

**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., Monday, March 27, 2023

*(rescheduled from the original 3/21/23 date)*

**Roll Call**

**Pledge of Allegiance**

**Board President's Reports**

Labor Partners

Independent Analysis Unit

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 1-888-475-4499 (Toll Free) 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](mailto: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 1-888-475-4499 (Toll Free) 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 1-888-475-4499 (Toll Free) 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. 219 – 22/23](#)  
[Procurement Services Division](#)  
(Approval of Procurement Actions) Recommends ratification of 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: New Contracts; Goods and General Services Contracts: New Contracts; and approve Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed on Attachment “B.”
2. [Board of Education Report No. 178 – 22/23](#)  
[Facilities Services Division](#)  
(Define and Approve 26 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 26 Board District Priority and Region Priority projects, as listed on Attachment A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein, with a total budget of \$1,670,229.
3. [Board of Education Report No. 179 – 22/23](#)  
[Facilities Services Division](#)  
(Update Phase III of the Drinking Water Quality Program and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein  
March 21, 2023) Recommends update and approval of \$33 million to Phase III of the Drinking Water Quality Program to install water bottle filling stations and upgrade drinking water fountains to bring lead levels to below five parts per billion at Special Education Centers and Elementary School sites and amend the Facilities Services Division Strategic Execution Plan to incorporate therein with a total budget of \$48 million.
4. [Board of Education Report No. 180 – 22/23](#)  
[Facilities Services Division](#)  
(Adoption of Resolutions to Authorize Performance of All Necessary Functions Related to the CalSHAPE Ventilation Program March 21, 2023) Recommends adoption of the attached Board of Education Resolutions (Exhibits A through D) to authorize the Chief Facilities Executive or his or her designee to perform all necessary functions related to the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program. Staff’s proposal includes the administration of necessary grant-related activities, and the execution of all instruments necessary, as legally permissible, to implement the requirements of the grant awards.
5. [Board of Education Report No. 181 – 22/23](#)  
[Facilities Services Division](#)  
(Define and Approve Four Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of four SEEDS projects at Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center, as described on Attachment A, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein with a total combined budget of \$400,000.

6. [Board of Education Report No. 183 – 22/23](#)  
[Facilities Services Division](#)  
(Define and Approve Three Accessibility Enhancement Projects, Two Barrier Removal Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of three accessibility enhancement projects at Hubert Howe Bancroft Middle School, Broad Avenue Elementary School, and Daniel Webster Middle School, as described in Exhibit A, to support the implementation of the Board of Education approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act (ADA), two ADA barrier removal projects at 95<sup>th</sup> Street Elementary School and Pinewood Avenue Elementary School, as described in Exhibit B, and amend the Facilities Services Division Strategic Execution Plan to incorporate therein with a total combined budget for the five proposed projects of \$49,668,421.
7. [Board of Education Report No. 192 – 22/23](#)  
[Facilities Services Division](#)  
(Approve the Definition of Four Outdoor Learning Environment Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval and the definition of four outdoor learning environment projects at 95th Street Elementary School, Charles W. Barrett Elementary School, Langdon Avenue Elementary School and Victory Boulevard Elementary School, as described in Exhibit A, and amend the Facilities Services Division Strategic Execution Plan projects with a combined budget of \$9,326,234.
8. [Board of Education Report No. 195 – 22/23](#)  
[Facilities Services Division](#)  
(Authorization to Negotiate and Execute an Agreement with Granada Hills Charter for the Synthetic Track and Turf Field Replacement Project) Recommends the authorization of the Chief Facilities Executive, and/or his designee(s), to negotiate and execute an agreement with Granada Hills Charter for the replacement of deteriorated synthetic track and turf field at the Los Angeles Unified School District owned Granada Hills campus on Zelzah Avenue, and execute all reasonable instruments, as legally permissible, to implement the Project.
9. [Board of Education Report No. 196 – 22/23](#)  
[Facilities Services Division](#)  
(Authorization to Negotiate and Execute an Agreement with Palisades Charter High School for the Common Area Modernization Project) Recommends the authorization of the Chief Facilities Executive, and/or his designee(s), to negotiate and execute an agreement with Palisades Charter High School for the modernization of existing common areas consisting of improvements to the main quad, outdoor stage, student covered eating area, front flagpole area, Gilbert quad, student and staff cafeterias, front of the gym area, mini-quads, music building front patios, and planting drought-tolerant plants at the Palisades campus, and execute all reasonable instruments, as legally permissible, to implement the Project.



10. [Board of Education Report No. 215 – 22/23](#)  
[Facilities Services Division](#)  
(Consideration of Two Business Improvement District Petitions) Recommends support of the renewal and expansion of the Lincoln Heights and Arts District Business Improvement District Petitions within the City of Los Angeles, conditioned upon the BIDs providing a discount of at least 50% or more of the proposed annual assessment, and authorize the Chief Facilities Executive or their designee to submit a petition(s) and subsequently a ballot(s) on behalf of Los Angeles Unified.
11. [Board of Education Report No. 158 – 22/23](#)  
[Division of School Operations](#)  
(Instructional Calendar) Recommends the adoption of the Instructional Calendars for the 2023-2024, 2024-2025, and 2025-2026 school years as set forth in Exhibits A through D. Each calendar provides 180 instructional days necessary to comply with Education Code Section 46200 and includes legal holidays, unassigned, and non-work days.
12. [Board of Education Report No. 197 – 22/23](#)  
[Office of the Chief Business Officer](#)  
(2022-23 Second Interim Report and Multi-Year Projections) Recommends approval of the 2022-23 Second Interim Financial Report, which contains a “positive” certification (enclosed herewith as “Attachment A”), and approval to submit the Second Interim Report to the Los Angeles County Superintendent of Schools. Recommends approval resolution (enclosed herewith as “Attachment B”) to commit fund balance in fiscal year 2022-23 for a specific use of program that meets various obligations and contractual arrangements.
13. [Board of Education Report No. 199 – 22/23](#)  
[Transportation Services Division](#)  
(Home-to-School Transportation Reimbursement - Transportation Services Plan) Recommends approval of the Transportation Services Plan 2022-23 as a condition of receiving reimbursement or apportionments from the California Department of Education for home-to-school transportation services. Based on the formula provided, LAUSD will receive approximately \$18.5 million.
14. [Board of Education Report No. 193 – 22/23](#)  
[Charter Schools Division](#)  
(Approval of the Proposed Material Revision for City Language Immersion Charter) Recommends approval of the material revision for City Language Immersion Charter, to transfer governance and operations to New Los Angeles Charter School and revise City Language Immersion Charter’s governance structure and related charter elements.  
Located in the Mid-City area of Los Angeles at 4001 Venice Blvd., Los Angeles, CA 90019 in Board District 1 and Region West.

15. [Board of Education Report No. 194 – 22/23  
Charter Schools Division](#)

**PUBLIC HEARING**

(Approval of the Proposed Material Revision for New Los Angeles Charter) Recommends approval of the material revision for New Los Angeles Charter, to add admissions preferences. Per related Board Report 193, New Los Angeles Charter seeks a one-time admission preference in spring 2023 for grades 6 and 7 students from The City; an ongoing admission preference for matriculating grade 5 students from New Los Angeles Charter Elementary; and an ongoing admission preference for matriculating grade 5 students from City Language Immersion Charter located in the Mid-City area at 1919 S. Burnside Avenue, Los Angeles, CA 90016 in Board District 1 and Region West.

**Public Notice of Bargaining Union Initial Proposals**

16. [Associated Administrators of Los Angeles Initial Bargaining Proposals for 2023 Successor \(UIP-005 -22/23\)](#)

Initial proposals from collective bargaining representatives are made public before negotiations begin.

**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/boe#calendar73805/20230323/event/65316>

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

NEW BUSINESS

# TAB 1



## Board of Education Report

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**File #:** Rep-219-22/23, **Version:** 1

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### **Approval of Procurement Actions**

**March 27, 2023**

### **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: New Contracts; Goods and General Services Contracts: New Contracts; and approve Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed on 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 defensible, 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:

- Professional Services Contracts: New Contracts; and
- Goods and General Services Contracts: New Contracts

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

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

**Student Impact:**

Not applicable.

**Equity Impact:**

Not applicable.

**Issues and Analysis:**

There are no 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

Previously adopted Board report referenced in the policy implications section:



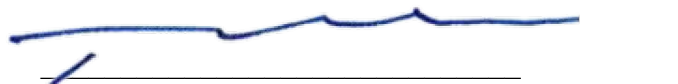

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)  
<[https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\\_link](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)>

**Informatives:**

Not applicable.

**Submitted:**

03/09/23

**RESPECTFULLY SUBMITTED,**  
ALBERTO M. CARVALHO  
Superintendent**APPROVED & PRESENTED BY:**  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations**REVIEWED BY:**  
DEVORA NAVERA REED  
General Counsel**APPROVED & PRESENTED BY:**  
SUNG YON LEE  
Deputy Chief Business Officer  
Office of the Deputy Chief Business Officer☒ Approved as to form.**REVIEWED BY:**  
TONY ATIENZA  
Director, Budget Services and Financial Planning**APPROVED & PRESENTED BY:**  
JUDITH REECE  
Chief Procurement Officer  
Procurement Services Division☒ Approved as to budget impact statement.



## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS ALREADY AWARDED****NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS****Item A**

<b><u>DIVISION OF SPECIAL EDUCATION</u></b>			<b>\$226,000,000</b>
<b><u>CONTRACTOR</u></b>	<b><u>IDENTIFICATION NO.</u></b>	<b><u>SOURCE OF FUNDS</u></b>	<b><u>AMOUNT</u></b>
<b>360 DEGREE CUSTOMER INC. -LAS PER DIEM (NPA);</b>	1782501-23	Special Education	\$226,000,000
<b>ADVANCING HIGHER EDUCATION &amp; DEV (AHEAD) (NPA);</b>	1785701-23	Funds (76.84%)	
<b>ALPINE ACADEMY (NPS);</b>	1911201-23	Federal Funds	
<b>AUTISM BEHAVIOR CONSULTANTS (NPA);</b>	1918901-23	(23.16%)	
<b>AUTISM BEHAVIOR INTERVENTION (NPA);</b>	1781101-23		
<b>AUTISM LEARNING PARTNERS (NPA);</b>	1924301-23		
<b>AUTISM SPECT INTERV (NPA);</b>	1928701-23		
<b>AUTISM SPECT THRPS (NPA);</b>	1928201-23		
<b>BEHAVIOR &amp; EDUC, INC (NPA);</b>	1928301-23		
<b>BEHAVIOR FRONTIERS (NPA);</b>	1781201-23		
<b>BEHAVIOR GUIDANCE GROUP (NPA);</b>	1788801-23		
<b>BEHAVIORAL LEARNING NETWORK (NPA);</b>	1787201-23		
<b>BMR HEALTH SVCS, INC (NPA);</b>	1785601-23		
<b>BRIDGEPORT SCHOOL (NPS);</b>	1177101-23		
<b>BRIDGEPORT VOC WEST (NPS);</b>	1930101-23		
<b>BRIDGEPORT WEST (NPS);</b>	1930201-23		
<b>CALIFORNIA PSYCHCARE, INC (NPA);</b>	1788001-23		
<b>CAROUSEL SCHOOL (NPS);</b>	1911601-23		
<b>CENTER FOR AUT&amp;REL SVC,INC (NPA);</b>	1919701-23		
<b>CENTER FOR AUTISM &amp; REL DISORDERS (NPA);</b>	1919601-23		
<b>CENTER FOR DEV MIND (NPA);</b>	1785501-23		
<b>CHANGE ACADEMY-CALO (NPS);</b>	1789601-23		
<b>CHILD COUNSELING &amp; BEHAVIOR THERAPY CLINIC (NPA);</b>	1920001-23		
<b>CHILD DEVELOPMENT INSTITUTE (NPA);</b>	1920101-23		
<b>CHIME INSTITUTE (PRESCHOOL DIS) (NPA);</b>	1911701-23		

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
CINNAMON HILLS SCH (NPS);			
CREATIVE BEHV CONSLT (NPA);	1784701-23		
CTR BEH, ED & SOC THER. (NPA);	1928501-23		
DEVELOPMENTAL DYNAMO INC	1919801-23		
(NPA);	1920601-23		
DEVEREUX ACKERMAN (NPS);			
DEVEREUX SCHOOL OF VIERA (NPS);	1929401-23		
DUBNOFF SCHOOL (NPS);	1779301-23		
EARLY STRIDES (NPA);	1961501-23		
EKO MULTI PURPOSE CENTER, INC.	1920901-23		
(NPS);	1172201-23		
ELLIOTT INSTITUTE, INC. (NPS);			
ESSEY, CAROL (NPA);	1912601-23		
FIRSTSTEPS FOR KIDS, INC (NPA);	1919501-23		
FOCUS ON ALL CHILD THERAPIES	1781401-23		
(NPA);	1921501-23		
GARY STROMBERG & ASSOCIATES -			
PER DIEM (NPA);	1782901-23		
HAWTHORNE ACADEMY (NPS);			
HEARTSPRING SCHOOL (NPS);	1913101-23		
HELP GROUP-NORTH HILLS PREP	1789101-23		
(NPS);	1965101-23		
HERITAGE SCHOOL (NPS);			
INCLUSIVE ED. & COMM	1913201-23		
PARTNERSHIP (NPA);	1922101-23		
INIZIO INTERVNTN INC (NPA);			
INSTITUTE FOR APPL. BEH.	1788101-23		
ANALYSIS (NPA);	1922301-23		
INTENSIVE BEH INTRVEN			
CONSULTANTS (NPA);	1922401-23		
INTERCARE THERAPY (NPA);			
IRL ALMANSOR (NPS);	1922501-23		
IRL WESTMORELAND (NPS);	1911101-23		
JACK WEAVER SCHOOL (OAK	1785301-23		
GROVE) (NPS);	1913601-23		
KADIANT (NPA);			
KAYNE ERAS CENTER (NPA);	1528101-23		
KAYNE ERAS CENTER (NPS);	1923001-23		
LEARNING & BEHV CTR (NPA);	1913701-23		
LEHRHOFF, IRWIN (NPA);	1928101-23		
LIGHT STREET SPECIAL EDUCATION	1922701-23		
SOLUTIONS (NPA);	1927901-23		

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
LITTLE CITIZENS/WESTSIDE ACAD#1 MS (NPS);	1914301-23		
LITTLE CITIZENS/WESTSIDE ACAD#3 ES (NPS);	1914501-23		
LOGAN RIVER ACADEMY (NPS);	1914701-23		
LOOKING GLASS CHILDRENS SERVICES (NPA);	1923301-23		
LOVAAS INST./EARLY INTERVENTION (NPA);	1923501-23		
MCRORY PEDIATRIC SERVICES (NPA);	1923801-23		
NEW MEDISCAN II, LLC (NPA);	1923901-23		
NORTHPOINT SCHOOL CFGC (NPS);	1177601-23		
NOVA HEALTH THERAPIES (NPA);	1786901-23		
PERSONAL COACHING SYSTEMS (NPS);	1788401-23		
PIONEER HLTH SVC LLC (NPA);	1785101-23		
PRISTINE REHAB CARE (NPA);	1780601-23		
PROGRESSUS THERAPY, LLC (NPA);	1924701-23		
PROTOCOL AGENCY, INC. (NPA);	1928601-23		
PROVO CANYON, UHS (NPS);	1915901-23		
RCM HEALTH CARE SVCS (NPA);	1930601-23		
REACHING THE STARS CTR. FOR AUT. (NPA);	1924801-23		
SHABANI INSTITUTE (NPA);	1787301-23		
SIERRA SCHOOL OF ALHAMBRA (NPS);	1108201-23		
SLAUSON LEARNING CTR #1 (HIGH) (NPS);	1916301-23		
SLAUSON LEARNING CTR II (ELEM) (NPS);	1917401-23		
SMART START (NPS);	1916601-23		
SOLIAN HEALTH INC (NPA);	1784201-23		
SOUTH BAY SPEECH AND LANGUAGE (NPA);	1918601-23		
SPEECH TIME (NPA);	1783801-23		
SPEECH/LANG/EDUC. ASSOC. (NPA);	1925201-23		
STAFF ASSISTANCE (NPA);	1925401-23		
STEM3 ACADEMY (NPS);	1787401-23		
STEPPING STONES GR (NPA);	1930501-23		
SUMMIT VIEW SCHOOL (NPS);	1169501-23		
SUMMIT VIEW SCHOOL (WESTSIDE) (NPS);	1916801-23		

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
SUNRISE SCHOOL (NPS);	1163101-23		
SUNRISE WEST (NPS);	1930301-23		
SWITZER LEARNING CENTER (NPS);	1916901-23		
THERAPY IN ACTION (NPA);	1925801-23		
THERAPY MANTRA, INC. (NPA);	1928401-23		
THERAPY WEST (NPA);	1925901-23		
TOTAL EDUCATION SOLUTIONS (NPA);	1926001-23		
VERDUGO HILLS AUTISM PROJECT (NPA);	1926101-23		
VILLAGE GLEN SCH (VALLEY) (NPS);	1163201-23		
VILLAGE GLEN WEST (NPS);	1930401-23		
VISTA SCHOOL (NPS);	1169601-23		
WAYFINDER FAMILY SERVICES(NPS);	1177301-23		
WESTVIEW SCH ART/TEC (NPS);	1526401-23		
WORKING WITH AUTISM (NPA);	1926301-23		
YOUNG LEARNERS PRE-S & INTRVN CTR (NPS)	1918201-23		

The Division of Special Education is seeking Board ratification of Nonpublic School/Agency Master Contracts for the 2022-23 school year for the provision of statutorily required student Individualized Education Program (IEP) supports and services. The Division of Special Education has the authority to contract for nonpublic services under Education Code section 56366 and as further specified by Title 5, California Code of Regulations Section 3065, for a student whose documented needs, as stated on the IEP, are of a nature and/or severity that require a special education instructional program or services which cannot be provided by a District program.

**Contract Term:** 07/01/22 through 6/30/23 to be renewed annually.

**Aggregate Contract Value For One Hundred and Seven (107) Contracts: \$226,000,000**

**Requester:**

Maribel Luna, Ed. D  
Senior Director  
Division of Special Education

**Equity Impact:**

Not applicable.

## ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY****A. GOODS AND GENERAL SERVICES CONTRACTS ALREADY AWARDED****NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS****Item B****FACILITIES SERVICES DIVISION****\$0**

<u>CONTRACTOR</u>	<u>IDENTIFICATION NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
<b>Environmental Construction Group, Inc.;</b>	4400011111	COVID-19 Funds	\$100,000,000
<b>Harbor Building Maintenance, Inc.;</b>	4400011112	(80%)	( <a href="#">Approved BOE Rpt. 089-2021, dated 12.08.20</a> )
<b>Social Media Divaa, LLC, dba KleaningKrew, Inc.;</b>	4400011113	General Funds	
<b>Quality Commercial Cleaning, Inc. (Spectrum Facility Maint.)</b>	4400011114 (IFB 2000002884)	(20%)	

**\*Existing Vendors:** ABM Industry Group; Premiere Property Preservation, LLC

Ratification of formally competed capacity contracts to be added to existing\* bench of two contracts “via refresh” to provide janitorial services to various schools and offices Districtwide.

Services to provide enhanced cleaning and disinfection as outlined by Los Angeles County Department of Public Health and CDC guidelines and to provide services when insufficient District staff is available. Contract professionals are needed to support LAUSD’s custodial workforce to meet the demands.

The services provide the cleaning and disinfecting necessary to help create a safe and healthy environment that directly impacts student and staff attendance. Pillar 2 (Joy and Wellness) will be supported with this action.

**Contracts Term:** 01/01/23 through 12/31/26, includes five (5) 6-month renewal options

**Aggregate Contract Value For Six (6) Contracts: \$100,000,000**

**Requester:**

India Griffin, Director  
Maintenance & Operations  
Facilities Services Division

**Equity Impact:**

Not applicable.

## ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

## A. 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

## Item C

<u>TRANSPORATION SERVICES DIVISION</u>			<b>\$7,700,000</b>
<u>CONTRACTOR</u>	<u>IDENTIFICATIO N NO.</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
<b>Hop, Skip and Drive;</b>	4400010646	General Funds (100%)	\$7,700,000
<b>Zum;</b>	4400010647		
<b>ALC (Ever Driven);</b>	4400010648		
<b>Kango</b>	4400010649		
	(RFP 2000002514)		

Formally competed bench of contracts for student ridesharing services. The authority to increase or decrease the amounts of these contracts will be limited to the aggregate amount of \$7,700,000.

