakers 2 (9-12) - Descubre Level 1A (3rd Edition)
AP Spanish Language and Culture (10-12) - Temas: AP Spanish Language and Culture
Mandarin 1 (9-12) - Yale University Press - Encounters: Chinese Language and Culture Level 1
Mandarin 2 (10-12) - Yale University Press - Encounters: Chinese Language and Culture Level 2
AP Chinese Language and Culture (10-12) - Integrated Chinese: Level 2, Part 1 (Chinese Edition) 3rd Edition

VAPA: Teacher created

P.E./Health: Teacher-created, Health Smart

CTE: PLTW curricula; college/university partner curricula

INSTRUCTIONAL METHODS AND STRATEGIES

At VLGA, we use the Framework for Engagement as the lens through which all instructional programs and practices will be implemented. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of "stand and deliver" that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities.[115]

This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010). At VLGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional development extends to core instructional models that are critical to the success of the educational program. The following processes and procedures are considered integral to the VLGA learning experience:

Problem-based pedagogy. This model is described as "an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation."[116] *VLGA will strategically use this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement.[117] Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning.[118]

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[115] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.
[116] Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, *8*, 153-164.
[117] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).
[118] Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, *8*, 153-164.

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), VLGA teachers will receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. The eventual expectation is for all grade levels to have one major PBL project their second year, and two projects (one each semester) by our third year and beyond. Although teachers are required to facilitate two projects each year, they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement,[119] another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer- to-peer interaction found that "peer interaction had the strongest predictive capacity for engagement and outcomes."[120] The Heritage development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school's instructional approach. Clearly, both are important and are constantly considered when designing Heritage pedagogy. Student interaction and collaborative learning promotes dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements.[121]

At VLGA, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all VCPS schools, Kagan Cooperative Learning strategies are designed for implementation across all content and curriculum. Kagan structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles:

- **P**ositive Interdependence: We are positively interdependent when a gain for one is a gain for another. This dynamic produces a sense of belonging to the same team. In a traditional setting, students are set against each other in competition to answer questions. With Kagan structures, students work together and learn global attributes of sharing, caring, helping, and empathy.
- **I**ndividual Accountability: All students are held accountable for learning-- not just the student who raises her hand.
- **E**qual Participation: Because the structures involve every student, each student participates equally throughout the day.
- **S**imultaneous Interaction: All students have an opportunity to verbalize answers and thinking-- as opposed to a traditional class where only one or two students answer any given question.

[119] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.
[120] Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.
[121] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

Kagan Structures are bridges that allow teachers to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. At VLGA, teachers will learn to use a Kagan structure every time they ask the class a question, thus ensuring equal engagement for all.

Cooperative Learning follows our principles of engagement, is brain compatible, learner centered, and has real-life transfer because they enforce our belief that you learn by doing.

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial success, and even failure to point the way toward mastery of a subject or skill.[122] Currently, most classrooms see failure as an end in itself--which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning.[123] At VLGA teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VLGA staff to understand and implement Mastery Grading is http://www.gradingforlearning.wordpress.com. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and schools make the emotional and pedagogical shifts needed to honor student centered learning in developmentally appropriate ways.

Relevance. A recent study on student learning and engagement conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives.[124] When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

- VCPS believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

We take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. Every teacher and every parent has heard a student or child ask, "Why do I have to learn or do this?" When students don't see the connection between the content and activities of the classroom and their future lives, they question what's happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

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[122] Furlong, M. J., & Christenson, S. L. (2008). Engaging students at school and with learning: A relevant construct for all students. *Psychology in the Schools*, *45*(5), 365-368.

[123] Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, *95*(4), 667

[124] Pike, G. R., & Kuh, G. D. (2005). A typology of student engagement for American colleges and universities. *Research in higher education*, *46*(2), 185-209.

To ensure VLGA relevancy for VLGA students, every lesson at VLGA will start by answering the *What? Why?* and *How?* before instruction begins

- **What?** What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?
- **Why?** Why are we studying this? How are today's content and activities tied to the learning outcomes? What should I know or be able to do after today's class? How can the information and skills be used in everyday life?
- **How?** How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?

At VLGA, teachers will be expected to answer those questions for all learning. They will do so through clear objectives connected to real-world application, clear instruction, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VLGA, we will believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

Digital Portfolios. Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, VLGA students will develop Digital Portfolios upon enrollment They have opportunities to reflect on their learning, make appropriate choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from VLGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week.

Students will clarity of purpose by creating a Digital Portfolio that considers their current level of progress and long-term goals. VLGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences during workshop time, and regularly scheduled parent/teacher conferences provide a structured time during which students and families are able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At VLGA, we will prepare our students to be fully participatory in their own educational journey, which extends to college and beyond.

The Digital Portfolio is a key tool for helping students' development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements, and continued areas of work, they can take that understanding and apply it to learning in the classroom. Digital Portfolios also review assessments results in order to best prepare students for the Smarter Balanced Assessment Consortium (SBAC).

Another area that supports Digital Portfolios and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated.[125]

[125] Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

Differentiated Instruction. VLGA staff will utilize its knowledge of the "whole child" in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels.[126]

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structures, which allows for learner variance; engage in lessons that are knowledge- centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Individualized work is at an appropriate level of challenge; tasks and questions link to students' interests, and address thestudents' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VLGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at VLGA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, ISTE, Project Lead the Way, Cengage and other similar programs have mastery learning as a core value and are considered for implementation at VLGA.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments drives follow-up instruction, support, and/or intervention. Grade-level staff groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review their students' scores, meet with grade-level teams and administration to review the results, and together determine what the next steps of action may be. Similarly, quarterly assessments are reviewed in order to determine learning directions. The Quarterly Assessment have more weight, as it will cover nine weeks of instruction. The Quarterly assessments are aligned to the SBAC. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and learning management system is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that guides next steps. Edulastic, PowerSchool, and Google Classroom are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, VCPS has recently adopted a Learning Management System, Google Classroom. VLGA will use the same online assessment and learning management system as all schools in VCPS system.

[126] Vygotsky, L. S. (1986). Thought and language (A. Kozulin, trans.).

Homework. At VLGA, our approach to homework is research-based and in alignment with our core values of honoring the development of the "whole child." The most comprehensive research on homework comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper, who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

At VLGA, we believe that limited, but thoughtfully scheduled homework can teach important learner skills such as study habits, self-discipline, inquisitiveness, and independent problem-solving skills. The Charter School's homework policy espouses general guidelines that allow for teacher flexibility and individualized student learning plans:

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction.** Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
5. Cooperative and shared learning projects may be assigned from time to time and needs to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent is expected to support and facilitate this activity outside of school.[127]

CTE Pathways. It is not enough that students are exposed to their chosen pathway in their academic lives. At VLGA, we want our students to take an interdisciplinary approach to their studies. That means they should understand the power of effective communication in conveying health information to a general population for purposes of public health and safety, the math that drives business principles, and the geopolitical and environmental issues at stake in as they work to develop climate change solutions.

We see interdisciplinary learning as a way to tie classes together so that they truly cross over. While our teachers implement Community Catalyst Partners ISSN's GPO-aligned thematic units in their classrooms, interdisciplinary learning projects will take those units one step further. Students will focus on individual components of a greater whole in their day-to-day work. By the time the project is completed and ready to be presented, students can look back to see how each piece, and each class, relates to the finished product.

Interdisciplinary learning projects reflect real-world applications. It is another way to look at the problems facing today's world.

[127] Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of educational research*, *76*(1), 1-62.

How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use Of Technology

Technology is an important global strand that runs throughout our curriculum. It allows us to reach across the cultural, financial, and digital divides that currently separate our students from gaining full access to the American dream. Most of our students do not have full Internet and computer access in their homes. To level the playing field, *VLGA students will be provided a Chrome Book or similar device*. All classrooms will have a class set of Chromebooks for students to check in and out each period for academic use. Students will also be allowed to take devices home for select projects.

VLGA will extensively utilize Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, VLGA is committed to digital safety. Students will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber-bullying and cyber-safety will be addressed yearly for all VLGA students. VLGA will ensure that students understand and exercise good judgment as they navigate the infinite amount of information that exists online. This approach is in line with our focus on social-emotional skills, as students must learn how, when, and why the Internet can support their personal and academic growth.

Graduation Requirements

As a public charter school and as a Local Educational Agency, VLGA has set graduation requirements that will best support our students. To earn a high school diploma from VLGA, a student must complete 220 credits of the following course of study.[128] A student must earn a score of 2 or higher in each course in order to earn credit for the course:

- *40 credits of core English Language Arts coursework*
- *30 credits of core Math coursework to and through Common Core Integrated Math III*
- *30 credits of History and Social Sciences including at least one year of World History, at least one year of US History, and at least one semester U.S. Government*
- *20 credits of Lab Sciences*
- *20 credits of a Language Other than English fulfilled by completing at least two sequential years of the same language*
- *10 credits of Visual and Performing Arts*
- *10 credits of Physical Education*
- *40 credits Advisory/Global Hour*
- *50 total credits of electives (including CTE Pathways courses)*
- *VLGA Senior Defense*

[128] VLGA will comply with California Education Code Section 51225.1 and ensure that students who qualify (i.e., foster youth, homeless youth, former juvenile court school pupil, child of military family, newcomer, or migratory child) will be provided exemption from local graduation requirements and/or be given a fifth year to complete the requirements for graduation.

The table below describes VLGA's required course of study's alignment to the A-G requirements, as well as to the California State Department of Education's graduation requirements.

VLGA GRADUATION REQUIREMENTS ALIGNMENT TO A-G

	California State Mandated Requirements [129]	UC Requirements for Freshman Admissions[130]	VLGA Requirements for Graduation[131]	Collegiate course sequences fulfilling requirements	Course credits
ELA	Three Years	Four years of approved courses	Four years of approved courses (40 credits)	ELA 9	10
				ELA 10	10
				ELA 11 **OR** ELA 11 Honors **OR** AP English Language and Composition	10
				ELA 12 **OR** AP English Literature and Composition	10
Mathematics	Two years, including Algebra I, beginning in 2003–04.	Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.)	Three years including Common Core Integrated Math I, II & III (30 credits) (Four years recommended.)	Common Core Integrated Math I	10
				Common Core Integrated Math II	10
				Common Core Integrated Math III	10
				Pre-Calculus	10
				Advanced Placement Calculus AB	10
History/Social Science	Three years including World History, U.S. History and 1 semester each of American Gov't and Economics	Two years including World History and U.S. History or Gov't	Three years (30 credits)	World History	10
				US History **OR** Advanced Placement US History	10
				Government	5
				Economics	5
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. (Three years recommended.)	Minimum two years (20 credits); three years recommended	Biology	10
				Chemistry	10
				Physics	10
La ng ua	One year of either visual and	Two years in same language		Spanish I **OR** Spanish for Native Speakers I	10

[129] http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp.
[130] Ibid.
[131] http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp.

	performing arts, foreign language, or career technical education**.	required. (Three years recommended.)	Minimum two years (20 credits) required; three recommended	Spanish II **OR** Spanish for Native Speakers II	10
				Spanish III	10
				Advanced Placement Spanish Language and Culture	10
				Mandarin 1	10
				Mandarin 2	10
				Advanced Placement Chinese Language and Culture	10
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts (10 credits)	Beginning Band	10
				Advanced Band	10
				Beginning Choir	10
				Advanced Choir	10
				ASB Leadership	10
				Journalism	10
				Speech and Debate	10
					10
Physical Education	Two years	Not Applicable	Two years (20 credits)	Physical Education I	10
				Physical Education II	10
College Prep Electives/CTE Pathways	Not Applicable	One year college prep elective.	Four years (40 credits)	**Pathways (3 Required in a Pathway)[132]**	
				Health Science Pathway	
				PLTW: Principles of Biomedical Science	10
				PLTW: Human Body Systems	10
				PLTW: Medical Interventions	10
				PLTW: Biomedical Innovation	10
				LATTC Dual Enrollment Courses (tbd)	
				Business Pathway	
				Business Management	10
				Business Finance	10
				Business Law	10
				International Relations	10
				Intro to International Business	5
				Culture & International Business	5
				Business Communications	5
				LATTC Dual Enrollment Courses (tbd)	
				Climate Change Pathway	
				Courses to be developed in partnership	10
				with UCI	10
					10
					10
					5
					5
Advisory/ Global Hour	Not Applicable	Not Applicable	Four years (40 credits)		
				Advisory 9	10
				Advisory 10	10
				Advisory 11	10

[132] These are just the initial courses identified with our partners at Los Angeles College and Coastline Community College. Over the next few years as the program is developed, we will work with our partners to identify an appropriate sequence of courses, including advanced courses that will lead to an Associate's degree.

				Advisory 12	10

Credit Recovery Opportunities and Support

Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to retake courses through APEX, online courses approved by the UC system and are accepted for A-G credit. The courses will be offered through our after school program; a credentialed teacher will oversee the course completion and grading of their content specific class. If a student is using APEX to make up a class that has a lab, the teacher or qualified administrator will ensure the lab work is equivalent to lab work expected of an in-person lab class and meets any A-G requirements.

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

We will provide a pathway for transfer students into the school whereby they can access VLGA's program, meet VLGA's promotion requirements, and graduate on time. We will accept credits from other high schools. Credits from other high schools will be recognized according to their A-G distinction. Students entering VLGA in grades 10 through 12 will complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years' promotion requirements at VLGA but that still supports the student to meet the A-G requirements. The student would be granted the requisite credits to be placed in the grade level appropriate to his/her accumulation of A-G core credits.

Ensuring Students Meet the CDE's College/Career Indicator

VLGA will work to ensure that all students meet the "Prepared" level on the CDE's new College/Career Indicator. We will work to meet this state metric with our students achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
  - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
  - CTE Pathway completion
  - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam **OR** on one IB Exam.[133]

[133] CollegeBoard. AP Students. Retrieved from https://apstudent.collegeboard.org/home.