The services are needed to supplement the District's capacity to provide transportation for eligible students District-wide in support of the District's goal of 100 percent attendance and aligns with the Academic Excellence and the Operational Effectiveness pillars.

The contracts are essential to ensuring that the District can continue to provide transportation services in times where transportation is not possible within the existing capacity.

**Contract Term:** 03/22/23 through 03/21/28, includes two one-year renewal options

**Aggregate Five-Year Value For Four (4) Contracts: \$7,700,000**

**Requesters:**

Daniel Kang, Director  
Transportation Services Division

Dr. Maribel Luna  
Senior Director of Special Education  
Division of Special Education

# **NO EQUITY IMPACT STATEMENT**



# TAB 2



## Board of Education Report

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**File #:** Rep-178-22/23, **Version:** 1

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### **Define and Approve 26 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

**March 27, 2023**

#### **Facilities Services Division**

#### **Action Proposed:**

Define and approve 26 Board District Priority (BDP) and Region Priority (RP) 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 \$1,670,229.

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 Regions 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.

#### **Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on February 23, 2023. 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.

#### **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 BDP and RP projects and the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment.

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**File #:** Rep-178-22/23, **Version:** 1

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**Budget Impact:**

The total combined budget for the 26 projects is \$1,670,229. Eight projects are funded by Bond Program funds earmarked specifically for RP projects. Eighteen projects are funded by Bond Program funds earmarked specifically for BDP 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 14,200 students.

**Equity Impact:**

Board Districts and Regions consider a number of factors, including equity, when identifying the need for BDP and RP projects.

**Issues and Analysis:**

This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Districts and/or Regions and school administrators.

**Attachments:**

Attachment A - Board District Priority and Region Priority Projects

Attachment B - BOC Resolution


**Informatives:**

Not Applicable

**Submitted:**

02/15/23

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

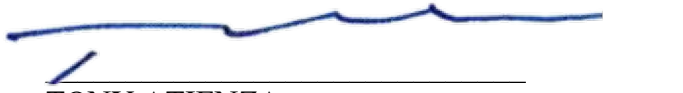
REVIEWED BY:

  
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 Facilities Maintenance and Operations

## ATTACHMENT A

### BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	1	S	95th St. ES	Provide exterior lunch tables	BDP <sup>1</sup>	\$ 81,923	Q3-2023	Q4-2023
2	1	S	Budlong ES	Install video surveillance (CCTV) system and upgrade secure entry system	BDP <sup>2</sup>	\$ 78,524	Q4-2023	Q1-2024
3	1	W	Virginia ES	Install new sink and cabinets in nurse's office	BDP	\$ 39,103	Q3-2023	Q4-2023
4	3	N	Cantara ES	Provide classroom furniture	BDP	\$ 54,496	Q2-2023	Q4-2023
5	3	N	Hazeltine ES	Provide new STEAM lab	BDP	\$ 62,497	Q2-2023	Q4-2023
6	3	N	Justice Academy Charter ES*	Provide interactive displays	BDP	\$ 52,939	Q2-2023	Q4-2023
7	3	N	Van Nuys MS	Install water bottle filling stations	BDP	\$ 47,818	Q3-2023	Q4-2023
8	3	N	Vintage Math/Science/Technology Magnet	Install new electronic, free-standing marquee	BDP <sup>3</sup>	\$ 73,083	Q4-2023	Q1-2024
9	4	N	Vanalden EEC	Provide classroom furniture	BDP	\$ 6,329	Q2-2023	Q4-2023
10	4	W	University Charter HS*	Install new electronic, free-standing marquee	RP	\$ 74,512	Q4-2023	Q1-2024
11	4	W	Webster MS	Install new chain link privacy fence	RP	\$ 116,109	Q3-2023	Q4-2023
12	5	E	28th St. ES	Install new chain link privacy fence	BDP	\$ 58,906	Q3-2023	Q4-2023
13	5	E	Escutia PC	Provide exterior furniture	BDP	\$ 58,061	Q2-2023	Q4-2023
14	5	E	Lillian ES	Install new chain link privacy fence	BDP	\$ 81,230	Q1-2024	Q3-2024
15	5	E	Nimitz MS	Install new secure entry system	BDP	\$ 39,591	Q3-2023	Q4-2023
16	5	E	San Gabriel ES	Install new chain link privacy fence	BDP	\$ 93,840	Q1-2024	Q3-2024
17	5	W	Kim ES	Install new chain link privacy fence	RP	\$ 44,478	Q3-2023	Q4-2023
18	5	W	Le Conte MS	Install new electronic, free-standing marquee	BDP <sup>4</sup>	\$ 71,528	Q4-2023	Q1-2024
19	6	N	Maclay MS	Install video surveillance (CCTV) system	RP <sup>5</sup>	\$ 145,856	Q4-2023	Q2-2024
20	6	N	Rio Vista ES	Install new electronic, free-standing marquee	RP <sup>6</sup>	\$ 40,000	Q4-2023	Q1-2024
21	6	N	Sylmar Biotech Health Academy	Install new electronic, free-standing marquee	BDP	\$ 91,340	Q4-2023	Q1-2024
22	7	E	Florence ES	Install chain link fence	RP <sup>7</sup>	\$ 28,031	Q1-2024	Q3-2024

## ATTACHMENT A

### BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
23	7	E	Main ES	Install new chain link privacy fence	BDP <sup>8</sup>	\$ 95,025	Q3-2023	Q4-2023
24	7	S	Catskill ES	Install new chain link privacy fence	BDP	\$ 36,185	Q1-2024	Q3-2024
25	7	S	Crestwood ES	Install video surveillance (CCTV) system and upgrade secure entry system	RP	\$ 63,199	Q4-2023	Q2-2024
26	7	S	Edison MS	Install new secure entry system	RP	\$ 35,626	Q3-2023	Q1-2024
<b>TOTAL</b>						<b>\$ 1,670,229</b>		

\*LAUSD affiliated charter school

<sup>1</sup>(95th St. ES) Although this is a Board District 1 (BD1) BDP project, Region South (RS) will contribute \$41,000 towards this budget. The amount will be transferred from RS' spending target to the BD1 spending target.

<sup>2</sup>(Budlong ES) Although this is a Board District 1 (BD1) BDP project, Region South (RS) will contribute \$39,300 towards this budget. The amount will be transferred from RS' spending target to the BD1 spending target.

<sup>3</sup>(Vintage M/S/T Magnet) Although this is a Board District 3 (BD3) BDP project, Region North (RN) will contribute \$36,500 towards this budget. The amount will be transferred from RN's spending target to the BD3 spending target.

<sup>4</sup>(Le Conte MS) Although this is a Board District 5 (BD5) BDP project, Region West (RW) will contribute \$35,800 towards this budget. The amount will be transferred from RW's spending target to the BD5 spending target.

<sup>5</sup>(Macley MS) Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$61,300 towards this budget. The amount will be transferred from BD6's spending target to the RN spending target. Additionally, the school will contribute \$100,000 and the Sun Valley Community of Schools will contribute \$10,000 towards the budget, which is not part of the budget presented here. This approval is for the bond-funded portion only.

<sup>6</sup>(Rio Vista ES) Although this is a Region North (RN) RP project, Board District 6 (BD6) will contribute \$20,000 towards this budget. The amount will be transferred from BD6's spending target to the RN spending target. Additionally, the school will contribute \$30,600 towards the budget, which is not part of the budget presented here. This approval is for the bond-funded portion only.

<sup>7</sup>(Florence ES) Although this is a Region East (RE) RP project, Board District 7 (BD7) will contribute \$14,000 towards this budget. The amount will be transferred from BD7's spending target to the RE spending target.

<sup>8</sup>(Main ES) Although this is a Board District 7 (BD7) BDP project, Region East (RE) will contribute \$47,500 towards this budget. The amount will be transferred from RE's spending target to the BD7 spending target.

## 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 Charter School Association

**Jeffrey Fischbach**

CA Tax Reform Assn.

**Chris Hannan**

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Tenth District PTSA

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**Joseph P. Buchman – Legal Counsel**

Burke, Williams &amp; Sorensen, LLP

**Lori Raineri and Keith Weaver – Oversight Consultants**

Government Financial Strategies

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

## RESOLUTION 2023-01

## BOARD REPORT NO. 178-22/23

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 26  
BOARD DISTRICT PRIORITY AND REGION 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 26 Board District Priority and Region Priority Projects (as listed on Attachment A of Board Report No. 178-22/23), 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 \$1,670,229; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Regions 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 26 projects will come from Board District Priority Funds and Region 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 2023-01****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 26 BOARD DISTRICT PRIORITY AND REGION 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 26 Board District Priority and Region Priority Projects, with a combined budget of \$1,670,229, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 178-22/23, 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 February 23, 2023, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Margaret Fuentes/

Margaret Fuentes  
Chair

/Michael Hamner/

D. Michael Hamner  
Vice-Chair

[Return to Order of Business](#)

**TAB 3**



## Board of Education Report

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**File #:** Rep-179-22/23, **Version:** 1

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### **Update Phase III of the Drinking Water Quality Program and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Update and approve \$33 million to Phase III of the Drinking Water Quality Program (Program) to install water bottle filling stations and upgrade drinking water fountains to bring lead levels to below five parts per billion (ppb) at Special Education Centers and Elementary School sites and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for the Program is \$48 million.

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 Program, including budget modifications and the purchase of equipment and materials.

#### **Background:**

On January 1, 2018, the State's new lead testing law (California Assembly Bill 746 adding Section 116277 to the Health and Safety Code) went into effect, which requires all K-12 schools, preschools and child day care facilities located on public school property to perform lead sampling of drinking water by July 1, 2019. The law was written to address school districts that, unlike Los Angeles Unified, have not conducted testing, and establishes 15 ppb as the threshold for requiring schools to shut down and repair water outlets. The U.S. Environmental Protective Agency's (EPA) has also updated its guidelines to recommend that school and childcare facilities implement programs for reducing lead in drinking water to lowest levels possible as part of their overall plans for maintaining healthy learning environments. The District moreover anticipates that future State legislation will further lower the lead in drinking water standard to five ppb.