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that prepares students to excel on the CAASPP exams, and an array of AP course offerings and opportunities for dual enrollment, we are confident all of Collegiate's students can and will meet this college/career readiness indicator criteria.

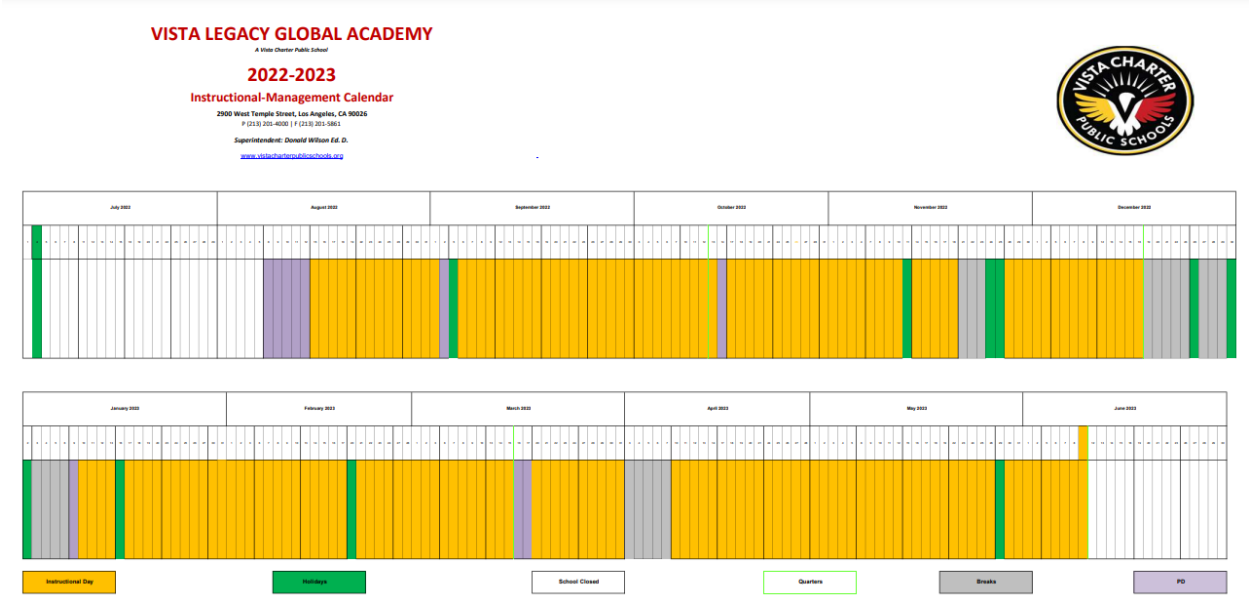
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

VLGA will complete all necessary steps and apply for WASC accreditation. We note that both of VCPS' middle schools have voluntary WASC accreditation.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

The academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2023–2024 includes 180 instructional days and 190 teacher workdays (180 instructional, four summer Professional Development, six school-year Professional Development). First year teachers and teachers at new VCPS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school.



SAMPLE DAILY SCHEDULES

VLGA will offer 390 minutes of instruction for all grades per regular day and 290 minutes for all grades on "early release" days on Friday. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs

working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.[134]

Monday/Wednesday
7:30-8:30 - Period 0/Club Time
8:30-10:05 - Period 1
10:10-11:45 - Period 3
11:45-12:20 - Lunch
12:25-2:00 - Period 5
2:05-3:40 - Period 7
Instr. Minutes = 390

Tuesday/Thursday
7:30-8:30 - Period 0/Club Time
8:30-10:05 - Period 2
10:10-11:45 – Advisory/Global Hour
11:45-12:20 - Lunch
12:25-2:00 - Period 4
2:05-3:40 - Period 6
Instr. Minutes = 390

Friday (PD Day) - Alternating Weeks
7:30-8:30 - Period 0/Club Time
8:30-9:40 - Period 1/2
9:45-10:55 - Period 3/Advisory/Global Hour
11:00-12:10 - Period 5/4
12:10-12:45 - Lunch
12:50-2:00 - Period 7/6
Instr. Minutes = 290

INSTRUCTIONAL DAYS AND MINUTES

VLGA will offer more than the 64,800 instructional minutes per year required for grades 9-12.

[134] Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant Program) and various foundations, as well as after-school funding that is available after our first year of operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	135	390	45	290					180	64800	65700	900
10	Yes	135	390	45	290					180	64800	65700	900
11	Yes	135	390	45	290					180	64800	65700	900
12	Yes	135	390	45	290					180	64800	65700	900

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

VLGA will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these will include EdJoin, VLGA job fairs and its website, advertisements at colleges and universities, and word of mouth. Selection of teachers is based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. VLGA will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques. (See full job description in Element 5.)

The Superintendent and Principal will review the qualifications of applicants' resumes and VLGA employment applications. The Superintendent and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. VLGA's administrators and Instructional Leadership Team (ILT) will conduct interviews with candidates. From the first interview, teachers who meet federal and state requirements are asked to come back for a demonstration lesson with the ILT. The Principal ultimately selects teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The Principal will notify each person of his or her status once a decision is made. Candidates who are offered employment will receive written notice from VLGA.

PROFESSIONAL DEVELOPMENT

At VLGA, professional development will be critical to the success of our students. At VLGA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development.[135] At VLGA, professional development will be directly applicable to

[135] Castillo, R. L. (2011). *Effective implementation of professional development and student achievement*. California State University, Fresno. Coleman, J. C. (2014). A study of a professional development initiative to increase cultural competency.

classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students.[136]

VLGA has both short-term and long-term professional development plans that will promote deep learning and strong implementation of its programs.

VLGA will utilize several specific structures to ensure that teachers are continuously learning and growing their practice. Below are the key structures that contribute toward professional learning:

***All Vista Days*:** VLGA will participate in All Vista Days, which are dedicated to professional development common to all Vista schools. This training includes such topics as: the ISSN framework, Kagan Cooperative training, Way of Council, integrated technology, integrated English Language Learning, and similar initiatives.

***Collaborative planning time*:** Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure will ensure that grade-level teams have regular time to discuss trends of particular students and to jointly develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art and other enriching activities.

Professional Learning Communities: VLGA faculty works as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.[137] Not unlike the students, the faculty at VLGA will meta-cognitively process their instruction. The focus questions rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade-level teams. Faculty receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

***Peer coaching*:** Grade-level teams will be given time to meet with and observe one another frequently. These teams will utilize a protocol to provide each other with targeted feedback and personal growth support.

***Instructional rounds*:** Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by

[136] Ibid.

[137] Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

implementing and modeling different solutions. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development: VLGA will use the Dr. Charlotte Danielson Evaluation Instrument[138] as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

[138] The Framework for Teaching Evaluation Instrument. Accessed from: http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf.

ISSN Professional Development: Our partnership with ISSN includes collaboration with other network schools and additional services. Administrative and instructional staff participate in professional development that include the following:

Site visits: VLGA will host an ISSN site visit during its first and third years in the network.[139] Visits will be conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals.

National network meetings: Community Catalyst Partners hosts biannual meetings for ISSN school leaders, where they conduct a study tour of a network school, participate in targeted learning activities, and have time to connect and share ideas. These meetings provide a rare opportunity to connect with peers, exchange ideas, solve common challenges, and learn together in a safe community.

Regional events: Regional ISSN coordinators offer additional trainings and events for ISSN educators to connect within a geographic region. These are opportunities for teachers to share feedback on curriculum, for administrators to support each other in solving common problems of practice, and for all staff to gain new skills and knowledge relevant to the global studies mission.

Professional Development Topics and Professional Learning Community	
Compliance and Mandated Training	Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology
School Culture	Way of Council School Discipline Policies and Procedures Restorative Justice practices Classroom management
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Subject/departmental meetings Technology instruction and integration Mastery Learning Educating for Global Competence

[139] We also host site visits for other organizations, MTSS, CSU Long Beach, OC Charter Principals Network, who come to observe our model and instructional practices.

Assessments & Standards	Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities) SBAC aligned assessments AP test prep strategies Learning Management System
Differentiation / Special Education/Student Supports	Modifications and intervention strategies Multi-Tiered Systems of Support (MTSS) Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services

MEETING THE NEEDS OF ALL STUDENTS

VLGA is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their teenager, including making appropriate referrals to community organizations.

By providing highly differentiated and scaffolding supports for each learner, all students are capable of thriving academically, socially and emotionally at VLGA. The educational program is appropriate for students of various backgrounds, including students who are academically low achieving, students who are academically high- achieving, English Learners, and students with disabilities. As described below, VLGA will use a variety of assessment tools to identify students who fit into these categories and in turn, implements a variety of effective strategies to target the unique needs of each student. Through transparent and continuous communication with their families, we ensure that students' needs are being met in the school community and also supported at home.

After a student has enrolled in VLGA, baseline assessments will be given to each student. Included in the baseline assessments are the following:

- An enrollment form collected after admission that asks families to provide information they wish to share including student's interests/strengths, areas of growth, learning preferences and other pertinent background information.
- Renaissance STAR 360 and Agile Math diagnostic assessments will be administered for all entering high school students to assess course placement and identify any needed support, intervention or remedial needs. (VLGA also will administer a variety of formative and summative assessments throughout the high school years as detailed in Elements 2 and 3.)

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

As in all VCPS, VLGA will implement a Multi-Tiered Systems of Support (MTSS) approach to ensure students are monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The chart below details the MTSS Tiers for academic and behavioral interventions.

MTSS for Academic and Behavioral Interventions



Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Close school-to-home communication
- Progress reports
- Differentiation through PBL, Kagan strategies
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Ready Math intervention strategies
- Advisory/Global Hour (daily intervention period with students receiving small group, targeted support)

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team

- Administration, teacher, student interventions (e.g., Way of Council and other restorative student to student practices)
- Counseling
- Possible referral for an IEP

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 MTSS strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher(s), parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any VLGA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support VLGA students in finding success.

The VLGA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths
5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies
11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow-up, if the problem continues, revisions to the plan are discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

The following subsections explain the ways in which VLGA will identify and addresses the needs of diverse learners.

ENGLISH LEARNERS

Approximately one third of our students are English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VLGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

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IDENTIFICATION OF ENGLISH LEARNERS

VLGA's EL program will adopt the VCPS English Learner Plan (as approved by LAUSD). VLGA's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level content mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at VLGA.

The ELD Coordinator (the Assistant Principal) will assess English language proficiency of all enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful

	ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

(https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp)

Parents are notified of their rights and their child's ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction during an ELD class in their course schedule. All students participate in the general education classroom during instructional time where teachers implement

strategies to support "integrated" academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

During designated ELD, students will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the Lexia platform. Upon completion of weekly tasks student data is analyzed to track progress of language acquisition. The Lexia Platform also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students are pulled out for targeted intervention on the specific content necessary.

All VLGA teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model that will be used by VLGA places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. VLGA's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:[140]

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

[140] Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. **Through**: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":
Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
    - Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
    - Flowcharts – Students sequence important events in the content studied.
    - Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.
Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. **Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":
Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.
Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

VLGA has based its English Learner support program on the 2012 California ELD Standards. As guided by the CA ELD Standards, VLGA teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator (the Assistant Principal) partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

VLGA will ensure that teachers meet all state and federal requirements and are supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their student's English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. VLGA will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

VLGA will provide high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will focus on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers will be authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator will also communicate the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers will further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

The Principal at VLGA will be responsible for ensuring the quality and success of all instructional programs and will report to the VCPS Superintendent and Board on progress towards academic goals, including serving EL students. The Principal will conduct regular classroom observations and provide feedback and coaching. In addition, the Principal will work with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis will be followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers will be expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

VLGA will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work will be replaced with more representative samples. By the time an ELD portfolio is complete, it will contain at least one sample for each domain. The ELD Coordinator will review ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the EL Student Information System (Power School), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification will use the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they will continue to build on existing language skills and knowledge.[141]

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the Charter School receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria are as follows:

Reclassification Criteria
Annual ELPAC Scores *Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language)* **Teacher Evaluation** The teacher judges the student will be successful in a Mainstream English Program based on a review of: **Report Card** Report card grade marks of C or higher in English Language Arts **CAASPP (11th grade) or Scholastic Reading Inventory (SRI) for other grades**

[141] California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf). Accessed on August 6, 2018.

The student has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above

Parent Opinion/Consultation

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements, they can then be recommended for reclassification pending the release of CAASPP scores for that year (for 11th graders); and SRI scores and ELA course grades (for 9th,10th, and 12th graders). If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator will carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that VLGA will provide for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide VLGA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas[142]:

[142] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). VLGA will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meet periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) VLGA will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VLGA will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Identification

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At VLGA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Students will be identified

as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP/SRI, and ELA course data.

Students must meet at least 4 of the criteria below; one of the criteria must include Cognitive Ability of Standardized Achievement.

Criteria	EO/RFEP	EL
Cognitive (TONI)	Verbal - 85%+ Non-Verbal - 85%+	Verbal - 85%+ Non-Verbal - 85%+
SBAC	ELA - 4 Math – 4	ELA - 4 Math - 4
Renaissance 360	ELA - 85%+ Math - 85%+	ELA - 85%+ Math - 85%+
Reading Level (Brigance)	2+ grades above	2+ grades above
Report Card	Condor - 50%+4s in ELA or Math Heritage - GPA 3.5+	Condor - 50%+ 4s in ELA or Math Heritage - GPA 3.5+
Teacher Recommendation (SRBSS)	Elevated in 2 or more domains	Elevated in 2 or more domains
Environmental	McKinney-Vento, Foster Migrant, SWD	McKinney-Vento, Foster Migrant, SWD
EL Reclassified	By 4th grade	N/A
ELPAC	N/A	+2 levels in one year

Notes: Students with Cognitive ability 90%+ will automatically qualify. Students with high achievement score must also have Cognitive ability of at least 50%. Students who have been identified as possible achievers and/or gifted will be tested for giftedness. VLGA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

PARENT NOTIFICATION AND INVOLVEMENT

Just as in the case with low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles– which informs the supports the learner receives at school. The

Digital Portfolios will enhance parent involvement, as they have components that involve parents in their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support youth of all abilities.

Meeting Gifted and High Achieving Students' Needs

The VLGA model of instruction and focus on student engagement includes differentiation, student choice and autonomy, all key factors in serving gifted and high-achieving students. The curriculum and programmatic choices at VLGA will provide ample opportunities for high-level thinking and problem solving. Our focus on global outcomes and competencies will provide real-life application and a deep sense of relevance that serves gifted learners.

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

Monitor Progress of Gifted Students and Students Achieving Above Grade Level

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their Digital Portfolios. The school will also monitor the percentage of identified students and gauge it against the average of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Assessment and Identification

VLGA anticipates serving a population that traditionally has struggled to bridge the achievement gap and often faces significant challenges to achieve grade-level competency. While students may be achieving at significantly below grade level in some, or all, academic areas, when they enroll at VLGA, it is our responsibility to ensure that each student is properly assessed and supported in rising to his or her potential. We firmly believe that all students have the potential to thrive academically given the right conditions for learning. At VLGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VLGA, is to ensure that every student is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support students who are academically low-achieving and

might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students need to succeed.

VLGA will enlist a variety of assessment tools to identify students who are achieving at lower academic levels. All incoming students will take a diagnostic reading and math assessment through Renaissance STAR 360, as well as Agile Mind for Math. Additionally, diagnostic assessment in English Language Arts and mathematics will be administered to all students multiple times each year to track growth and progress.

PARENT/GUARDIAN NOTIFICATION AND INVOLVEMENT

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing, email or phone to set up a conference. Parents are considered key partners in helping us understand their son/daughter and what strategies might best fit the needs of their child. Family members provide rich information about their child's strengths, needs, and learning styles – which, in turn, shapes the supports that the learner receives at school. The Digital Portfolios will enhance parent involvement, as they have components that allow the parents to be a part of their student's development, personal aspirations,and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families will enable stronger partnerships to support the students.

SUPPORTS AND INTERVENTIONS

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at VLGA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that will support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Advisory/Global Hour will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide

differentiated instruction in small groups in the classrooms. These groups will be informed by data as well as the skills and concepts. If students continue to struggle they will be provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Khan Academy etc.).

MONITORING PROGRESS

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will convene to consider alternative intervention strategies. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information about the referred student. At the meeting, referrals will be reviewed and next steps to support students are taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation.

Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, Kagan strategies and Way of Council will provide a framework for continual and ongoing observation and assessment. Teachers at VLGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As detailed above, we anticipate that virtually all of our students will come from socio-economically disadvantaged families; in many cases we expect our students will have experienced extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

We will minimize financial challenges for students by offering free uniforms and providing meals, including Friday take-home meals for our neediest students and meals via Blessings in a Backpack on weekends. A comprehensive meal and snack program and free before and after school care will help support working families.

As with all student subgroups, the Principal and Superintendent will monitor subgroup data through state testing, benchmark testing and ongoing monitoring of students' progress.

STUDENTS WITH DISABILITIES

Please see FSDRL at beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

VLGA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

VLGA will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. VLGA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

VLGA will screen for foster youth via possible visits from social services; non-parent enrolling student in school; home arrangements (group home) and self-identification. As needed, foster youth can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth will be provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our SST process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.
Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator.

"A TYPICAL DAY"

Part of a week in the life of a student at Vista Legacy Global Academy:

The following provides an example of what part of a week in the life at VLGA might look and feel like for a student. Schools are dynamic, human-centered organizations and, while schedules and basic routines will have consistency, no two weeks will look exactly alike. The following description strives to highlight unique features of a VLGA week but is solely demonstrative. Times and the actual bell schedule have been manipulated to showcase innovative programs, approaches, and signature practices.

Miguel, a tenth-grade student, hops off the bus with two of his buddies, Jesse and Julian, and the three boys walk towards the entrance of their high school, VLGA. As they cross the parking lot Miguel sees a few familiar sights. A few cars pull up and some of his classmates jump out of their parents' cars, and simultaneously wave goodbye to their parents and wave hello to Miguel and his friends. Mr. Bailey, the Assistant Principal, is there to greet the students being dropped off, as he always is, and he offers his fist for Miguel to "fist bump" as Miguel walks by.

"Happy Wednesday gentlemen. Let's make this a terrific day. Make sure you have spoken to Ms. Creed and registered for the PSAT."

Miguel silently nods. He already has his appointment with Ms. Creed, the school's counselor, later this afternoon. Ever since beginning 10th grade, Miguel and Ms. Creed have held numerous conversations about his grades, goals and future plans.

Miguel smiled as he reflected on being one of the students who began at Vista in Kindergarten and made it all the way through to the high school and will be in the school's first ever graduating class. "You will be the ones who show future classes the Vista way." The message was burned into Miguel's memory. He burned to be one to show his classmates, his community, and the world "the Vista way." Miguel feels enormous pride in being in this graduating class, even if it is corny.

The boys are asked for their school lanyard by the supervision aide standing at the door. She also checks each student for proper uniform, and having no issues with his dress, Miguel enters the school, and proceeds to the cafeteria to grab a hot breakfast. He finds a group of his closest friends, and they share gossip and laughter as Miguel eats his food. He eats hurriedly because he wants to ensure he has time to hit the gymnasium to fit in a short basketball game during morning club time before class begins. Even before he swallows his last bite, a group of the boys, Miguel included, jump up, collect their bags, toss their trash in the bin, and head towards the gym.
The gym is bustling with activity. He sees Mr. Jimenez, the PE teacher, setting up for his day while various groups of kids play soccer, or basketball. Other students sit along the perimeter of the gym, listening to music, or pointing and laughing at the students playing. Miguel and his buddies collect a basketball from the rack supplied by Mr. Jimenez. They find an empty net and play a quick, sloppy, and brag filled game of half-court basketball.

At 8:20, precisely ten minutes before the start of period 1, Mr. Jimenez blows his whistle and students slowly begin to return equipment and collect their belongings. It is time for period 1, and for Miguel that means it is time for Chemistry. He says goodbye to his basketball friends, who linger in the gym, and walks down the hall towards his classes.
Late in his 9th grade year Miguel and his classmates each selected which of the three academic pathways offered at Legacy that he would pursue. He was provided information about each pathway: a Health Science pathway and a Business pathway. Miguel's mom reminded him that he always has said that he wanted to be a doctor when he grew up. By selecting the Health Science pathway, Miguel will have the opportunity to take classes at nearby Los Angeles Trade Tech College, and maybe even earn his Associate's Degree while he is still in high school. Nobody in his family has yet attended college and he could earn a degree while still in high school! Miguel is determined to make that happen.

Wednesday 8:30 a.m. Period 1: CHEMISTRY
Miguel is greeted at the door by his teacher Ms. Sotero. She smiles and says, "Good morning, Miguel," as she hands him a sheet of paper, and adds, "This is the goals sheet for your group for today. Your group is here already." Miguel knows that is Ms. Sotero's way of warning him about almost being tardy, so he quietly joins his group of 4 to work on the goal sheet.

After 5 minutes, Ms. Sotero dings her bell, and calls the class to attention. She then introduces the day's teaching point, which she presents using Legacy's WHAT, HOW, and WHY template. Pointing to the smart board she explains, "Okay Chemists, we've been becoming experts on the chemical processes of how viruses do their dirty work. You've all learned many things about what chemicals destroy different viruses and why. Eddie, head up please," she says. Eddie's head pops up across the room. "Today, chemists, I want to teach you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. I am going to demonstrate that by walking your groups through how to use your computers to create an infographic for use in public spaces all around the community, which can share a great deal of important information quickly in an engaging way. We are going to learn this because globally competent scientists use their knowledge to inform the public about possible health hazards when they can." She scans the room, and continues, "Make sure you have the essay you are writing in

ELA handy because you will want to make sure that the same points you are arguing in the essay will also be on your infographic."

Miguel reaches into his bag and pulls out his English folder. The teachers in Miguel's 4 core classes (Chemistry, English, Integrated Math II and U.S. History) had worked together during their preparation periods and during professional development meetings to craft a multidisciplinary unit on "Infectious Disease." Every class had spent the last three weeks learning about infectious diseases through the lenses of different courses. Miguel enjoyed learning about the topic so much that he often forgot he was really learning chemistry or math or writing. His teachers made his schoolwork feel so authentic that it was easy to get lost in the flow of his work. To Miguel, what he was doing at school felt important.

Ms. Sotero continues class with a fast ten-minute lesson where she uses her own computer to demonstrate a way the students might create their infographics. As she does so she shares her thinking. "The first thing I need to decide is what facts and information I will include in my infographic. I know this infographic will be used inside laboratories and universities where scientists work. So on this infographic I am going to make sure I am using scientific terminology. Instead of "clean" I might say "use anti-viral solutions." I know that part of the assignment will be to create a second infographic for lay people, so I can use the informal language there." She pauses slightly. "Now look through your essays. Each of you find one fact or piece of information you think you must include in your infographic." Students across the room rifle through their papers. Miguel scans his own essay and selects the fact "one virus alone killed over 675,000 Americans in 1918."

"Now share your one fact with your team and explain why you feel this fact must be included in your infographic. What makes your fact so important? I will set the timer for 5 minutes." She sets her timer and walks among the teams. Miguel and his team take turns sharing their ideas.

When it is his turn, Miguel shares his fact, adding, "We need to include this because it shows how bad this can get."

"How bad can what get?" asks Ms. Sotero, who has walked up while Miguel was focused on listening to his teammate.

"How bad an...infectious...outbreak...could be?" Miguel offers hopefully.

"Well that is a little better, but I think you and your team will need to work on being very specific in your explanations. It does not help to be vague and general when you are using science to save the world." She moves on to the next group. Miguel cannot help but smile for two reasons. The first reason is that he thinks Ms. Sotero is funny. She is firm, and she can be weird, but Miguel loves her warmth and gentle guidance. The second reason he is smiling is because the goal his group wrote down during the warmup was "Try to be as clear about what we say and mean as possible." When he looks back at his team, he sees they are smiling too.

When the timer goes off, Ms. Sotero asks, "What questions might there be?" When no one asks a question she quips, "Oh, there will be questions. Ok. You know what to do. You have 40 minutes. Get cracking. I will come around."

The room erupts in energy and action as groups pull out their Chromebooks and notebooks and get down to work. His team begins its work by everyone assuming their previously chosen role. Miguel is the timekeeper. His job is to move the team along if it gets stuck and he is also responsible for letting the team know how much time is left. He had requested this role, because he often found himself forgetting how much time was left when he was in the middle of working with his team. By the time 40 minutes had passed, his team had chosen their 8 facts, and their visual theme and had begun laying out the infographic using the application Ms. Sotero had shared.

Ms. Sotero once again calls the class to attention and begins the routine of class progress share out. She begins, "Today I taught you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. We demonstrated this by working on creating infographics which can share a great deal of important information quickly in an engaging way. So, let's go around the room and can I have each facilitator share today's progress with the class? Team Alpha?"

Angie, the facilitator of Miguel's group shares, "We chose our 8 pieces of information, and then we decided on our theme. We are now in the middle of designing the first one."

Ms. Sotero thanks her and asks the other groups to share their progress. Miguel tries hard to listen to each group but he keeps drifting off and thinking about his next class, English. He feels nervous.

As the last team finishes, Ms. Sotero says, "Today's exit ticket is a review. Everyone should get this one. What are the 6 most common types of chemical reactions? List them."

Miguel quickly scribbled, *combination, decomposition, combustion, single and double something* on the paper and hung his head as he handed his paper in. He is frustrated he couldn't remember the last three names. It annoys him until he bumps into Julian who asks, "Are you ready man. You go today, right?"

"Yeah, I go," Miguel says.

"I can't wait to hear your speech, bro."

By this time the boys have reached their next class.

Wednesday 10:10 a.m. Period 3: ENGLISH 10

As Miguel and Julian enter the room, Miguel notices the shelves of books along the far wall. He has read eight full books so far this year, during his independent reading time, and Miguel has spent a significant amount of time "book shopping" in those bookshelves.

The second thing he notices is that his teacher, Mr. Aguilar, has arranged the seats in a circle, which could only mean one thing.

"Socratic Seminar," says Miguel excitedly. He loves Socratic Seminar. When teachers and students hold deep conversations about what they are reading and writing Miguel feels much more connected to his classmates. He enjoys sharing ideas about great authors, and classic books, and debating controversial ideas in the safe structure the Seminar provides.

Mr. Aguilar waits until the last student has settled into the circle before addressing the class. "Good morning Writers! One thing that strong writers do to strengthen their writing is to talk about their writing with other writers. Sharing struggles and ideas helps all writers because by sharing these things writers can gain different perspectives on their work. Other writers may have solutions to our writing problems, or they may offer a differing viewpoint which forces you to fortify your own thinking and of course writing. So if everyone looks at the agenda for the day..."

Heads turn to view the white board.

Mr. Aguilar continues, "So today we will begin class with a Socratic Seminar. I will ask you open-ended questions about your Infectious Disease Position Papers and we will see if we can't assist one another as we get ready for final edits on Friday. After Seminar we will have Independent time, where most of you will be revising your drafts, or rehearsing for round one of your speeches. During that time, I will be finishing up the last couple of writing conferences. Miguel, I think we have a conference today, and Amy, Luis, and Giovanny. Then we will close class with the first round of Speech rehearsal and feedback. Look at the sign up on the board. Today's speakers shall be Miguel, wow, Miguel, it is a busy day for you." Miguel knows that. That's why he feels nervous.

"Ok, writers, you all have been working and researching different aspects of the topic infectious Disease. We've read and analyzed parts of Journal of the Plague Year by Daniel Dafoe..." A moan ripples through the room. "Yeah, yeah, you loved it. We looked at part of Pale Horse, Pale Rider by Katherine Anne Porter. We've read a few articles about COVID 19 and the Spanish Flu. All that in addition to whatever research you've done on your topics. Wow, you must really be experts on disease by now." Miguel feels like he is far from an expert but he is learning so much about this topic through the way his teachers organize their lessons. If this is what Health Science looks and feels like, he is all in.
"So, my first question is what part of writing up your findings in your position paper is challenging you the most? Share your specific topic and then share what you find most challenging."