#### **Phase III (In Progress)**

In anticipation of the change to State required standards, and in keeping with the District's proactive approach to providing quality drinking water for our students, on April 23, 2019, the Board of Education (Board) approved an initial \$15 million to begin Phase III of the Program. Phase III of the Program completed sampling of drinking water outlets at all school sites to revalidate the testing that was initiated in 2008. Based on the findings, sites were identified for remediation work to bring the required fountains below five ppb and for installation of water bottle filling stations. As the initial \$15 million funding allocation represents a portion of the funding required for this effort, staff began with schools serving the youngest students and most sensitive receptors, e.g., Early Education Centers, Special Education Centers and as many Elementary Schools as funding permitted. Remediation work and installation of water bottle filling stations has been completed at all 92 Early Education Centers, eight Special Education Centers and 83 Elementary Schools. The update and approval of additional funding to Phase III of the Program will allow the completion of remediation work and installation of water bottle filling stations at all Special Education Centers and Elementary Schools, which is anticipated to be complete in the fourth quarter of 2026. It is estimated that a total of 615 water bottle filling

stations will be installed at the remaining sites under Phase III.

Facilities will continue to work collaboratively with the Office of Environmental Health and Safety (OEHS) on this effort.

### ***Drinking Water Quality Program Overview***

For over 30 years, the District has implemented stringent practices to ensure that drinking water at our schools meet or exceed regulatory guidance. The District was among the first in the country to conduct testing of drinking water fixtures, implement a daily flushing program in schools and adopt a lead in drinking water standard of 15 ppb, which at the time, was 25% lower than the EPA's guidelines.

Beginning in 1988, the District conducted representative testing of drinking water fixtures and confirmed that the flushing of fixtures reduces lead levels to EPA thresholds in almost all instances. In the cases where flushing did not reduce the lead levels below EPA thresholds, the fixtures were taken out of service.

### ***Phase I***

In 2008, the District initiated comprehensive testing of drinking water fountains at all schools. Each fixture was sampled twice: at an initial draw and at a second draw after flushing for 30 seconds. At that time, drinking water fountains that exceeded the District's action level of 15 ppb of lead on the second draw were shut off until corrective actions to reduce lead levels were implemented.

In 2009, the Board approved \$12.5 million in Bond Program funds for Phase I of the Drinking Water Quality Program to mitigate lead in water to 15 ppb at schools with the youngest students. The Phase I projects focused on the installation of filters at each drinking water fountain at all Early Education Centers and approximately 20% of Elementary School sites. In total, 203 schools were mitigated with this phase.

### ***Phase II***

In 2015, the Board approved \$19.8 million for Phase II of the Program to mitigate the effects of lead in water at the school sites not completed in Phase I. Work was completed for all District K-12 schools at the end of 2018. In total, 863 schools were mitigated during this phase and are now exempt from the flushing requirement. Additional sites (e.g., administrative sites where children visit occasionally) were subsequently added to the Program and were mitigated and placed off flushing in 2019 which represented the completion of Phase II.

Staff anticipates returning to the Board to define and request approval of Phase IV of the Program to provide remediation work and installation of water bottle filling stations at all Middle and High Schools.

### **Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on February 23, 2023. 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.

### **Expected Outcomes:**

Adopt the proposed amendment to the Facilities SEP to incorporate this update and approve \$33 million to Phase III of the Program to support the District's effort to improve student health, safety, and educational quality. Approval will authorize staff to complete remediation work to bring the required drinking water fountains below five ppb and installation of water bottle filling stations at all Special Education Centers and Elementary Schools.

**Board Options and Consequences:**

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to continue Phase III of the Program 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, the additional Bond Program funds will not be expended, and staff's efforts to provide outlet upgrades and install water bottle filling stations will end after the initial \$15 million funding allocation is exhausted.

**Policy Implications:**

The proposal is consistent with Los Angeles Unified's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment.

**Budget Impact:**

The initial approval of Phase III of the Program provided a funding allocation of \$15 million. With this update, an additional \$33 million will be allocated to the Program for an overall combined budget of \$48 million. The Program will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

**Student Impact:**

Approval of this update enables the District to continue our ongoing efforts to undertake facilities improvements that help ensure students attending the school are provided with a safe school environment that promotes teaching and learning.

**Equity Impact:**

Phase III of the Program will complete the sampling of active drinking water fountains at all school sites, remediation work and installation of water bottle filling stations at all Early Education Centers, Special Education Centers, and Elementary Schools. A future Phase IV of the Program, if approved by the Board, will implement remediation work and installation of water bottle filling stations at all Middle and High Schools.

**Issues and Analysis:**

The District anticipates that upcoming State legislation will modify the action level from the current standard of 15 ppb to 5 ppb. Phase III of the Program will permit staff to continue efforts to ensure that drinking water at our schools meet or exceed regulatory guidance and State standards. Phase III will conclude upon completion of remediation work and installation of water bottle filling stations at all Special Education Centers and Elementary School sites. It is anticipated that Phase III will be complete in the fourth quarter of 2026. Staff anticipates returning to the Board to define and request approval of Phase IV of the Program to complete the work at Middle and High Schools.

The initial \$15 million funding allocation for Phase III has allowed for the completion of 1) sampling of all active drinking water fountains at all school sites and 2) remediation work to bring lead levels to below five ppb and installation of water bottle filling stations at all 92 Early Education Centers. In addition, remediation work and installation of water bottle filling stations have been completed at eight Special Education Centers and 83 Elementary Schools. It is estimated that a total of 615 water bottle filling stations will be installed at the remaining Special Education Centers and Elementary School sites under Phase III of the Program.

**Attachments:**

Attachment A - BOC Resolution

Previously adopted Board reports referenced in the Background section:

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**File #:** Rep-179-22/23, **Version:** 1

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- Adopted April 23, 2019: [Board Report No. 325-18/19](https://drive.google.com/file/d/11dC3_E85ZQoFw4T8puL1McKzSxE5RVqT/view?usp=sharing)  
<[https://drive.google.com/file/d/11dC3\\_E85ZQoFw4T8puL1McKzSxE5RVqT/view?usp=sharing](https://drive.google.com/file/d/11dC3_E85ZQoFw4T8puL1McKzSxE5RVqT/view?usp=sharing)>
- Adopted August 25, 2009: [Board Report No. 49 - 09/10](https://drive.google.com/file/d/1qAs4eIv_zKguccmq-sDwlxcsW_tjrVat/view?usp=sharing)  
<[https://drive.google.com/file/d/1qAs4eIv\\_zKguccmq-sDwlxcsW\\_tjrVat/view?usp=sharing](https://drive.google.com/file/d/1qAs4eIv_zKguccmq-sDwlxcsW_tjrVat/view?usp=sharing)>
- Adopted September 01, 2015: [Board Report No. 017-15/16](https://drive.google.com/file/d/12bHb0APK0KbD1x8IeZIXwGfVPJtJL5Sg/view?usp=sharing)  
<<https://drive.google.com/file/d/12bHb0APK0KbD1x8IeZIXwGfVPJtJL5Sg/view?usp=sharing>>

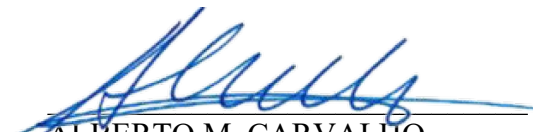
**Informatives:**

None

**Submitted:**

02/15/23

RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent

APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

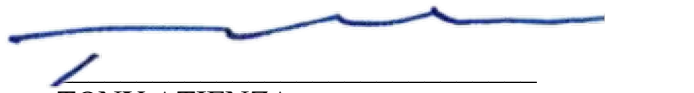
REVIEWED BY:

  
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 Facilities Maintenance and Operations



**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.

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**William O. Ross, IV**31<sup>st</sup> District PTSA**Samantha Rowles**

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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 &amp; Sorensen, LLP

**Lori Raineri and Keith Weaver – Oversight****Consultants**

Government Financial Strategies

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

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**RESOLUTION 2023-02****BOARD REPORT NO. 179-22/23****RECOMMENDING BOARD APPROVAL TO UPDATE PHASE III OF THE DRINKING WATER QUALITY PROGRAM AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) update and approve \$33 million to Phase III of the Drinking Water Quality Program (Program) to install water bottle filling stations and upgrade drinking water fountains to bring lead levels to below five parts per billion (ppb) at Special Education Centers and Elementary School sites, as described in Board Report 179-22/23 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 Program; and

WHEREAS, In 2009, the Board approved \$12.5 million for Phase I of the Program to mitigate lead in water to 15 ppb at schools with the youngest students; and in 2015 the Board approved \$19.8 million for Phase II to mitigate lead in water at school sites not completed in the prior phase; and whereby work was completed for all District K-12 schools at the end of 2018, thus exempting schools from the daily flushing requirement; and

WHEREAS, The U. S. Environmental Protective Agency updated its guidelines to recommend that school and childcare facilities implement programs for reducing lead in drinking water to lowest levels possible as part of their overall plans for maintaining healthy learning environments; and the District moreover anticipates that upcoming legislation will lower the lead in drinking water standard from 15 to five ppb; and

WHEREAS, In 2019, the Board approved an initial \$15 million to begin Phase III of the Program to continue efforts to ensure that drinking water at schools meet or exceed regulatory guidance and State standards; and

**RESOLUTION 2023-02****RECOMMENDING BOARD APPROVAL TO UPDATE PHASE III OF THE DRINKING WATER QUALITY PROGRAM AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, Phase III of the Program began by surveying all school sites to ensure that there is an updated sample record for every drinking water fountain on campus and based on the findings, identified sites for lead mitigation efforts to bring the required fountains below five ppb and install water bottle filling stations, starting with schools that serve the youngest students, e.g., Early Education Centers, Special Education Centers, and Elementary Schools, as the initial \$15 million funding allocation permitted; and

WHEREAS, The initial funding allowed staff to complete remediation work and water bottle filling station installation at all Early Education Centers and begin the same at Special Education Centers and Elementary Schools; and

WHEREAS, The proposal includes an increase of the Program funding allocation by \$33 million bringing the Phase III Program budget to \$48 million to complete remediation work and installation of water bottle filling stations at the remaining Special Education Centers and Elementary Schools, which will complete Phase III of the Program; and

WHEREAS, District Staff will return to the Bond Citizens' Oversight Committee (BOC) and the Board to define and request approval for Phase IV of the Program to complete remediation work and installation of water bottle filling stations at Middle and High Schools; and

WHEREAS, The Program is consistent with the Los Angeles Unified's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, the Board's approval of the proposal will authorize District Staff to proceed with the expenditure of Bond Program funds to complete Phase III of the Program; and

WHEREAS, District Staff has concluded 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 adopt an amendment to the Facilities SEP to update and approve \$33 million to Phase III of the Program with a total budget of \$48 million, as described in Board Report 179-22/23, 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.