Following an engaging Socratic Seminar discussion, the class is given time to work on their writing.

"We have three speakers today. I want to remind everyone about our Rules for the Audience. These are not finished speeches. After each speech we will provide 3 pieces of feedback. Miguel, are you ready?"

Miguel slowly walks to the front of the class. He fights the butterflies off and clears his throat. Then he begins, "In an increasingly interconnected world, the issues of global health and infectious disease have a real impact on us all. Malaria kills more than half a million children each year. The most frequent cause of death in developing nations are infectious diseases, such as malaria and tuberculosis, which are virtually nonexistent in developed nations. Millions of children under five die from preventable infectious diseases. This is why, although the economy was harmed, closing down businesses and forcing people to stay home was the right thing to do, because it saved lives and prevented our hospitals from being crowded ..." As Miguel continues, his breathing becomes more steady.

Miguel finishes his speech and takes a deep breath. Public speaking always makes him nervous, and almost every class requires some kind of speaking. He knows that even though he is not the best speaker, he is getting better each time. Mr. Aguilar asks the class for feedback.

"Slow down. You speak quickly," one student offers.

"Towards the end, when you stumbled, you almost let it throw off the rest of the speech. The audience does not know when you make a mistake. Just keep going."

"Eye contact. You never looked up from your paper."

Miguel thanks the class for their polite applause and returns to his seat to listen to the next two speakers. Miguel feels jealous that they seem to be so comfortable, but he knows he can get to the same place if he keeps on working. It worked in Math when he struggled, and it will work here.

Once the speakers receive their feedback, Mr. Aguilar reminds them what is due Friday when they meet again and dismisses the class. Miguel collects his belongings and as he leaves, Mr. Aguilar says, "Miguel, your speech was so much improved. I can tell you have been putting effort into this." Miguel thanks him. He has been working hard on this.

As he steps into the hall, Miguel realizes that he is hungry. Good thing it is lunch time. He waits for his boys outside their class before heading to the gym for pre-lunch recess. At Legacy, students are given their recess before they eat. It helps them build an appetite, and more students seem to eat the healthy and tasty school lunches when they aren't rushing off to play.

11:45 a.m. Lunch

When he arrives, the gym is already alive with activity. He sees the campus supervision team stationed around the gym watching the games of soccer, basketball, and volleyball being played. Scattered around the gym are clusters of students. He finds his buddies and joins the basketball game already in progress. Miguel hopes that by next year, when he is a Junior, he will be able to play on the school's basketball team. He badly wants to represent his school as a Legacy Eagle by playing his favorite sport. If he continues to practice, and listen to Coach Jimenez, he knows he will improve in basketball just as he has improved in Math and Writing.

Fifteen minutes pass too quickly, and the whistles blow alerting the students that it is time to join the cafeteria line. He grabs his lunch, chicken quesadillas, his favorite, and sits in his usual spot. He gobbles his food down and spends the remainder of lunch time chatting and laughing with his friends. Once the signal is given to dismiss by table, Miguel and his table throw out their trash and head on to their next class. For Miguel, that is Integrated Math II.

12:25 p.m. Period 5: Integrated Math II

Miguel knows the routines of Math class like the back of his hand. Upon being greeted by his teacher Ms. Penate, he joins the other students at his assigned table, as they all take out their Chromebooks and log in to Google classroom. There he finds his Math Goals Tracker form. On this form he reviews the work he accomplished during the last class, this past Monday. He reminds himself that he was in the middle of practicing translating the information included in word problems into an appropriate equation that Ms. Penate had taught him and his group at the teacher's table.

Miguel understands that he still needs to practice this skill today, because on Monday he did not reach his goal: *I will select the best equation to solve a problem, based on the information contained in the word problem in at least 4 out of 5 tries.* Shaking his head, Miguel remembers how he struggled on Monday. He reassures himself by recalling what Ms. Penate said to him then, when she saw his scrunched-up face. "Remember, Miguel, what I always say. Fail early and fail often. As long as you keep your Growth Mindset, you will get better. Don't give up on yourself. I'm here when you need my help."

Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

“What’s your daily goal, Miguel?” asks Anahi, his elbow partner.

“I’m still going to practice word problems,” he responds. He glances at Anahi’s tracker and sees that she has a completely different goal. Anahi will be using Khan Academy for independent practice on inequalities. Miguel practiced his inequalities last week and feels the pride that comes from accomplishing a goal one sets for oneself. He submits his daily goal tracker online and finds the Word Problem practice that Ms. Penate has uploaded.

Just as he is about to begin, Ms. Penate calls the class to attention. “By now, you all should have submitted your daily goals…Anahi, it looks like I still don’t have yours.” Miguel notices Anahi quickly hit a button on her keyboard. Soon after Ms. Penate says, “Ahh, there we go. Thank you, Anahi, my friend.

“I noticed on Monday that a few of you still had some questions about how to pick the proper equation for word problems. So today I will start by meeting with you at the Teacher’s Table. So can I see Eduardo, Miguel, Daniella, Hector and Estrella up here with me? In the second rotation I would like to see Angel, Ashley, Raymond, and Sissi at the teacher’s table, and we will review ratios, okay? Raise your hand if you would like to begin with continuing working on your Cost-Benefit analysis of the COVID 19 shutdowns.” Miguel sees the hands of seven classmates go up in the air. He is anxious to work on his analysis, but he knows he must meet the teacher at the teacher table first. “Great. You all start the rotation at the back tables. Who is ready for an assessment?” Only two hands go up. “Okay, Jesse and Maribel, do you know what standards you are assessing?” They nod in the affirmative. “Okay, all the assessments are already in Google classroom listed by standards. Take your time. I suppose the rest of you are looking to begin with peer study partners?” Many head nods. “Ok then, get to it.”

The classroom explodes with movement as students pack and stack their belongings and move to the appropriate table. The students in the back at the independent practice table pop earbuds in and begin intently watching the Khan Academy videos their teacher had linked to their accounts. Other students paired off and began to hold quiet “six-inch voice” conversations about their Math assignments. Jesse and Maribel transitioned to the assessment corner. Miguel was impressed as he looked at Jesse, who had an eager and determined look on his face. Miguel could remember a time where Jesse hated Math class and would spend most of his time misbehaving or checking his cell phone. However, ever since joining Ms. Penate’s class, with her way of teaching, Jesse has changed completely. It seems to Miguel that Jesse actually enjoys Math class.

Miguel knows why. In the past, the entire class had to sit quietly while the teacher would speed through practice problems on the board, assign the same practice problems for homework, and give the same exam to everyone on Friday. Now, in Ms. Penate’s class, students are given the choice to work on the things that they want and need to work on. No longer is the Math lesson one-size-fits-all. Ms. Penate meets with small groups of students and teaches them the standards they still have to Master. Miguel finds it much more exciting and fun because he knows he is learning exactly what he needs to know, and he is ready to learn it, and eager to demonstrate when he masters a new idea.

By the end of this class, Miguel has revised his weekly goals for word problems and he has collaborated with Anahi on his COVID Cost Benefit analysis. Again, class was dismissed before he knew it. Miguel was very satisfied with the work he had completed.

Ms. Penate refers students to today's exit ticket on google classroom. Miguel types in his reply and waits to be dismissed.

The hallways are bustling, as Miguel walks towards his final class of the day, Physical Education. That means he is headed back to the gymnasium.

2:05 p.m. Period 7: PHYSICAL EDUCATION
Most students entered the gym and walked immediately to the appropriate locker room to change into their PE uniforms, with "Vista Athletics" boldly printed across the front, with a small Eagle on the sleeve. Miguel instead walks to Coach Jimenez, who is laying out traffic cones at each corner of the gym in preparation for the mile run which is held every Wednesday.

"Hi Coach."

"What is going on, Miguel? Go get your uniform on."

"I have an appointment with Ms. Creed at 2:10 and I wanted to tell you first. I am not ditching."

"Thank you for telling me. When you get back you are still doing the mile."

"Yes, coach." Miguel walks to the front office, and speaks to Ms. Ruth, the office manager. "Hi Ms. Ruth, I have a meeting with..."

"...Ms. Creed. I know, Miguel. You can go in. She is waiting for you." Miguel is always amazed that Ms. Ruth seems to know everything that is going on at Legacy. She knows every student, and most of their parents by name.

Miguel enters Ms. Creed's office and already she has a few documents spread out on the table. She welcomes Miguel and closes her door.

"Thanks for coming on time, Miguel. There are a few things I would like to run through with you. The first thing I want to do is make sure you have registered for the PSAT next month. Have you registered yet?"

"No ma'am. I want to register now."

She hands him the school registration form, and he carefully fills it out. Ms. Creed accepts the registration and hands him a reservation ticket. "You will be in group 3. Do not lose that ticket. We won't allow you to test in your session without it."

"OK."

"Now let's go over your Individual Graduation Plan. I was reviewing this earlier, and I am impressed. You are all caught up on your credits, and so far your grades look good for this semester. I do want to ask what is going on in English class?"

Miguel's lowest grade was in English. It was always the lowest in English. "Yeah, I am not a great writer, but Mr. Aguilar and I have been really working to improve it. I should raise that to a B with my next project."

"I am glad to hear that you and Mr. Aguilar are working on it, but how would you feel if we could get you some additional support? If I can arrange for a tutor during Zero Period, would you be open to working with them?"

Miguel understood that hard work and practice pays off. That is the Vista way. He agreed to working with a tutor to raise his grade.

"Excellent. Now let's talk about your progress in your Pathway. How is that going?" Miguel says it is going well, and that his family is so proud of him for being the first in their family to earn college credits.

Miguel's time at Vista had taught him how to maintain a Growth Mindset. He had learned over time to relish challenges. He understands that growth comes through hard work and discomfort.

"Ok, Miguel. Good meeting. Let's schedule our next meeting. How about one month from today? Does this time work for you?"

Ms. Creed smiles her warm smile, as he leaves her office. Miguel wonders if he would be doing as well as he is without the support of his counselor. Miguel was grateful for all the adults at Legacy who care so deeply. Teachers come early and stay late to offer additional support and practice. The counselors maintain regular meetings with all students to monitor their progress. Even the Principal, Dr. Felch, runs the school with a kind heart, and tremendous pride in all his students.

Miguel could no longer delay. He changes in the locker room and walks to the starting line. By now the rest of the class are split off. Some are working with the Teacher's Assistant on plyometric exercises. Others are huddled around Coach Jimenez who is demonstrating the proper grip on a golf club. Coach Jimenez sees Miguel on the starting line, and calls, "Miguel, 25 laps. Hit it!" Miguel is off and running. As he runs, he goes through the day's events in his mind. Dismissal time is coming soon, and it does not even feel to Miguel as though he has been doing schoolwork all day. He is proud of his infographic, glad his speech went well, and is satisfied with the progress he made in Math today, and happy with his time with Ms. Creed. He then thinks ahead to tomorrow and what it will bring. He will engage in a debate in U.S. History over the U.S. response to the 1918 Spanish flu epidemic. One more challenge: 23 more laps and he takes off.

Coach Jimenez dismisses the class at 3:30 to change back into their school clothes.

When his mother arrives to give him a ride home from school, Miguel is shiny with sweat, and exhausted from the day. She asks him, "So how was your day? I know you were nervous about your speech?"

Miguel thinks for a minute, then replies, "Oh you, know, it was a regular day at VLGA."

"So, was it good?" Mom pushes.

"It was a great day," Miguel says, looking out at the school logo as they drive away home. *Tomorrow I get to do it again,* he thinks as the school recedes in the distance.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

VLGA will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.VLGA will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1

OTHER PERFORMANCE TARGETS

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VLGA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. VLGA affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

ASSESSMENT, PURPOSE, GRADE LEVELS AND ADMINISTRATION TIMELINE

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics and Performance-Based Tasks	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against digital portfolio goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
California Science Test (CAST)	State Assessment in Science	once in grades 9-12	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
CAASPP Interim Assessments (IABs and ICAs)	Determine standards mastery in ELA and Math	11	Interim comprehensive administered at beginning and middle of year. The Interim Blocks are used 4 times per year at end of instructional units

Renaissance STAR 360, Agile Math	Diagnostic Reading and Math Assessment	9-12	Beginning, middle and end of year
ELPAC	Measure English language acquisition	9-12	Upon enrollment and once annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	9	Once a year
AP Exams	Measure content and skills of AP courses.	10th-12th	Once a year
Portfolio Presentations	Presentation of work samples from across the school year.	9-12	9th, 10th, and 11th grades present to their classrooms more informally; 12th graders present more formally to a panel of VLGA staff.
Senior Defense Portfolio	The VLGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity	12	12th graders present formally to a panel of VLGA staff, and may include additional guests selected by student including family, loved ones and friends

DATA ANALYSIS AND REPORTING

VLGA's teachers and administrators will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. School leaders and staff will use this data analysis to address challenges and areas of improvement. All results will be reported to the Board and school community to ensure transparency and accountability.

Access to information and transparency will be key for all stakeholders. Parents/guardians and students will have access to a comprehensive Student Information System (SIS) Power School, to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home through email and on the school website. Recognizing that not all families have internet access at home, VLGA also sends regular paper communication home to families, makes phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Vista's Superintendent, in collaboration with the Vista's District Data Coordinator (home office) and all school staff, are responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at VLGA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually, and do so regularly in teams to build their knowledge and

understanding of student needs and progress. Data helps to inform teachers about student performance and to identify areas of focused instruction and potential intervention for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

VLGA will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

VLGA will commit strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We will expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education. Dialogue with the teacher and Principal will be ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

PORTFOLIO ASSESSMENTS & STUDENT-LED CONFERENCES

In addition to subject-area specific assessments and state-mandated tests, VLGA will use Portfolio Assessments to assess student learning in content knowledge as well as deeper learning skills and non-cognitive skills. Portfolio Assessments will require students to compile a variety of work products in various subjects throughout the year and then make a presentation of their work: in 12th grade, this is a formal presentation to a panel of VLGA staff, while in 9th, 10th and 11th grades, the presentations will be more informally made to their classroom. The portfolio work will product represent a sample of students' accomplishments, academic progress, interests, and reflections. In addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency. They will also allow a teacher to understand the student's growth over time versus their performance on a given day.

VLGA will use an online student portfolio for organizing and archiving student achievements from each grade. At the end of 12th grade, students participate in a Portfolio Defense and choose work samples

from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led parent/teacher/student conferences will take place twice a year at the end of each semester, and portfolios are the basis for discussion in each student's conference. Before each conference, students will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

SENIOR DEFENSE

The VLGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity. Satisfactory completion of the defense will often be the final requisite a Vista Senior clear to allow them to walk the stage at graduation.

Seniors will begin preparation for the defense at the end of the Fall semester, following the application period for Cal State and UC schools. Students will receive an assignment rubric with clear grading guidelines and instructions, free to construct their arguments to best reflect their growth and personal narrative. They must include three pieces of work to best reflect their change over time, one of which must be drawn from their pathway concentration.

The defense will be delivered to a panel of three adults, and may include guests selected by the student. We will invite students to ask their parents, loved ones, and (when possible) friends to be in attendance to provide support and encouragement.

REPORT CARDS

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. VLGA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the VLGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

4 = Exceeds grade-level standards
3 = Meets grade-level standards
2 = Progressing toward meeting grade-level standards
1 = Minimal progress toward grade-level standards
N/A = Not assessed in current reporting period*
✓ = Assessed during reporting period

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various

classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

VLGA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families will also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

Honors/AP/Dual enrollment courses will be weighted an extra grade point.

RETENTION

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention is retention. Parents will be an integral part of the decision-making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of March). Although parents will be informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4 – GOVERNANCE

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

VLGA will be a directly-funded independent Charter School operated by Vista Charter Public Schools, Inc. (VCPS or the Corporation) a California non-profit public benefit corporation, pursuant to California law. VLGA will be governed by the VCPS Board of Directors ("Board") in accordance with the Charter Schools Act, California law, the VCPS Bylaws, and the terms of this charter. VCPS shall comply with the Brown Act (Government Code §54950 et seq.), the Public Records Act (Government Code 6250 et seq.), the Political Reform Act (Govt. Code §81000 et seq.) and Govt. Code §1090 et seq. Copies of the VCPS Articles of Incorporation, Bylaws and Conflict of Interest Code are in Appendix 2.

VLGA will operate autonomously from LAUSD with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between LAUSD and VLGA.

Pursuant to Education Code Section 47604(c), LAUSD shall not be liable for the debts and obligations of VLGA, nor will LAUSD be liable for claims arising from the performance of acts, errors, or omissions by VLGA as long as the LAUSD has complied with all oversight responsibilities required by law.

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

All of the VCPS corporate officers shall serve in a volunteer capacity and shall not be compensated for their services as an officer. The VCPS Superintendent shall serve as the President of the corporation, but no other VCPS employees shall serve as corporate officers. All of the other officer positions may be filled either by members of the Board or other volunteers, with a preference for non-Board members in order to ensure that the Board has oversight over the officers. The roles and duties of the officers are as established in the Bylaws and in any resolutions adopted by the Board of Directors.

VCPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. VCPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of

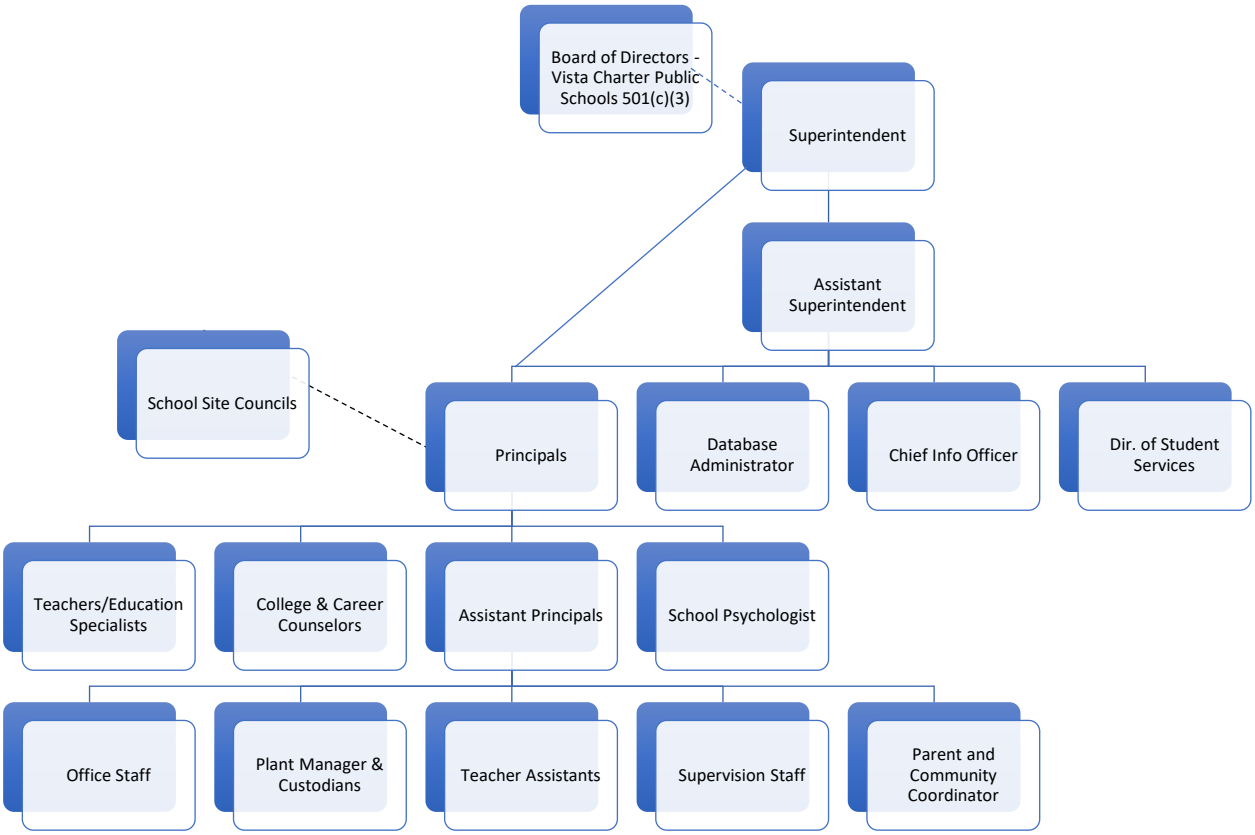
interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. VCPS shall not have any employees on its Board of Directors. By the terms of its Charter, VLGA is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 et seq. and the Political Reform Act to the same extent as if VLGA were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the LAUSD and Charter School agree to comply with the updated law or decision.

VCPS has adopted a Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18730, including the formal designation of reporters and reporting categories and the forms to be filed thereunder. VCPS shall review, revise and maintain that Code as current throughout the term of the Charter, and shall require all affected VCPS officers, employees, representatives, consultants, and governing board members to comply therewith.

VLGA shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an English Language Advisory Committee (ELAC), as applicable to the Charter School.

In the case of a conflict between the requirements of this Charter and provisions of the Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter. Should the provisions of the Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of VCPS, the provisions of the Charter shall prevail.

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors ("Board") is fully responsible for the operation and fiscal affairs of VLGA including, but not limited to, the following:

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over $25,000. The Superintendent approves invoices and purchases for $25,000 or less.
- Approve and monitor the implementation of general policies of VLGA.
- Approve and monitor VLGA's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of VLGA and the establishment of investment procedures.

- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise VLGA's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which VLGA is established.

The VCPS Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Superintendent and Principal.

The Superintendent reports to the Board and is specifically responsible for:

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach
- Evaluate school administrators
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over $25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy
- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission

- Build and manage a growing team of staff and school leaders

The Principal's primary responsibility will be the strategic development, implementation, and management of all aspects of the Charter School's performance and operations.

The Principal reports to the Superintendent and is responsible for:

- Implementing, motivating, leading and mentoring teachers to better instructional practices and increase content expertise, performance and rigor or lesson implementation
- Providing teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plans and facilitating weekly professional development/staff meetings
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling
- Collaborating with the Assistant Principal and Committee Chairs to use appropriate data to establish rigorous and concrete goals in the context of student achievement and instructional programs.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth
- Working to build and maintain a strong, positive, results-oriented school culture
- Developing a plan that fosters the relationships and ensure all stakeholders are addressed based on the clear vision of the desired culture for the school
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.

Full job descriptions and Qualifications for each position are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote VCPS and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

The VCPS Board consists of 5-9 directors, each serving a two-year term; terms are staggered in alternating years. In addition, the District reserves the right to appoint a single representative to the VCPS governing board pursuant to Education Code section 47604(b). No employees of VCPS will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

VCPS Board of Directors

Board Member	Position	Professional Expertise
Paul Vieyra	Board President	Real estate, commercial banking
Judy Molodow	Member	Special education
Michele Bauer-Bean	Secretary	Elementary Education and Lawyer
Mimi Kim	Treasurer	Entrepreneur, Finance
Dr. Suzie Oh	Member	Education Consultant
Geronimo Gaytan	Member	Parent organizer

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates no later than seven days prior to the Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the director has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote VCPS, and a dedication to the VCPS educational goals. Board members must also bring a desired strength to the Board, which the Board of Directors may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

GOVERNANCE PROCEDURES AND OPERATIONS

Board meetings shall be held using real-time video communication at each of the VCPS charter school sites to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at all school sites to see, hear and speak to each other.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board sets its regular calendar of meetings at the Board's annual

meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the Charter School's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar.
As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting.

2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

The agenda shall be posted at least 72 hours prior to any regular board meeting at **VLGA and each VCPS school site** (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's web site.

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VLGA employees. Hard copies of the agenda and meeting materials are made available at the meeting location.

2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in VCPS's Bylaws and is in compliance with the Brown Act.

BOARD DECISION MAKING PROCESS

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

BOARD PROFESSIONAL DEVELOPMENT

Board members receive training during the board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard

- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

STAKEHOLDER INVOLVEMENT

VLGA believes that parent involvement translates into increased student achievement. VLGA will encourage, honor, and respect parent voice. Parent involvement and the inclusion of the parent voice are essential and will be ensured in the following ways:

School Site Council

The School Site Council (SSC) will be composed of:

- 3 students (from ASB)
- 3 Parents
- 3 Teachers
- VLGA Principal
- 1 out-of-classroom staff member
- 1 community member

VLGA's SSC will assist in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns, especially as it relates to categorical funding as described in the SPSA. The Principal will be responsible for submitting the minutes of each SSC meeting to the VCPS Board. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the school's governing board meetings.

School Site Council teacher representatives will be selected by the teaching staff on an annual basis. The classified representative and the parent representatives will be selected on an annual basis by vote of their respective peers.

School Site Council meetings will be scheduled in advance for the entire year, and will be held monthly.

Each year, the Site Administrator will also engage parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like PowerSchool. The Charter School website will house all-important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC

will be formed at VLGA when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings

School-parent meetings will be held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have monthly standing Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VLGA will provide parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops are designed to assist parents in the educational development of their children. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

- English as a Second Language
- Helping Your Teenager Engage in Healthy Online Habits
- Child Psychology and Behavior
- Cultivating Strong Study Habits at Home
- Transitioning to College for Parents of High School Students with IEPs College Admissions 101 for Parents & Guardians
- FAFSA Workshop for Senior Parents & Guardians

Surveys

An annual parent survey will be sent home and collected to inform the development of VLGA programs for the Local Control Accountability Plan and to obtain a senseof parent and student satisfaction. The results of this survey will be made available to all VLGA stakeholders including: students, parents, VLGA staff, the School Site Council, and the Board of Directors.

Volunteer Opportunities

No parent or guardian of a VLGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VLGA. Parents, however, will be provided many opportunities for volunteering at VLGA. Service opportunities will include but will not be limited to clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents can determine the type of service they contribute to VLGA based on their particular interests, strengths, and availability.

VLGA will comply with the requirements of Ed. Code section 52064.1 that requires all charter schools to provide a local control funding formula budget overview for parents based on the State Superintendent's template.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of federal law. All teachers at VLGA will be required to have credentials equivalent to those required by the District as applicable and required by law for Core and College-preparatory courses.

VLGA prohibits discrimination and harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, immigration status, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. VLGA is a School of Choice and no employee will be forced to work at the Charter School. VLGA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records. VLGA will comply with all State and federal mandates and legal guidelines relative to ESSA.