**RESOLUTION 2023-02**

**RECOMMENDING BOARD APPROVAL TO UPDATE PHASE III OF THE DRINKING WATER QUALITY PROGRAM AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

ADOPTED on February 23, 2023, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

*/Margaret Fuentes/*

Margaret Fuentes  
Chair

*/Michael Hamner/*

D. Michael Hamner  
Vice-Chair

**TAB 4**



## Board of Education Report

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**File #:** Rep-180-22/23, **Version:** 1

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### **Adoption of Resolutions to Authorize Performance of All Necessary Functions Related to the CalSHAPE Ventilation Program**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Adopt the attached Board of Education (Board) Resolutions (Exhibits A through D) to authorize the Chief Facilities Executive or his or her designee to perform all necessary functions related to the California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program. Staff's proposal includes the administration of necessary grant-related activities, and the execution of all instruments necessary, as legally permissible, to implement the requirements of the grant awards.

#### **Background:**

The CalSHAPE Ventilation Program is one of two state grants under the California Energy Commission's CalSHAPE program, established by Assembly Bill (AB) 841 (Ting, Chapter 372, Statutes of 2020) for eligible parties within the service territories of the large electric and natural gas utilities in California. The program provides funding for the reasonable costs of heating, air conditioning, and ventilation (HVAC) assessment, general maintenance and adjustment, filter replacement, and carbon dioxide monitor installation including certain repairs, replacements and other improvements to HVAC systems in California's K-12 public schools.

CalSHAPE prioritizes investments in facilities in underserved communities and those located near freeways or industrial facilities, in accordance with California Public Utilities Code Section 1612, which requires that at least 25 percent of projects be in underserved communities.

The District met program eligibility requirements for 163 school sites in funding rounds released for schools in underserved communities located within the Southern California Edison territory. The District proceeded with applications for all eligible sites and subsequently was awarded grants in four groups for a cumulative total of approximately \$26.4 million for assessment and specified maintenance and improvements to HVAC systems at the 163 sites. (See Exhibit E LAUSD School Sites by Groups)

CalSHAPE requires the adoption of a resolution by a school district's governing body that authorizes a representative to execute all instruments necessary (including funding agreements, amendments, requests for reimbursement) on behalf of the school district and to carry out other necessary activities associated with administration of the grant. A resolution is required for each of the four grants awarded to the District (Exhibits A through D).

#### **Expected Outcomes:**

Staff anticipates that the Board will adopt the Resolutions to authorize staff to perform all necessary functions related to the CalSHAPE Ventilation Program, including the execution of all necessary instruments for the purposes of the administration of the grant awards.

**Board Options and Consequences:**

Approval of this action will enable staff to proceed with the necessary administrative and project activities related to the CalSHAPE Ventilation Program.

If the proposed action is not approved, staff would not be able to proceed with the grant awards resulting in the forfeiture of up to \$26.4 million.

**Policy Implications:**

Staff's proposal aligns with Pillar 4 Operational Effectiveness of the 2022-26 Strategic Plan and meets the requirements of the grant program.

**Budget Impact:**

Adoption of the Resolutions satisfies a requirement of the CalSHAPE Ventilation Program. Additional funding is not needed to implement the proposed action. District costs associated with the administration of the grant awards, including but not limited to project management, environmental monitoring, inspection, and grant-required reporting activities, will be funded by Routine Restricted Maintenance Account (RRMA) funds. These costs are estimated at approximately \$4.8 million over the next 3 ½ years using existing staff.

**Student Impact:**

Approval of this action allows the District to administer grants that were awarded to improve ventilation in classrooms, thus improving students' access to a safe and healthy learning environment.

**Equity Impact:**

CalSHAPE Ventilation prioritizes investments in facilities in underserved communities and those located near freeways or industrial facilities.

**Issues and Analysis:**

Facilities Maintenance and Operations (M&O) maintains more than 61,000 pieces of HVAC equipment at over 1,000 District schools. The grant monies awarded under the CalSHAPE Ventilation Program will complement M&O's ongoing efforts to evaluate and maintain HVAC systems, and make recommendations for future planning and development of capital improvement projects. The grants will cover costs for HVAC assessment, general maintenance and adjustment, filter replacement, and carbon dioxide monitor installation including certain repairs, replacements and other improvements to HVAC systems at 163 school sites. The District will benefit through improved performance and efficiency of our HVAC systems, as well as through savings on labor and material costs that would otherwise be funded by RRMA funds. Anticipated cost savings include approximately \$1.1 million for the purchase and installation of MERV13 filter replacements; \$4.3 million for the purchase and installation of carbon dioxide sensors; \$21 million for HVAC system testing, maintenance repairs and adjustments, and upgrades at the 163 school sites.

M&O continues to monitor the CalSHAPE Ventilation Program's funding round releases for additional grant opportunities at more District schools.

**Attachments:**

- Exhibit A - CalSHAPE Ventilation Program Board Resolution - Group A
- Exhibit B - CalSHAPE Ventilation Program Board Resolution - Group B
- Exhibit C - CalSHAPE Ventilation Program Board Resolution - Group C
- Exhibit D - CalSHAPE Ventilation Program Board Resolution - Group D
- Exhibit E - CalSHAPE Ventilation Program LAUSD School Sites List by Group

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**File #:** Rep-180-22/23, **Version:** 1

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**Informatives:**

None.

**Submitted:**

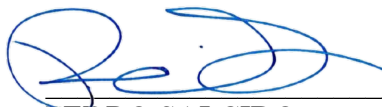
02/21/23

## RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO  
Superintendent

## APPROVED BY:



PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

## 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 Facilities Maintenance and Operations



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit A**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**AUTHORIZING AND DESIGNATING REPRESENTATIVES**  
**TO PERFORM ALL NECESSARY FUNCTIONS RELATED TO THE CALIFORNIA**  
**SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM**  
**INCLUDING EXECUTION OF ALL NECESSARY INSTRUMENTS**  
**TO IMPLEMENT GRANT AWARD**

**WHEREAS**, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency Program provides grants to local educational agencies to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

**WHEREAS**, the Los Angeles Unified School District (LAUSD or District) has submitted an application to the California Energy Commission (CEC) under its California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to fund an HVAC Assessment and Upgrades Project (Project); and

**WHEREAS**, Prior to the CEC’s executing a funding agreement, the District is required to adopt a resolution authorizing an agent, or representative, to sign the funding agreement, amendments, and requests for reimbursement on behalf of the District, and to carry out other necessary Project-related activities;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES AS FOLLOWS:**

- A. That the Board of Education of the City of Los Angeles (Board) authorizes the District to apply for a grant from the California Energy Commission to implement a CalSHAPE Program Project; and
- B. That in compliance with the California Environmental Quality Act (CEQA), the Board finds that the activity funded by the grant is exempt under CEQA Guidelines Sections 15301 – 15332 because this Project qualifies for a Categorical Exemption from CEQA based on Class 1: Existing Facilities defined as operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and
- C. That if recommended for funding by the California Energy Commission, the Board authorizes the District to accept a grant up to **\$5,572,454.40** and accept all grant agreement terms and conditions;

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit A**

D. That Mark Hovatter, Chief Facilities Executive and/or the following designees:

Krisztina Tokes, Deputy Chief Facilities Executive

India Griffin, Director of Maintenance and Operations

Christos Chrysiliou, Director of Architecture and Engineering Services

are hereby authorized and empowered to execute in the name of the Los Angeles Unified School District all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects; and

E. That any and all actions, whether previously or subsequently taken by the Los Angeles Unified School District, which are consistent with the intent and purposes of the foregoing resolution, shall be, and hereby are, in all respects, ratified, approved, and confirmed.

**Passed, Approved and Adopted this 21<sup>st</sup> Day of March 2023:**

<u>Dr. George J. McKenna III      Board Member</u> <small>(Name and Title)</small>	<u>Jackie Goldberg                      Board President</u> <small>(Name and Title)</small>
<u>Dr. Rocío Rivas                      Board Member</u> <small>(Name and Title)</small>	<u>Kelly Gonez                      Board Member</u> <small>(Name and Title)</small>
<u>Scott M. Schmerelson              Board Vice President</u> <small>(Name and Title)</small>	<u>Tanya Ortiz Franklin              Board Member</u> <small>(Name and Title)</small>
<u>Nick Melvoin                      Board Member</u> <small>(Name and Title)</small>	

**CERTIFICATION**

I do hereby certify that the foregoing resolution was duly approved and adopted by the Board of Education of the City of Los Angeles at a meeting thereof held on the 21<sup>st</sup> day of March 2023 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

\_\_\_\_\_  
**Michael McLean**  
**Executive Officer of the Board**

\_\_\_\_\_  
**Date**

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit B**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**AUTHORIZING AND DESIGNATING REPRESENTATIVES**  
**TO PERFORM ALL NECESSARY FUNCTIONS RELATED TO THE CALIFORNIA**  
**SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM**  
**INCLUDING EXECUTION OF ALL NECESSARY INSTRUMENTS**  
**TO IMPLEMENT GRANT AWARD**

**WHEREAS**, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency Program provides grants to local educational agencies to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

**WHEREAS**, the Los Angeles Unified School District (LAUSD or District) has submitted an application to the California Energy Commission (CEC) under its California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to fund an HVAC Assessment and Upgrades Project (Project); and

**WHEREAS**, Prior to the CEC’s executing a funding agreement, the District is required to adopt a resolution authorizing an agent, or representative, to sign the funding agreement, amendments, and requests for reimbursement on behalf of the District, and to carry out other necessary Project-related activities;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES AS FOLLOWS:**

- A. That the Board of Education of the City of Los Angeles (Board) authorizes the District to apply for a grant from the California Energy Commission to implement a CalSHAPE Program Project; and
- B. That in compliance with the California Environmental Quality Act (CEQA), the Board finds that the activity funded by the grant is exempt under CEQA Guidelines Sections 15301 – 15332 because this Project qualifies for a Categorical Exemption from CEQA based on Class 1: Existing Facilities defined as operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and
- C. That if recommended for funding by the California Energy Commission, the Board authorizes the District to accept a grant up to **\$3,344,378.30** and accept all grant agreement terms and conditions;

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit B**

D. That Mark Hovatter, Chief Facilities Executive and/or the following designees:

Krisztina Tokes, Deputy Chief Facilities Executive

India Griffin, Director of Maintenance and Operations

Christos Chrysiliou, Director of Architecture and Engineering Services

are hereby authorized and empowered to execute in the name of the Los Angeles Unified School District all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects; and

E. That any and all actions, whether previously or subsequently taken by the Los Angeles Unified School District, which are consistent with the intent and purposes of the foregoing resolution, shall be, and hereby are, in all respects, ratified, approved, and confirmed.

**Passed, Approved and Adopted this 21<sup>st</sup> Day of March 2023:**

<u>Dr. George J. McKenna III      Board Member</u> (Name and Title)	<u>Jackie Goldberg                      Board President</u> (Name and Title)
<u>Dr. Rocío Rivas                      Board Member</u> (Name and Title)	<u>Kelly Gonez                      Board Member</u> (Name and Title)
<u>Scott M. Schmerelson              Board Vice President</u> (Name and Title)	<u>Tanya Ortiz Franklin              Board Member</u> (Name and Title)
<u>Nick Melvoin                      Board Member</u> (Name and Title)	

**CERTIFICATION**

I do hereby certify that the foregoing resolution was duly approved and adopted by the Board of Education of the City of Los Angeles at a meeting thereof held on the 21<sup>st</sup> day of March 2023 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

\_\_\_\_\_  
**Michael McLean**  
**Executive Officer of the Board**

\_\_\_\_\_  
**Date**

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit C**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**AUTHORIZING AND DESIGNATING REPRESENTATIVES**  
**TO PERFORM ALL NECESSARY FUNCTIONS RELATED TO THE CALIFORNIA**  
**SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM**  
**INCLUDING EXECUTION OF ALL NECESSARY INSTRUMENTS**  
**TO IMPLEMENT GRANT AWARD**

**WHEREAS**, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency Program provides grants to local educational agencies to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

**WHEREAS**, the Los Angeles Unified School District (LAUSD or District) has submitted an application to the California Energy Commission (CEC) under its California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to fund an HVAC Assessment and Upgrades Project (Project); and

**WHEREAS**, Prior to the CEC’s executing a funding agreement, the District is required to adopt a resolution authorizing an agent, or representative, to sign the funding agreement, amendments, and requests for reimbursement on behalf of the District, and to carry out other necessary Project-related activities;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES AS FOLLOWS:**

- A. That the Board of Education of the City of Los Angeles (Board) authorizes the District to apply for a grant from the California Energy Commission to implement a CalSHAPE Program Project; and
- B. That in compliance with the California Environmental Quality Act (CEQA), the Board finds that the activity funded by the grant is exempt under CEQA Guidelines Sections 15301 – 15332 because this Project qualifies for a Categorical Exemption from CEQA based on Class 1: Existing Facilities defined as operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and
- C. That if recommended for funding by the California Energy Commission, the Board authorizes the District to accept a grant up to **\$7,933,154.40** and accept all grant agreement terms and conditions;

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit C**

D. That Mark Hovatter, Chief Facilities Executive and/or the following designees:

Krisztina Tokes, Deputy Chief Facilities Executive

India Griffin, Director of Maintenance and Operations

Christos Chrysiliou, Director of Architecture and Engineering Services

are hereby authorized and empowered to execute in the name of the Los Angeles Unified School District all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects; and

E. That any and all actions, whether previously or subsequently taken by the Los Angeles Unified School District, which are consistent with the intent and purposes of the foregoing resolution, shall be, and hereby are, in all respects, ratified, approved, and confirmed.

**Passed, Approved and Adopted this 21<sup>st</sup> Day of March 2023:**

<u>Dr. George J. McKenna III      Board Member</u> <small>(Name and Title)</small>	<u>Jackie Goldberg                      Board President</u> <small>(Name and Title)</small>
<u>Dr. Rocío Rivas                      Board Member</u> <small>(Name and Title)</small>	<u>Kelly Gonez                      Board Member</u> <small>(Name and Title)</small>
<u>Scott M. Schmerelson              Board Vice President</u> <small>(Name and Title)</small>	<u>Tanya Ortiz Franklin              Board Member</u> <small>(Name and Title)</small>
<u>Nick Melvoin                      Board Member</u> <small>(Name and Title)</small>	

**CERTIFICATION**

I do hereby certify that the foregoing resolution was duly approved and adopted by the Board of Education of the City of Los Angeles at a meeting thereof held on the 21<sup>st</sup> day of March 2023 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

\_\_\_\_\_  
**Michael McLean**  
**Executive Officer of the Board**

\_\_\_\_\_  
**Date**

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit D**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**AUTHORIZING AND DESIGNATING REPRESENTATIVES**  
**TO PERFORM ALL NECESSARY FUNCTIONS RELATED TO THE CALIFORNIA**  
**SCHOOLS HEALTHY AIR, PLUMBING, AND EFFICIENCY PROGRAM**  
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**TO IMPLEMENT GRANT AWARD**

**WHEREAS**, the California Energy Commission’s California Schools Healthy Air, Plumbing, and Efficiency Program provides grants to local educational agencies to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

**WHEREAS**, the Los Angeles Unified School District (LAUSD or District) has submitted an application to the California Energy Commission (CEC) under its California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to fund an HVAC Assessment and Upgrades Project (Project); and

**WHEREAS**, Prior to the CEC’s executing a funding agreement, the District is required to adopt a resolution authorizing an agent, or representative, to sign the funding agreement, amendments, and requests for reimbursement on behalf of the District, and to carry out other necessary Project-related activities;

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF LOS ANGELES AS FOLLOWS:**

- A. That the Board of Education of the City of Los Angeles (Board) authorizes the District to apply for a grant from the California Energy Commission to implement a CalSHAPE Program Project; and
- B. That in compliance with the California Environmental Quality Act (CEQA), the Board finds that the activity funded by the grant is exempt under CEQA Guidelines Sections 15301 – 15332 because this Project qualifies for a Categorical Exemption from CEQA based on Class 1: Existing Facilities defined as operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency's determination; and
- C. That if recommended for funding by the California Energy Commission, the Board authorizes the District to accept a grant up to **\$9,612,871.20** and accept all grant agreement terms and conditions;

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**Exhibit D**

D. That Mark Hovatter, Chief Facilities Executive and/or the following designees:

Krisztina Tokes, Deputy Chief Facilities Executive

India Griffin, Director of Maintenance and Operations

Christos Chrysiliou, Director of Architecture and Engineering Services

are hereby authorized and empowered to execute in the name of the Los Angeles Unified School District all necessary documents to implement and carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects; and

E. That any and all actions, whether previously or subsequently taken by the Los Angeles Unified School District, which are consistent with the intent and purposes of the foregoing resolution, shall be, and hereby are, in all respects, ratified, approved, and confirmed.

**Passed, Approved and Adopted this 21<sup>st</sup> Day of March 2023:**

<u>Dr. George J. McKenna III      Board Member</u> <small>(Name and Title)</small>	<u>Jackie Goldberg                      Board President</u> <small>(Name and Title)</small>
<u>Dr. Rocío Rivas                      Board Member</u> <small>(Name and Title)</small>	<u>Kelly Gonez                      Board Member</u> <small>(Name and Title)</small>
<u>Scott M. Schmerelson              Board Vice President</u> <small>(Name and Title)</small>	<u>Tanya Ortiz Franklin              Board Member</u> <small>(Name and Title)</small>
<u>Nick Melvoin                      Board Member</u> <small>(Name and Title)</small>	

**CERTIFICATION**

I do hereby certify that the foregoing resolution was duly approved and adopted by the Board of Education of the City of Los Angeles at a meeting thereof held on the 21<sup>st</sup> day of March 2023 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

\_\_\_\_\_  
**Michael McLean**  
**Executive Officer of the Board**

\_\_\_\_\_  
**Date**



**CALSHAPE VENTILATION PROGRAM LAUSD SCHOOL SITES LIST - GROUP A**

2/17/2023

<b>BOARD DISTRICT</b>	<b>REGION</b>	<b>LOCATION CODE</b>	<b>SCHOOL NAME</b>
1	South	8928	George Washington Preparatory High
2	East	8047	Belvedere Middle
2	East	8679	James A. Garfield Senior High
5	East	3548	Elizabeth Learning Center
5	East	8151	Henry T. Gage Middle
5	East	8268	Chester W. Nimitz Middle
5	East	8536	Bell Senior High*
5	East	8700	Huntington Park Senior High
5	East	8871	South Gate Senior High*
5	East	8881	South East High
6	North	8843	San Fernando Senior High*
7	South	8352	Robert E. Peary Middle
7	South	8487	Stephen M. White Middle
7	South	8575	Carson Senior High*
7	South	8727	King/Drew Medical Magnet High
7	South	8868	Rancho Dominguez Preparatory

\* Schools with asterisk have current or recent HVAC replacement projects. Potential overlap of scope or schedule with CALShape program to be verified.

**CALSHAPE VENTILATION PROGRAM LAUSD SCHOOL SITES LIST - GROUP B**

2/17/2023

<b>BOARD DISTRICT</b>	<b>REGION</b>	<b>LOCATION CODE</b>	<b>SCHOOL NAME</b>
2	East	3521	Eastman Avenue Elementary*
2	East	6425	Rowan Avenue Elementary
2	East	8168	Griffith Middle
5	East	2372	Ellen Ochoa Learning Center
5	East	3918	Ford Boulevard Elementary
5	East	5315	Miles Avenue Elementary
5	East	8153	Southeast Middle
5	East	8377	South Gate Middle
5	East	8917	Maywood CES
7	South	2096	Amestoy Elementary
7	South	5329	Miramonte Elementary*
7	South	8090	Andrew Carnegie Middle*
7	South	8112	Charles Drew Middle
7	South	8113	Thomas A. Edison Middle
7	South	8127	Alexander Fleming Middle

\* Schools with asterisk have current or recent HVAC replacement projects. Potential overlap of scope or schedule with CALShape program to be verified.