Notwithstanding Ed. Code section 47605(l), teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. By July 1, 2020, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

School-site staff will further be supported and overseen by the VCPS Superintendent and Database Administrator along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter School. The Superintendent fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

Leadership and Human Resources

- Recruit, hire, prepare and support school leaders
- Develop and maintain a cohesive culture which reflects VCPS's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for VLGA
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications:

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of

stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

Assistant Superintendent (Certificated)
As a Leader within the Executive Team, the Assistant Superintendent leads and supports the implementation of the Vista's Signature Practices focusing on Educational Excellence and Innovation for Learning, Professional Development, Assessment, and Improved Student Achievement. Reports to: Superintendent

Responsibilities:

- Oversees the development of a clear vision for the Curriculum and Instruction department to work collaboratively and productively toward the achievement of Academic Excellence for students and in fulfillment of the District's Blueprint for Educational Excellence and Innovation, the LCAP, Board Goals, and the District's Vision, Mission, and Values.
- Ensures for the implementation of the California Common Core State Standards.
- Ensures appropriate resources are provided to support the implementation of the Common Core State Standards.
- Ensures appropriate, high-quality professional development is offered to support certificated and classified efforts to ensure students are proficient in the Common Core State Standards.
- Supports a district culture of college and career preparedness.
- Supports student success through formative and summative assessment practices and programs that are in alignment with the Common Core State Standards.
- Prepares for and present progress reports to the Board of Directors.
- Facilitates Task Force teams and report progress to the Board of Directors.
- Supports, through vision, resources, and professional development, enrichment programs, and intervention programs, including but not limited to Global Education, Mastery Learning, Reader's and Writer's Workshop, STEAM, Career Technical Education (CTE), Project-Based Learning, Way of Council, and Kagan Structures.
- Partners with universities and organizations that have been approved to collaborate with the District in support of learning initiatives.
- Visits school sites and classrooms, engaging with certificated and classified employees and students, on a regular basis.
- Supports the implementation of technology that improves student achievement.
- Develops and coordinates community partnerships that actively promote the District's vision, mission and values.
- Evaluates effectiveness of programs on a regular basis to ensure allocated resources and practices are resulting in student achievement.
- Oversees the development of Single Plans for Student Achievement (SPSA) and Local Control Accountability Plans (LCAP).
- Oversees charter school compliance in the District pursuant to state law and Board Policy.
- Oversees and supports secondary schools with accreditation (WASC).
- Collaborates with the Back Office to ensure budgetary resources and highly qualified staff appropriately support student achievement.

- Oversees all after-school programs, including AM/PM, ASES, intersession, and summer school.
- Supports Site Administrators with recruitment and enrollment strategies.
- Performs other related duties as assigned by the Superintendent.

Qualifications:

- At least ten (10) years of increasing responsibility in teaching and administrative experiences in education
- Experience as a site principal and/or district-level leader experience preferred
- Knowledge of National, State, and local educational goals, initiatives, and objectives
- Experience supervising, evaluating, and supporting employees, certificated and classified
- Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter
- Valid Clear Administrative Credential and Master's Degree required

Database Administrator (Classified)

The Database Administrator reports to the Superintendent. The Database Administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the charter school's data and informational systems. The Database Administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Database Administrator fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicate with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the District to ensure compliance with state attendance regulations.

- Manage student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) to achieve optimal use of student data and maintaining data integrity.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with administration to ensure proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions to ensure student data security and access.
- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

The IT Coordinator is responsible for supervising school site IT coordinators and school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school sites and district office
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in district website updates
- Co-chair VCPS Technology Committee and assist with strategic planning

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial

- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)
The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

Staff Leadership & Development
The Principal implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal provides teachers professional and instructional support. The Principal:

- Reviews instructional documents
- Observes and provide feedback for classroom observations
- Designs and review professional growth plan goals
- Facilitates weekly professional development/staff meetings.

Academic Rigor

The Principal:

- Develops and implements a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develops and implement a plan to address students who are struggling.
- Collaborates with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provides individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the VLGA school climate and culture.
- Develops a plan based on the vision of the desired culture of VLGA that fosters strong

relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the VLGA culture.
- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal (Certificated)

The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal helps foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- Work to build and maintain a strong, positive, results- oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.

- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
  - General Pupil Personnel Services Credential authorizing service as a school psychologist;
  - Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of youth and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

College and Career Counselor

The College and Career Counselor oversees the college office for the Charter School and leads all work to foster a strong college-going culture across all grade levels and all facets of the Charter School.

Leadership of Program

Build and operate best-in-class systems and protocols for various facets of the School's college awareness/application/enrollment, dual enrollment and pathways programs:

- Leveraging research-proven best practices for college access work nationally, develop and implement a comprehensive college counseling and financial aid program for the school to ensure that 100% of VLGA's students match at selective or highly selective colleges and/or universities
- Develop and support partnerships with college and university partners including dual enrollment/pathways relationships and student support for success in enrolling in and completing college courses while still enrolled at VLGA
- Oversee ongoing tracking and communication with students and their parents/guardians of graduation requirements and progress towards completion, and credit recovery options;
- Support school-wide culture initiatives (lead assemblies, discipline meetings, academic intervention meetings, etc.)
- Monitor scholar achievement and culture data and develop and implement a data-driven process for setting grade level and whole-school culture and achievement goals
- Design, oversee, and implement the school's alumni support initiatives to track and support high levels of college persistence and graduation among all VGMA alumni

Qualifications

- At least 2 years of college/career counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to VLGA's mission and educational model

- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a "roll-up-my-sleeves attitude"
- Bachelor's degree
- Strong written and oral Spanish language skills preferred

Classroom Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)

- Must be computer literate

Educational Specialist

The Educational Specialist reports to the site administrator and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist aides in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SWD program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SWD timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students
- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
  - Preparing for all student and staff meetings related to student services or professional development
  - Student Service minutes, change of services, change of placement, ESY, etc.
  - Student assessment for annual, triannual, or other student assessment designated by the IEP team
  - All SWD timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Qualifications:

- Candidate must possess a current California credential in Special Education appropriate to program needs
- Solid knowledge of State and Federal guidelines for Special Education
- Bachelor's degree; Master's degree is preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
- Bilingual in Spanish preferred

Teacher's Aide (TA)

The Teacher's Aide reports to an administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Qualifications:

- Prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Parent and Community Coordinator

The Culture and Community Coordinator's primary responsibility is to support the School Community through community outreach, parent engagement and school culture development.

Responsibilities:

School Culture is the foundation of academic and social success. The Parent and Community Coordinator will support with the development and management of:

- School Safety Plan
- Supervision staff schedules, responsibilities, shift assignments
- Professional Development of Supervision Staff
- Support with implementation of school-wide signature practice: Way of Council and Restorative Conferences
- Support with implementation of schoolwide behavior policy
- Non-Violent Crisis Intervention
- Participate in School Advisory Council/Committees

A School Community cannot be successful in isolation. The Parent and Community Coordinator will ensure community outreach:

- Sports program development and participation
- Collaboration with community partners
- Alumni engagement and outreach

Establish meaningful communication between the school and the community to ensure academic achievement of all students through:

- Parent workshops
- Parent engagement
- School-to-Parent Communication
- Family Councils
- Active Recruitment

Qualifications:

- Be prepared to demonstrate in-depth knowledge of the school, surrounding community and target client populations
- Strong written and oral communication skills
- Active listening skills
- Interpersonal and human relation skills and the ability to develop positive working relationships with target demographic and community partners
- MS Word, Google Suite, Electronic Communication

Office Manager

The Office Manager reports to the Site Administrator. The Office Manager's primary responsibility is the aide and support of all functions of the charter school site with direction given by the site administrator. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.

- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must be proficient in operating a copy machine and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have demonstrated proficiency with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Clerk (Classified)

The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is the aide and support of all functions of the charter school Office Manager in conjunction with the needs and directions given by the site administrator. The Office Clerk is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the school in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Assist with proper documentation and accuracy of attendance
- Fax and make copies
- Assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.

- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files.
- Organize cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

- BA/BS degree preferred
- Prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Plant Manager (Classified)

The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
    - Laws, rules and regulations related to assigned activities.
    - District operations policies, procedures and objectives
    - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

The custodian reports to the Plant Manager and/or Site Administrator. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
  - Laws, rules and regulations related to assigned activities.
  - District operations policies, procedures and objectives
  - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

The Supervision Aide reports to the Site Administrator or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on a school campus. The Supervision Aide fosters a collaborative and stimulating school environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to site administrators
- Collaborate with school staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school
- Maintain constant movement and active supervision throughout campus
- Communicate to school administrators regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, PowerSchool Logs).
- Provide supervision personnel in inclement weather as assigned by site administrators
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Qualifications:

- Prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The

Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

The health and safety of VLGA staff and students is the highest priority for the Charter School.

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, VLGA shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

PROCEDURES FOR BACKGROUND CHECKS

All employees of VLGA, all volunteers who will be performing services that are not under the direct supervision of a credentialed VLGA employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Superintendent of VCPS shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Superintendent) and make quarterly reports to the Board. VLGA will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. VLGA shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

DIABETES

VLGA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 9th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

SUICIDE PREVENTION POLICY

VLGA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

EMERGENCY PREPAREDNESS

VLGA shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent and Principal shall serve as VLGA's Custodians of Records.

IMMIGRATION POLICY

VLGA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

CALIFORNIA HEALTHY YOUTH ACT

VLGA will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

HUMAN TRAFFICKING

VLGA shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

STUDENT DEBTS

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VLGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Mental Health Services

VLGA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

Pregnant And Parenting Students

VLGA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

Bullying

VLGA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

Sexual Health And HIV Prevention

VLGA shall provide "age appropriate" comprehensive sexual health and HIV prevention education in grades 7 to 12 (at least once in middle school and once in high school).

Safe Place To Learn Act

VLGA shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Tribal Regalia/Objects of Religious or Cultural Significance

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by VLGA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Human Trafficking

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

Hotlines

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

Commencing October 1, 2020, if VLGA issues pupil identification cards VLGA will have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

MIGRATORY CHILDREN

VLGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VLGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

CHILD HUNGER PREVENTION AND FAIR TREATMENT ACT

VLGA shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

CPR

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including, but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils' general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

COURT-ORDERED INTEGRATIOND

VLGA will make every effort to recruit students of various racial and ethnic groups, students with disabilities, English Learners (and RFEP students), in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of LAUSD. In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. VLGA is committed to serving all students. We therefore will recruit a racially/ethnically, linguistically and academically diverse population from the area immediately surrounding the school. Additionally, we will recruit students and families through outreach efforts with local non-profit organizations who serve homeless youth, students in the foster-care system, students with disabilities, and other students whose circumstances put them at risk for school failure. These organizations will be encouraged to refer families to VLGA via flyers and phone conversations with local community-based organizations. All community recruitment outreach is conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at-risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather referrals of potential at-risk

students who are not yet enrolled in our schools. VLGA will offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at VCPS. In addition, VLGA will conduct targeted outreach in the community with organizations such as the following:

- El Centro del Pueblo
- Gang Reduction Youth Development (GRYD)
- Koreatown Youth Community Center
- Bresee Foundation
- LOUD Music Program
- Partnerships Uplifting Communities
- Children's Institute Inc.
- Heart of Los Angeles
- Courageous Hearts Youth Services, Inc.
- Angels Flight Center
- Hollywood Homeless Youth Partnership
- National Foster Youth Institute
- First Place for Youth
- Chinatown Teen Post
- YMCA of Metropolitan Los Angeles
- YMCA Wilshire
- Weingart-East Los Angeles YMCA
- Bellevue Recreation Center
- Shatto Recreation Center and Park
- Parks and Recreation Department
- Search to Involve Pilipino Youth
- Saban Clinic
- PMH
- Personal Space
- Dream Center

VLGA will notify parents and students in the community through the following methods:

1. Information handouts provided to businesses frequented by local community members. The flyers will include the VLGA enrollment period and lottery information (location, date, time).

2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.

3. Flyers in Spanish and English distributed to local middle and high schools. The flyers will include enrollment period and lottery information (location, date, time).

4. VLGA's web site contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

VLGA will maintain an accurate accounting of the ethnic and racial balance of students, as well as EL and SWD, enrolled in the school. VLGA will also document the efforts made to achieve racial and ethnic balance and recruit ELs and SWD in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	VLGA (or, if not yet available, VHGA)	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local middle and high schools	Local middle and high schools, foster and homeless youth organizations.	January, February, March: Review posted available dates and provide flyers, information, and presence.
Community Organizations	Neighboring organization: • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith-based organizations • Local Businesses including laundromats, health clinics, shops, restaurants	January, February, March: Review posted available dates and provide flyers, information, and presence.
Residents within the zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information, and presence.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or

delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each school site and in public areas at each school site.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

VLGA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There are no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter School will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Principal will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

STUDENT RECRUITMENT

As detailed in Element 7, VLGA, in order to recruit low-achieving, economically disadvantaged students, ELs and students with disabilities, will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.

- Distribute flyers in Spanish and English to the local middle and high schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).

- Ensure potential students and families understand there are no qualifications required for admission to VLGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

VLGA will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. VLGA will admit all pupils who wish to attend VLGA to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms will be accepted during a publicly advertised open enrollment period. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (and additional languages if needed). The process will also be verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January), encouraging people to attend (time will be a weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the VLGA site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in order to secure enrollment for a student. VLGA will include details on the Charter School website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District except as provided for in Section 47614.5. A preference for siblings of already enrolled students shall also be extended.

The lottery preference order shall be as follows:

1. Siblings of admitted students
2. Students currently enrolled in and attending Vista Charter Middle School (VCMS) in the immediate prior grade level to VLGA's first instructional grade level, who seek to enroll in VLGA for that grade level. VCMS and VLGA are part of the network of schools operated by Vista Charter Public Schools.

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The lottery will be conducted by a non-interested member of the staff who draws the pupil names and verifies lottery procedures are fairly executed. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the lottery deadline will be added to the end of the lottery waitlist in the order they are received. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year will remain active until the end of the school year and will not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. Once the drawing is at Charter School's capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing by the Principal of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Student Enrollment Form
- Proof of Immunizations

- Home Language Survey
- Emergency Medical Information Form

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the VLGA Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family will have ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the VLGA administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

An annual independent financial audit of the books and records of VLGA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of VLGA shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of VLGA to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.

- The Audit Committee may include persons who are not members of the board, but may not include any VLGA staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VLGA will cultivate a positive school environment that is characterized by mutual respect. Students will be introduced to the school's expectations during the student orientation days, and they will also be reviewed on the first day of school.

At VLGA we believe that high, clearly defined, and consistent expectations support students' self-confidence and that their efforts lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VLGA will take a proactive school-wide approach to behavior management. As a Character Counts school, VLGA will focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars will apply to most behavioral situations and will be shared with students and families. The Six Pillars of Character will be proactively taught and consistently reinforced throughout the school.