**CALSHAPE VENTILATION PROGRAM LAUSD SCHOOL SITES LIST - GROUP C**

2/17/2023

<b>BOARD DISTRICT</b>	<b>REGION</b>	<b>LOCATION CODE</b>	<b>SCHOOL NAME</b>
1	South	5521	Ninety-Fifth Elementary
1	South	7644	West Athens Elementary
1	South	7863	Woodcrest Elementary
2	East	2397	Belvedere Elementary
2	East	2562	Brooklyn Avenue Elementary
2	East	4356	William R. Anton Elementary
2	East	4616	Humphreys Avenue Elementary
2	East	5082	Malabar Street Elementary
5	East	2309	Willow Elementary
5	East	2375	Teresa Hughes Elementary
5	East	2378	Nueva Vista Elementary
5	East	2589	Bryson Avenue Elementary
5	East	3210	Madison Elementary
5	East	3219	Corona Avenue Elementary*
5	East	4507	Heliotrope Avenue Elementary
5	East	4640	Walnut Park Elementary
5	East	4641	San Antonio Elementary
5	East	4863	Liberty Boulevard Elementary
5	East	4918	Loma Vista Elementary
5	East	5301	Middleton Street Elementary
5	East	6466	San Gabriel Avenue Elementary
5	East	6873	Jaime Escalante Elementary
5	East	6875	San Miguel Elementary
5	East	6878	Montara Avenue Elementary
5	East	6880	Independence Elementary
5	East	6884	Lucille Roybal-Allard Elementary
5	East	6904	Stanford Avenue Elementary
5	East	6920	Hope Street Elementary
5	East	7260	Tweedy Elementary
5	East	7904	Woodlawn Avenue Elementary
5	East	8866	Linda Esperanza Marquez High A Huntington Park Institute of Applied Med
5	East	8866	Linda Esperanza Marquez High B Libra Academy (Level 2)
5	East	8866	Linda Esperanza Marquez High C School of Social Justice (Level 3)
5	East	8882	Maywood Academy High
5	East	8921	Science, Technology, Engineering, Arts and Mathematics at Legacy High School
6	North	4295	Gridley Street Elementary*
6	North	5397	Morningside Elementary
6	North	8358	San Fernando Middle*
6	North	8901	Cesar E. Chavez Learning Academies- Social Justice Humanities Academy
7	South	2089	Ambler Avenue Elementary
7	South	2313	Dr. Lawrence H. Moore Math, Science, Technology Academy
7	South	2836	Carson Street Elementary
7	South	3425	Denker Avenue Elementary
7	South	3452	Dolores Street Elementary*
7	East	3890	Florence Avenue Elementary
7	South	4219	Graham Elementary
7	South	4932	Lomita Math/Science/Technology Magnet*
7	South	5887	One Hundred Twenty-Second Street Elementary
7	South	6021	Parmelee Avenue Elementary*

BOARD DISTRICT	REGION	LOCATION CODE	SCHOOL NAME
7	South	6438	Russell Elementary
7	North	6452	San Fernando Elementary
7	South	6886	Judith F. Baca Arts Academy
7	South	8867	Diego Rivera Learning Complex
* Schools with asterisk have current or recent HVAC replacement projects. Potential overlap of scope or schedule with CALShape program to be verified.			

**CALSHAPE VENTILATION PROGRAM LAUSD SCHOOL SITES LIST - GROUP D**

2/17/2023

<b>BOARD DISTRICT</b>	<b>REGION</b>	<b>LOCATION CODE</b>	<b>SCHOOL NAME</b>
1	South	2945	Century Park Elementary
1	South	3082	Cimarron Avenue Elementary
1	West	3781	Fifty-Fourth Street Elementary
1	West	7822	Windsor Hills Math Science
1	South	8760	Middle College High
1	South	8930	Ellington Duke High (Continuation)
2	East	1953	Alfonso B. Perez Special Education Center
2	East	2336	Morris K. Hamasaki Elementary
2	East	3096	City Terrace Elemenary
2	East	3973	Fourth Street Elementary
2	East	3974	Fourth Street Primary Center
2	East	4438	Harrison Street Elementary
2	East	4696	Robert F. Kennedy Elementary*
2	East	4767	Robert Hill Lane Elementary
2	East	5137	Marianna Avenue Elementary
2	East	6426	Amanecer Primary Center
2	South	7569	Boys Academic Leadership Academy
2	East	7752	Hilda L. Solis Learning Academy School of Technology
2	East	7772	East Los Angeles Renaissance Academy at Esteban E. Torres High
2	East	7773	Engineering and Technology Academy at Esteban E. Torres High
2	East	7775	Humanitas Academy of Art and Technology at Esteban E. Torres High No. 4
2	East	7777	Social Justice Leadership Academy at Esteban E. Torres High
2	East	8606	Esteban Torres East LA Performing Arts Magnet
2	East	8677	Monterey Continuation
2	East	8801	City of Angels at Belvedere
4	West	7649	West Hollywood Opportunity *
5	East	2381	Maywood Elementary
5	East	2391	Huntington Park Elementary
5	East	3220	Martha Escutia Primary Center
5	East	3849	Fishburn Avenue Elementary
5	East	4642	Pacific Boulevard
5	East	4877	Lillian Street Elementary
5	East	5153	Orchard Academy 2B
5	East	5154	Orchard Academy 2C
5	East	5193	Walnut Park Middle B Science Technology Engineering
5	East	5302	Middleton Primary Center
5	East	6005	Park Avenue Elementary
5	West	6178	Ramona Opportunity High
5	East	6905	Stanford Primary Center
5	East	6918	State Street Elementary
5	East	7507	Victoria Avenue Elementary
5	East	7664	Visual and Performing Arts at Legacy Highschool Complex
5	East	8390	Walnut Park Middle A School of Social Justice
5	East	8701	International Studies Learning Center at Legacy High
5	East	8702	San Antonio Continuation
5	East	8723	Simon Rodia Continuation
5	East	8873	Odyssey Continuation

BOARD DISTRICT	REGION	LOCATION CODE	SCHOOL NAME
6	North	5726	O'Melveny Elementary
6	North	6501	San Fernando Institute of Applied Media
6	North	7400	Vista del Valle Dual Language Academy
6	North	7715	Cesar E. Chavez Learning Academies- Arts/Theater
6	North	7717	Cesar E. Chavez Academy of Science
6	North	8845	Mission Continuation
6	North	8901	Cesar E. Chavez Academy of Technology Prep
7	South	1941	Benjamin Banneker Career and Transition Center
7	South	2146	Annalee Avenue Elementary
7	South	2247	Avalon Gardens Elementary
7	South	2473	Bonita Street Elementary
7	South	2530	Broadacres Avenue Elementary
7	South	2890	Catskill Avenue Elementary
7	South	2986	Chapman Elementary
7	South	3384	Del Amo Elementary
7	South	3466	Dominguez Elementary
7	South	3640	Eshelman Avenue Elementary*
7	South	5808	One Hundred Fifty-Sixth Street Elementary
7	South	5822	One Hundred Fifty-Third Street
7	South	6158	Purche Avenue Elementary
7	South	6301	Ritter Elementary
7	South	6872	Wisdom Elementary
7	South	7205	Towne Avenue Elementary
7	South	7342	Meyler Street Elementary
7	South	7419	Van Deene Avenue Elementary
7	South	7566	University Pathways Public Service Academy
7	South	7656	Academy of Medical Arts at Carson High*
7	South	7657	Academies of Ed & Empowerment at Carson HS*
7	South	7718	Communication and Technology at Diego Rivera Learning Center
7	South	7721	Performing Arts Community at Diego Rivera Learning Center
7	South	8103	Glenn Hammond Curtiss Middle
7	South	8578	Eagle Tree Continuation (Part of Carson Senior High)
7	South	8867	Public Service Community at Diego Rivera Learning Center
* Schools with asterisk have current or recent HVAC replacement projects. Potential overlap of scope or schedule with CALShape program to be verified.			

# TAB 5



## Board of Education Report

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**File #:** Rep-181-22/23, **Version:** 1

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**Define and Approve Four Sustainable Environment Enhancement Developments for Schools (SEEDS) Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**  
**March 27, 2023**  
**Facilities Services Division**

**Action Proposed:**

Define and approve four Sustainable Environment Enhancement Developments for Schools (SEEDS) projects at Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center, as described on Attachment A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the four projects is \$400,000.

**Background:**

The SEEDS Program supports the development of projects that will enhance school sites by creating outdoor learning spaces in collaboration with school-based and community-led efforts (Program). There are two components to the Program:

1. Development of the outdoor learning space constructed by Los Angeles Unified which includes capital investments, such as asphalt removal, installation of irrigation and utilities, and any associated testing and inspection.
2. Collaboration with a school site and/or partner organization that will outfit the outdoor learning space with the plant materials and landscaping features that align with the school's instructional vision and program. This component is essential to the success of each project.

Potential projects are identified through proposals submitted by schools, and or partners. A school site by itself, or in cooperation with a partner organization, may submit a SEEDS application to receive up to \$100,000 to create or improve an outdoor learning space. An additional \$50,000 ("SEEDS+" funding) is now available to schools ranked in the top 150 on the Los Angeles Unified Greening Index of schools in need of green space (Greening Index).

The Greening Index ranks the four schools by the following, Lucille Roybal-Allard Elementary School (293), San Gabriel Avenue Elementary School (199), Simon Rodia Continuation High School, which is located on the South East High School campus (501), and Stanford Primary Center (227), and therefore the project proposals contained in this Board Report do not include SEEDS+ funding.

District staff evaluates the proposals based on the specific criteria and requirements outlined in the SEEDS Program Guide to ensure each proposal meets the eligibility requirements. Proposals must include a written project narrative describing the project scope, an explanation of how the project will be integrated into the school's curriculum, and confirmation of the availability of resources to outfit and maintain the outdoor learning space. The recommended projects included in this Board Report have been reviewed and have been

found to comply with the program requirements, including feasibility and equitable distribution throughout the District.

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on February 23, 2023. 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.

**Expected Outcomes:**

Approval of this proposed action will enable staff to proceed with the design and construction of these four projects. Approval of these greening projects will improve the learning environment for students, teachers, and staff, increase sustainability, and enhance the outdoor school environment.

**Board Options and Consequences:**

Approval of this proposed action will authorize staff to proceed with the expenditure of Bond Program funds to execute these projects that support educational programs related to nutrition, health, literacy, math, and science. If these projects are not approved, the school sites will not benefit from the creation of these outdoor learning spaces.