VLGA's discipline policy combined with our GEAR Core Values (Grit, Empathy, Accountability and Respect) are practices aligned with the LAUSD District's Discipline Foundation Policy, requiring every school within VCPS to adopt and implement a school-wide positive behavior support discipline plan. Under the VCPS policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

School-wide Discipline Plan

Shift into GEAR

Philosophical Foundation

- We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.
- **The Tipping Point:** "the moment when something small, or even obscure, changes into something big." (Malcolm Gladwell)

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Restorative Justice Practices and Way of Council

VLGA is committed to a holistic approach to student discipline and development. First and foremost, we apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

Right Tickets

Tickets rewarded for doing what is examples of GEAR/modeling GEAR. Students are going above and beyond to encompass the Six Pillars of Character.

- Students earn Right Tickets for the following positive behaviors:
  - Grit: persevering on difficult assignments, assessing their own learning and identifying next steps
  - Empathy: being a good friend, helping others, being kind
  - Accountability: task completion
  - Respect: being respectful of self, others and our school community

Examples of positive praise that could earn a Right Ticket:
"I noticed...

- that you did all of your homework this week."
- that your materials are organized."
- that you motivated your neighbor to participate in the group project."
- that you raised your hand more this week."

Class Dojo is used to track positive behavior.

- Students earn 1 Right Ticket an identified act or behavior.
- This is logged digitally in Class Dojo and the parent is notified immediately

Right Ticket Events

Students with high percentages of Right Tickets on Class Dojo (70% or above) get to participate in Right Ticket Events. These are fun student and staff events that promote our Core Values. Examples of Right Ticket Events include Staff vs. Student Water Balloon Toss, Ice Cream Sundae Party, Movie and Popcorn Party.

Interventions

- Verbal/written reprimand
- Community beautification (classroom or yard)
- Time-out activity (sent outside room or to another teacher)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
    - Example: You can either choose to be quiet and work with the class or work outside on your own
- Students who do not have the qualifying amount for Right Ticket Events spend the time reflecting through Way of Council.

These policies will be distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

a. Alternatives to Suspension:

1. Warning
2. Loss of Privileges
3. Notices to parents by telephone or letter
4. Referral to the administrator
5. Request for parent conference
6. Way of Council
7. Harm Circle- restorative

Should the previous interventions not be successful, suspension or expulsion may occur.

- In-school suspension
- Suspension
- Expulsion

VLGA will monitor student behavior in a variety of means such as such as classroom observations, data gathered using the system presented in this petition, analysis of suspension and expulsion data, and Power School.

VLGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, VLGA is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline.

JURISDICTION

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity**.**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion will be attempted first.

IN-SCHOOL SUSPENSION

In-school suspensions will be given as an alternative to out of school suspensions and be held in the Principal's office or other location designated by the Principal. A certificated/credentialed staff member will supervise the student during the in-school suspension. During in-school suspensions, teachers will provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers will provide support. During the day of the suspension, the student's teachers will address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student will be required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. Parents/guardians will be notified of the in-school suspension in writing by the Principal or his/her designee in the parent/guardian's native language. The notice will contain the reason for the in-school suspension, as well as the length of time for the in-school suspension. The maximum number of days of in- school suspension per incident in one academic year is 6, and the maximum number of consecutive days is 3. In-school suspensions would always be subject to an administrative decision regarding the severity and nature of the underlying offense. In the case of a student who causes or attempts to cause hate violence, engages in harassment or threats or

intimidation against students or staff, or who makes terrorist threats against school officials or school property, the administration would review the facts to determine if in school suspension would pose a threat to the safety of students, staff and visitors to the school. In many situations, in school suspension may not be an appropriate disciplinary option if a credible threat to school safety exists.

GROUNDS FOR SUSPENSION AND EXPULSION

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

a. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
b. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
c. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
e. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
f. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
g. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
h. Caused or attempted to cause damage to school property or private property.
i. Stole or attempted to steal school property or private property.
j. Committed an obscene act or engaged in habitual profanity or vulgarity.
k. Knowingly received stolen school property or private property.
l. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
m. Aided or abetted the infliction or attempted infliction of physical injury to another person.
n. Engaged in sexual harassment as defined in Education Code Section 48900.2.

o. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of:
   a. Race/color/national origin
   b. Disability
   c. Other factor
   d. Against school district personnel.
p. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

RECOMMEND FOR EXPULSION OFFENSES

The Principal or Designee must recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion is inappropriate or that an alternative means of correction would address the conduct:

1) Causing serious physical injury to another person, except in self-defense.
2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
4) Robbery or extortion.
5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

IMMEDIATE SUSPENSION AND MANDATORY RECOMMENDATION FOR EXPULSION OFFENSES

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus:

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Causing serious physical injury to another person
2. Brandishing a knife
3. Possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. Robbery or extortion, offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Violation of the Federal Guns Free School Act
6. Pupil has committed sexual harassment as defined in Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

VLGA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, VLGA shall not include the assignment in the calculation of the student's overall grade in the class.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures. The Principal, Assistant Principal, and Superintendent are authorized to suspend students, the procedures for investigating incidents and collecting evidence shall be fair and thorough.

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice also states the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice requests that the parent/guardian respond to such requests without delay.

LENGTH OF SUSPENSION

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference is scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Students with disabilities who are suspended shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

WILLFUL DEFIANCE

The Charter School shall not recommend the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

ALTERNATIVES TO SUSPENSION OR EXPULSION

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code,

upon a first offense if the principal or principal's designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5) Enrollment in a program for teaching prosocial behavior or anger management.
6) Participation in a restorative justice program.
7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

SUSPENSION APPEALS

Parents are notified by the Principal or Assistant Principal in writing regarding the right and procedures to appeal a student's suspension. A suspension appeal may be made to the Superintendent within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension are considered final.

EXPULSION PROCEDURES

Students will be recommended for expulsion after the Principal or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.

2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

EXPULSION HEARING – RULES AND REGULATIONS

The family of a student who has been recommended for expulsion will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 school days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Executive Director/Principal. A document will be prepared by the Executive Director/Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
2) If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.
    a. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:
        i. The date and place of the hearing.
        ii. A statement of the specific facts and charges upon which the proposed expulsion is based.
        iii. A copy of the disciplinary rules of the school that relate to the alleged violation.
        iv. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).
        v. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a

witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a nonattorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California "Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

vi. At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call.

3) The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
   a. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
   b. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
4) If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
5) If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
6) The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the

disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

7) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

8) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

9) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.

10) 3In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11) Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.
    a. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
    b. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
    c. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing

pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

12) The administrative panel shall deliberate and make its decision in a closed session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
    a. Notice of the right to appeal the expulsion to the Charter School Governing Board.
    b. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
    c. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
13) The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
    a. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

DECISION OF THE PANEL

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1) Uphold the expulsion.
2) Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

1) The outcome of the hearing and the decision of the administrative panel
2) The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3) Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
4) Reinstatement eligibility review date (if expulsion is decided)
5) A copy of the rehabilitation plan (if expulsion is decided)
6) The type of educational placement during the period of expulsion (if expulsion is decided)
7) Pupils who are expelled shall be responsible for seeking alternative education programs

ALTERNATIVE EDUCATION

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

NOTICE OF EXPULSION TO LAST KNOWN DISTRICT OF RESIDENCE

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. the Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

PROBATION

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of

enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

EXPULSION APPEALS

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

TRANSCRIPTS

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. the Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

(1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

(2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

STANDARD OF REVIEW

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

(1) Whether the administrative panel acted without or in excess of its jurisdiction.

(2) Whether there was a fair hearing before the administrative panel.

(3) Whether there was a prejudicial abuse of discretion in the hearing.

(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

(1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

DECISION ON APPEAL

The decision of the Governing Board shall be limited as follows:

If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.

B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:

A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.
An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

4. Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

a. Notice
b. Manifestation determination
c. Continued receipt of special education services

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or

2. The parent has requested an evaluation of the child; or

3. The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. the Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

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 Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

VLGA will make participation in State Teachers' Retirement System (STRS) available to teachers. VLGA will make a 403b available to classified persons working at the Charter School. VLGA will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. The Charter School will continue participation in STRS for the duration of the Charter School's existence under the CDS code.

STAFF RETIREMENT ALLOCATIONS

1. STRS: All certificated personnel including teachers and Site Administrators
2. 403b option: Classified Staff
3. Federal Social Security: Classified Staff, including the Superintendent, Office personnel

RESPONSIBLE STAFF MEMBER

The Superintendent will be responsible for ensuring that appropriate arrangements for the aforementioned coverage is made with approval of the Board.

STRS REPORTING

VLGA will submit all retirement data through LAUSD and comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Superintendent shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LAUSD as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend VLGA. Students who opt not to attend VLGA may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in VLGA shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in VLGA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

SCHOOL'S CLOSURE AGENT

The Superintendent will serve as the Charter School's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School

from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

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TAB 25

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-006-22/23, **Version:** 1

Ms. García - Honoring a Social Justice Warrior by Naming the Mike García Learning Center at the School Site at 1215 Miramar Street in Los Angeles (Res-006-22/23) (Noticed November 1, 2022)

Whereas, The Los Angeles Unified School District is committed to improving education outcomes for all children, in keeping with its goal for 100 percent graduation and all students being prepared for college, career and life;

Whereas, Mike García was born in April of 1951 in East Los Angeles, he was the son of a Mexican-American working-class family, his father was a factory worker and proud union member;

Whereas, As a student at California State University Northridge, Mike worked his way through college as a janitor, a key experience that would come to shape his life and passion as a fierce advocate for working families;

Whereas, His career in labor began in 1980, organizing janitors in multiple cities such as San Jose, San Diego and Denver. He understood that immigrant janitors are among the workers most in danger of exploitation. Under Mike García's leadership, a union of immigrants rose to become one of the strongest voices for worker rights and social justice in the state of California;

Whereas, As the leader of Service Employees International Union (SEIU) Local 1877, Mike García led successful Justice for Janitors organizing campaigns for janitors at tech behemoths like Oracle and Apple. In 2000, Mike García led a three-week strike of janitors in Los Angeles, a bold action that led to dramatic gains for those workers and was the impetus for a powerful movement of low-wage workers in Los Angeles that continues to this day;

Whereas, Mike García recognized that investing in creating educational opportunities for his members and their kids was necessary to break the cycle of poverty, therefore he founded the Building Skills Partnership in 2007 to provide members and their families opportunities to comprehensively address the systemic barriers they face in realizing the benefit of social, civic and economic integration;

Whereas, Mike García served as the President of SEIU-United Service Workers West (USWW) between 1988 and 2014. Under his leadership Local 1877 expanded to a new 40,000-member strong statewide union representing property service workers, SEIU-USWW. He led janitors, security officers, and stadium, arena and airport workers in a Justice for All labor movement, a movement that helped workers achieve a more just way of living and working;

Whereas, Mike García's visionary leadership gifted the world a legacy of struggle and conviction rooted in social justice, inspiring generations of students, families, employees and Angelenos to serve and empower our most marginalized communities, including our immigrant community in the city of Los Angeles and beyond;

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Whereas, The District-owned school site located at 1215 Miramar Street in the City of Los Angeles (Miramar) adjacent to the Miguel Contreras Learning Complex is in the possession of the District; and

Whereas, Pursuant to District policy and Board Rules, the District reserves the right to name or rename schools or buildings at the District's discretion; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby names the school site at 1215 Miramar Street, Los Angeles as the Mike García Learning Center. We celebrate and commemorate the historical achievements of his life, his transformational leadership, and the inspiration he provides to our students and families.

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TAB 26

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-007-22/23, **Version:** 1

Ms. García - Name Change of Brooklyn Elementary School to Brooklyn Avenue School (Res-007-22/23) (Noticed November 1, 2022)

Whereas, Brooklyn Elementary School has been a strong community school in East Los Angeles for over 100 years and became a span school over 12 years ago; and

Whereas, The Brooklyn Elementary School has requested an official name change to become Brooklyn Avenue School after a community engagement process; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District approves the name change of Brooklyn Elementary School to Brooklyn Avenue School.

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TAB 27

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Res-008-22/23, **Version:** 1

Mr. Schmerelson- Celebrating Substitute Educator's Day (Res-008-22/23) (Waiver of Board Rule 72)

Whereas, The United States observes a Substitute Educator's Day, which was instituted by the National Education Association (NEA);

Whereas, The purpose of this day is to highlight the role and importance of the substitute teacher by providing information about, advocating for, and helping to increase appreciation and respect for this unique professional;

Whereas, Los Angeles Unified School District substitute school employees play an essential role in the maintenance and continuity of daily education for all students;

Whereas, The unmatched commitment of these professionals is evidenced by the fact that they are willing to be called early in the morning, take over lessons with short notice, and ensure that quality education is maintained in our classrooms;

Whereas, These professional educators provide a critical link in the education of public schoolchildren by serving as a bridge to provide continued quality education to children in the temporary absence of regular classroom educators;

Whereas, Our professional substitutes make a valuable and meaningful contribution to the success of our students by ensuring that the time they spend in school is productive;

Whereas, Substitutes are living examples of flexibility as they adapt to different teaching styles, varied levels of planning and diverse school environments to connect with the students they are called upon to teach on any given day;

Whereas, Substitute teachers are more than purveyors of knowledge in the classroom, they also serve our students as role models and mentors;

Whereas, Although the role of the substitute teacher may be different from that of the regular teacher in some aspects, it is equally demanding, essential and professional; and

Whereas, The District's mission is to provide our students with an education that prepares them to be college and career ready, which cannot be accomplished without our dedicated and hardworking substitute teachers; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates November 18, 2022 as Substitute Educator's Day; and, be it finally

Resolved, That the Board expresses their deep appreciation to all of our substitute educators for the amazing job they do to support our students and schools as integral members of the Los Angeles Unified School District.

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TAB 28

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: ROC-004-22/23, **Version:** 1

Report of Correspondence

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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

November 15, 2022

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, "Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel":

	FROM	LEGAL ACTION
1.	Slater Slater Schulman	Summons and Complaint for Damages: Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 22STCV24114; Superior Court of the State Of California for the County Of Los Angeles; Jane Doe L.B., v. Los Angeles Unified School District; and Does 1 and Does 2-60, Inclusive, Defendants.
2.	DRE LAW	Summons And Complaint: 1) Negligent Hiring, Retention, and Supervision; 2) Negligence; 3) Negligent Infliction of Emotional Distress; 4) Intentional Infliction of emotional distress; Case No. 22STCV27541; Superior Court Of The State Of California For The County Of Los Angeles; Roy A. Hemsley, a minor, by and through his GAL Rosalie Bishop, Plaintiff, v. Los Angeles Unified School District; and Does 1 100, Inclusive, Defendants.
3.	The Aarons Law Firm	Summons And Complaint: 1) Failure to Accommodate; 2) Failure to Engage in Good Faith Interactive Process; 3) Discrimination; 4) Retaliation; 5) Failure to Prevent Discrimination; Case No. 22STCV31431; Superior Court Of The State Of California For The County Of Los Angeles; Hassan Mateen, Plaintiff, v. Los Angeles Unified School District; and Does 1-10, Inclusive, Defendants.
4.	Herman Law	Summons And Complaint: 1) Negligence (School); 2) Negligence (Does 2-25); 3) Negligent Hiring, Retention, and Supervision (School); 4) Negligent Hiring, Retention, and Supervision (Does 2-25); Case No. 22STCV14893; Superior Court Of The State Of California For The County Of Los Angeles; A.R., Plaintiff, v. Los Angeles Unified School District; and Does 2-25, Inclusive, Defendants.

5.	Taylor and Ring	Summons And Complaint and Damages; Case No. 22STCV01431; Superior Court Of The State Of California For The County Of Los Angeles; Jane Doe, Plaintiff, v. Los Angeles Unified School District; and Does 1-50, Inclusive, Defendants.
6.	State Law Firm	Complaint for Damages: 1) Negligence; 2) Premises Liability; 3) Negligent Supervision; 4) Negligent Infliction of Emotional Distress; and 5) Punitive/Exemplary Damages; Case No. 22STCV29995; Superior Court of the State of California for the County of Los Angeles; Fabian Sanchez, a minor, by and through his GAL Juliana Luevano, Plaintiff, v. Los Angeles Unified School District; and Olive Vista Middle School; and Does 1 to 50, inclusive, Defendants.
7.	Law Offices of Hirji & Chau, LLP	Complaint for Damages: 1) Negligent Supervision; 2) Negligent Hiring, Training, and/or Retaining; 3) Negligent Supervision of School Premises; 4) Negligent Infliction of Emotional Distress; and 5) Violation of Mandatory Duty; Case No. 22STCV26676; Superior Court of the State of California for the County of Los Angeles; M.C., a minor, by and through his GAL Dolores Cruz, Plaintiff, v. Los Angeles Unified School District; and Olive Vista Middle School; and Does 1 to 10, Defendants.
8.	Benjamin Law Firm	Summons and Complaint for Damages: 1) Negligence (Statutory); 2) Negligent Hiring, Retention, Supervision, Training; 3) Wrongful Death; Case No. 22STCV31873; Superior Court of the State of California for the County of Los Angeles; Elvia Celis-Salas and Carlos Calvo., Plaintiff, v. Los Angeles Unified School District; and Does 1 to 100, Defendants.
9.	Herman Law	Summons and Complaint for Damages: 1) Negligence (District); 2) Negligence (Local District); 3) Negligence (Does 3-25); 4) Negligent Hiring, Retention, and Supervision (District); 5) Negligent Hiring, Retention, and Supervision (Local District); 6) Negligent Hiring, Retention, and Supervision (Does 3-25); Case No. 22STCV21540; Superior Court of the State of California for the County of Los Angeles; Henry Ricky Quesada, Plaintiff, v. Does 1; and Does 2 to 25, Inclusive, Defendants.

10.	Greenberg Gross LLP	Summons and Complaint for Damages: 1) Negligence; 2) Negligent Supervision and Retention; 3) Sexual Battery; 4) Sexual Harassment; Case No. 22STCV30804; Superior Court of the State of California for the County of Los Angeles; Ian Sawrey, Plaintiff, v. Los Angeles Unified School District; and Does 1 to 100, Defendants.
11.	Herman Law	Summons and Complaint for Damages: 1) Negligence (School); 2) Negligence (Local District); 3) Negligence (Does 2-25); 4) Negligent Hiring, Retention, and Supervision (School); 5) Negligent Hiring, Retention, and Supervision (Local District); 6) Negligent Hiring, Retention, and Supervision (Does 2-25); Case No. 22STCV26047; Superior Court of the State of California for the County of Los Angeles; J.W., Plaintiff, v. Does 1; and Does 2 to 25, Inclusive, Defendants.
12.	Slater Slater Schulman	Complaint for Personal Injuries and Damages from Childhoo Sexual Abuse; Case No. 22STCV22254; Superior Court of the State of California for the County of Los Angeles; John Doe A.G., Plaintiff, v. Doe 1, a public entity, Does 2 to 60, Defendants.
13.	Herman Law	Summons and Complaint for Damages: 1) Negligence (School); 2) Negligence (Does 2-25); 4) Negligent Hiring, Retention, and Supervision (School); 5) Negligent Hiring, Retention, and Supervision (Does 2-25); Case No. 22STCV22994; Superior Court of the State of California for the County of Los Angeles; Mary Bolden, Plaintiff, v. Does 1; and Does 2 to 25, Inclusive, Defendants.
14.	Nicole Campos – In pro per	Summons and Complaint for Damages; Case No. 22STCP02464; Superior Court of the State of California for the County of Los Angeles; Nicole Campos, Plaintiff, In pro per v. Does 1 to 20, Inclusive, Defendants.
15.	Law Offices of David Azizi	Summons and Complaint for Damages: 1) Vicarious Liability for the Wrongful Acts or Omissions by Public Entity Employees and/or Retention of Unfit Employee CA GOV. Code Section 815.2; Case No. 22LBCV00612; Superior Court of the State of California for the County of Los Angeles; Bless Enunwa, a minor by and through her GAL, Ashlee Woolfolk, Plaintiff, v. Does 1 to 50, Inclusive, Defendants.

16.	Ryan Transfiguracion, In pro per	Summons and Complaint for Damages; Case No. 22STCV11367; Superior Court of the State of California for the County of Los Angeles; Ryan Transfiguracion, In pro per, Plaintiff, v. Los Angeles Unified School District, Inclusive, Defendants.
17.	Downtown LA Law Group	Summons and Complaint for Damages; Case No. 22STCV30128; Superior Court of the State of California for the County of Los Angeles; Dalon Moore, a minor by and through his GAL Johnny Moore, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, Inclusive, Defendants.
18.	Herman Law	Summons and Complaint for Damages: 1) Negligence (District); 2) Negligence (Charter); 3) Negligence(School); 4) Negligence (Does 3-25); 5) Negligent Hiring, Retention, and Supervision (District); 6) Negligent Hiring, Retention, and Supervision (Charter); 7) Negligent Hiring, Retention, and Supervision (School); 8) Negligent Hiring, Retention, and Supervision (Does 3-25); Case No. 22STCV28853; Superior Court of the State of California for the County of Los Angeles; K.A., Plaintiff, v. Los Angeles Unified School District, and Does 3-25, Inclusive, Defendants.

The recommended disposition of the following item is "Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services":

No.	Received From	Type of Damage	Claimant	Date of Damage
19.	Karen Williams	Damage	Karen Williams	09-22-22
20.	Ana Maria Garcia	Damages	Ana Maria Garcia	08-08-22 2 rec'd
21.	Anthony Stokes II	Damages	Anthony Stokes II	2022
22.	Kabateck Gary C. Partamian	Damages	Arif Halaby	03-24-22

23.	Adriana Pinon	Damages	Axel Gabriel Rodriguez	10-06-22
24.	Ruth Paz	Damages	Axel Morales Ruth Castillo (GAL)	10-06-22
25.	Law Offices of David Azizi David Azizi Jason Smith	Damages	Bless Enunwas Ashlee Woolfolk GAL	05-05-22
26.	Cecilia Gonzalez	Damages	Cecilia Gonzalez	09-29-22
27.	Daisy M. Dubinsky	Damages	Daisy M. Dubinsky	09-28-22
28.	Dominga Juarez	Damages	Dominga Juarez	08-16-22
29.	Hersel Law Firm Sepideh Hersel	Damages	Eden Hakoun	10-04-21 Late Claim 2 rec'd
30.	Sina Tabibian	Damages	Eden Hakoun	10-21-21 Late Claim
31.	Carrillo Law Firm Luis A. Carrillo Michael S. Carrillo	Damages	Elena Perez	09-13-22
32.	Elna Jane Salazar	Damages	Elna Jane Salazar	09-14-22
33.	Sandoval Law Firm Gabby Torres GAL Nassir Amaya	Damages	Gabby Torres GAL Nassir Amaya	09-16-22

34.	M.R. Parker Law Kenneth R. Shy	Damages	Jake Luker Richard Stenlund GAL	Entire School Year Until June 2022 As Stated
35.	Jaqueline Salazar	Damages	Jaqueline Salazar	09-30-22
36.	Luis Alberto Trujillo	Damages	Jasmine M. Trujillo	09-15-22
37.	Law Offices of Justin L. Gordon Justin L. Gordon	Damages	Jennifer Yang Davidson	Continuing Tort Ongoing
38.	Douglas Hicks Attorneys at Law Jamon R. Hicks	Damages	Julie Sexton	09-14-22 2 rec'd
39.	Freedman Law Firm Robert Freedman Cathy Zelinka	Damages	Linda Brock	05-10-22 2 rec'd
40.	Lisbeth Correa	Damages	Lisbeth Correa	08-25 Thursday As stated
41.	Lubia Gomez	Damages	Lubia Gomez	09-15-22
42.	Lederer & Nojima LLP Eddie Dennis	Damages	Melony Dominguez	04-28-22
43.	Maggie Wachtel	Damages	Michael Crenshaw	09-28-22
44.	Maggie Wachtel	Damages	Michael Crenshaw	09-28-22

45.	Gabby Torres (GAL) Nassir Amaya	Damages	Nassir Amaya Gabby Torres (GAL)	09-16-22
46.	Carly Christopher Attorney at Law	Damages	Nico Henriquez Lisa Murphy GAL	2021-2022
47.	Downtown LA Law Group Jazmine Gomez	Damages	Nicole Schriener	04-06-22
48.	Mahoney Law Group George B. Singer	Damages	Norbel Domingo GAL Ivan Domingo	04-05-22
49.	Oaks River Ins. Co. Dawn Roberts	Damages	Oak River Ins. Co Miriam Mendoza	04-06-22
50.	Morris Law Firm James A. Morris	Damages	Rosa H.	05-19-22
51.	Karen Grace Eusebio	Damages	Samantha Grace B. Eusebio	03-21-22
52.	Sandra Martinez-Baxter	Damages	Sandra Martinez-Baxter	06-27-22
53.	Scott Portnoff	Damages	Scott Portnoff	08-16-21 11-09-21
54.	The Vartazarian Law Firm Steve Vartazarian	Damages	Susana Minasyan	03-25-22
55.	Deputy City Attorney Valarie R. Valadez	Damages	The City of Los Angeles	08-17-22
56.	Marisa San Antonio William Devore	Damages	William Devore	03-08-22 09-27-22

57.	Jose W. de Lao	Damages	William Josue de Lao	06-08-22
58.	21st Century Ins. Co. Jeanette Hild	Vehicle Damages	21st Century Ins. Co. ASO Stacey Golden	05-10-22
59.	Carol Graneta	Vehicle Damages	Annalie Gollena	09-18-22
60.	Anthony Mamaril	Vehicle Damages	Anthony Mamaril	10-10-22
61.	Carol L. Holton	Vehicle Damages	Carol L. Holton	10-10-22
62.	Donald Cloutier	Vehicle Damages	Donal Cloutier	09-28-22
63.	Geico Ins. Wendy Galleta	Vehicle Damages	Emily Keough	04-01-22
64.	Esmail Enayat	Vehicle Damages	Esmail Enayat	10-06-22
65.	Glen Saga	Vehicle Damages	Glen Saga	10-11-22
66.	Gloria Hernandez	Vehicle Damages	Gloria Hernandez	04-08-22
67.	Wawanesa Gilbert Aguilera	Vehicle Damages	Hrayer Estanboulian	09-14-22

68.	Ivonne Chavez	Vehicle Damages	Ivonne Chavez	04-01-22
69.	Javier Bonanken	Vehicle Damages	Javier Bonanken	08-09-22
70.	Loya Casualty Ins. Co. Priscilla Ramos	Vehicle Damages	Kevin Simon	11-12-21
71.	Kimberly Freed	Vehicle Damages	Kimberly Freed	06-24-22
72.	Linda Roberts	Vehicle Damages	Linda Roberts	09-20-22
73.	Lucy Carrillo	Vehicle Damages	Lucy Carrillo	08-26-22
74.	Luis G. Hurtado	Vehicle Damages	Luis Hurtado	10-13-22
75.	Nirmaladevi Vimaleswaran	Vehicle Damages	Nirmaladevi Vimaleswaran	10-11-22
76.	Peter Hagstrand	Vehicle Damages	Peter Hagstrand	08-28-22
77.	Renee Ortega	Vehicle Damages	Renee Ortega	09-15-22
78.	Renee Villalobos	Vehicle Damages	Renee Villalobos	10-19-22
79.	Roberto Correa	Vehicle Damages	Roberto Correa	05-18-22

80.	Roberto Solorzano	Vehicle Damages	Roberto Solorzano	10-12-22
81.	Sandra Munro	Vehicle Damages	Sandra Munro	09-29-22
82.	Sophia Lee	Vehicle Damages	Sophia Lee	05-12-22
83.	State Farm Ins. Co. Stephanie Easterbrook	Vehicle Damages	State Farm Ins. Co. ASO Michael Shames	09-06-22
84.	Uriel Lopez	Vehicle Damages	Uriel Lopez	10-02-22