**Policy Implications:**

The proposed action is consistent with the District's long-term goal to address unmet school facilities needs and provide students with safe and healthy learning environments. The action is also aligned with Board Resolutions that reiterate Los Angeles Unified's commitment to creating green learning spaces (Expand Sustainable Schoolyards and Environmental Initiatives and Curriculum Board Resolution adopted on April 16, 2013, Creating New School Gardens and Campus and Community-Shared Green Spaces to Provide Outdoor Learning Opportunities and Create Sustainable and Healthy Environments adopted on February 9, 2021, and Green Schools for All: Equitable Funding and Expansion of Green Spaces across District Campuses adopted on September 27, 2022).

**Budget Impact:**

The combined project budget for the four proposed projects is \$400,000. The projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency.

**Student Impact:**

The proposed SEEDS projects at Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center will provide outdoor learning spaces that create environments for student-centered, experiential, and engaged learning. These SEEDS learning gardens will facilitate educational programs related to nutrition, health, literacy, math and science and may also be used during recess and lunchtime by approximately 1,040 students. These projects also encourage and support community, student, and parent engagement through the creation of partnerships that help establish and maintain the newly developed garden spaces.

**Equity Impact:**

Potential projects are identified through proposals submitted by schools and/or partners. A school by itself or in cooperation with a partner organization may submit an application for a SEEDS project for up to \$100,000. Schools ranked in the top 150 on the Greening Index will receive an additional \$50,000 for their SEEDS



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**File #:** Rep-181-22/23, **Version:** 1

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project. The projects included in this Board Report do not qualify for this additional funding.

**Issues and Analysis:**

In order to ensure the long-term permanence of each SEEDS project, the school site and/or its partner organization must enter into a Maintenance Agreement that provides for the on-going maintenance of the proposed outdoor learning space.

**Attachments:**

Attachment A - Four SEEDS Projects

Attachment B - BOC Resolution

**Informatives:**

None

**Submitted:**

02/15/2023

**RESPECTFULLY SUBMITTED,**

ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**

PEDRO SALCIDO  
Deputy Superintendent, Business Services & Operations

**REVIEWED BY:**

DEVORA NAVERA REED  
General Counsel

☒ Approved as to form.

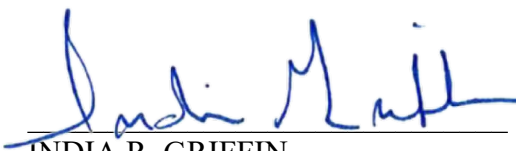
**APPROVED BY:**

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

# Board of Education Report

## ATTACHMENT A

### Sustainable Environment Enhancement Developments for Schools (SEEDS)

Region	BD	School Name	Partner Organization	Project Description	Project Budget*	Est. Schedule	
						Start	Finish
East	5	Lucille Roybal-Allard Elementary School	School	Construct an outdoor learning environment and performance stage of approximately 1,900 square feet. The project includes the excavation of existing grass, new decomposed granite and mulch, new irrigation connection and bubblers, log benches and stools, a colored concrete stage and ramp, new trees, and drought tolerant planting areas. The remaining 7,527 square feet of the grass field will stay intact.	\$100,000	Q4 2023	Q2 2024
East	5	San Gabriel Avenue Elementary School	School	Construct an outdoor learning environment, performance stage, grass area, and play area of approximately 4,900 square feet. The project includes the excavation of existing asphalt, new decomposed granite, raised planter beds for native plants or edible plants, a mulch play area with balance logs and play stumps, a small grass lawn, new irrigation connection and bubblers, a colored concrete stage, new trees, and drought tolerant planting areas. The school will provide the sod.	\$100,000	Q4 2023	Q2 2024
East	5	Simon Rodia Continuation High School	School	Construct an outdoor learning environment and performance stage of approximately 5,800 square feet. The project includes removing approximately 1,500 square feet of existing asphalt and adding native planting areas, installing a colored concrete stage and ramp, new irrigation connection and bubblers, log benches and stools, new shade trees, masonry benches, and 3,700 square feet of solar reflective paint on the existing asphalt. The school will add mosaic tiles to the masonry benches.	\$100,000	Q4 2023	Q2 2024

\*Project budget reflects the design services and improvements undertaken by the District. The outfitting and maintenance of the outdoor learning space will be provided by the school site community and/or partner organization.

#### Greening Index:

Lucille Roybal-Allard Elementary School Index Rank No. 293

San Gabriel Ave Elementary School Index Rank No. 199

Simon Rodia Continuation High School, which is located on the South East High School campus Index Rank No. 501

# Board of Education Report

## ATTACHMENT A

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### Sustainable Environment Enhancement Developments for Schools (SEEDS)

Region	BD	School Name	Partner Organization	Project Description	Project Budget*	Est. Schedule	
						Start	Finish
East	5	Stanford Primary Center	School	Construct a nature-based play area of approximately 1,500 square feet. The project includes removing existing asphalt, installing a colored concrete pathway, an engineered fiber balance and climbing area, native planting area, raised garden beds, a music and building area, a small seating area with salvaged log stools, new irrigation connection and bubblers, shade trees and shrubs.	\$100,000	Q4 2023	Q2 2024
TOTAL					\$400,000		

\*Project budget reflects the design services and improvements undertaken by the District. The outfitting and maintenance of the outdoor learning space will be provided by the school site community and/or partner organization.

#### Greening Index:

Stanford Primary Center Index Rank No. 227

**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 Montecarlo**

Tenth District PTSA

**William O. Ross, IV**31<sup>st</sup> 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 &amp; Sorensen, LLP

**Lori Raineri and Keith Weaver – Oversight Consultants**

Government Financial Strategies

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

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**RESOLUTION 2023-03****BOARD REPORT NO. 181-22/23****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR  
SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS  
(SEEDS) PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION  
STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes the Board of Education define and approve four Sustainable Environment Enhancement Developments for Schools (SEEDS) projects at Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center, which have a total combined budget of \$400,000, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein, as defined in Board Report No. 181-22/23; and

WHEREAS, The SEEDS Program was established to support the development of projects that will enhance school sites by creating outdoor learning spaces in collaboration with school-based and community-led efforts; and

WHEREAS, Potential projects are identified through proposals submitted by schools, and or partners. A school site by itself, or in cooperation with a partner organization, may submit a SEEDS application to receive up to \$100,000 to create or improve an outdoor learning space. An additional \$50,000 ("SEEDS+" funding) is now available to schools ranked in the top 150 on the Los Angeles Unified Greening Index of schools in need of green space; and

WHEREAS, District Staff evaluated proposals based on the specific criteria and requirements outlined in the SEEDS program guide to ensure each proposal meets the eligibility requirements and includes a written project narrative describing the project scope, an explanation of how the project will be integrated into the school's curriculum, and confirmation of the availability of resources to outfit and

**RESOLUTION 2023-03****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR SUSTAINABLE ENVIRONMENT ENHANCEMENT DEVELOPMENTS FOR SCHOOLS (SEEDS) PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

maintain the outdoor learning space, and the projects being recommended were reviewed and are found to be in compliance with the program requirements; and

WHEREAS, the Los Angeles Unified Greening Index ranks Lucille Roybal-Allard Elementary School (293), San Gabriel Avenue Elementary School (199), Simon Rodia Continuation High School, which is located on the South East High School campus (501), and Stanford Primary Center (227); and

WHEREAS, Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center will receive \$100,000 for their SEEDS projects. The projects will be funded with Bond Program funds earmarked specifically for school upgrades and reconfigurations to support wellness, health, athletics, learning, and efficiency; and

WHEREAS, in order to ensure the long-term permanence of each SEEDS project, the school site and/or its partner organization must enter into a Maintenance Agreement that provides for the on-going maintenance of the proposed outdoor learning space; 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 (BOC) recommends the Board of Education define and approve four SEEDS projects at Lucille Roybal-Allard Elementary School, San Gabriel Avenue Elementary School, Simon Rodia Continuation High School, and Stanford Primary Center, with a total combined budget of \$400,000, and amend the Facilities SEP to incorporate therein, as defined in Board Report 181-22/23, 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 February 23, 2023, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Margaret Fuentes/

Margaret Fuentes  
Chair

/Michael Hamner/

D. Michael Hamner  
Vice-Chair

# TAB 6



## Board of Education Report

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**File #:** Rep-183-22/23, **Version:** 1

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### **Define and Approve Three Accessibility Enhancement Projects, Two Barrier Removal Projects, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

**March 27, 2023**

**Facilities Services Division and Division of Special Education**

#### **Action Proposed:**

Define and approve three accessibility enhancement projects at Hubert Howe Bancroft Middle School, Broad Avenue Elementary School, and Daniel Webster Middle School, as described in Exhibit A, to support the implementation of the Board of Education (Board) approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), two ADA barrier removal projects at 95<sup>th</sup> Street Elementary School (95<sup>th</sup> St ES) and Pinewood Avenue Elementary School (Pinewood ES), as described in Exhibit B, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the five proposed projects is \$49,668,421.

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 the purchase of equipment and materials.

#### **Background:**

On October 10, 2017, the Board approved the Transition Plan under ADA to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements. The Transition Plan outlined Los Angeles Unified's proposed approach to providing program accessibility, which considers the characteristics of Los Angeles Unified student population, variety of educational programs, as well as the existing level of accessibility. The Transition Plan established a specific approach and goals for achieving program accessibility within eight years through facility modifications and operational means.

Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions.
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs



and activities at the school.

- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

The three school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each schools’ assigned category of accessibility. The conditions of significance include acreage, topography, building square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features, and activities at a school site.

A need to accommodate students and staff with disabilities to access classroom buildings, stage in the multipurpose rooms, and restroom facilities in the nurse areas at 95<sup>th</sup> St ES and Pinewood ES has been identified. Facilities staff was previously delegated authority to execute and expend Bond Program funds for Rapid Access Program (RAP) projects in response to an individual student’s need for programmatic access. These projects require minor installments and adjustments to facilities to ensure a barrier-free learning environment, do not require Division of the State Architect (DSA) approval and thus can be completed “rapidly” and have a project budget that does not exceed \$250,000. The proposed ADA barrier removal projects at 95<sup>th</sup> St ES and Pinewood ES do not meet the parameters of the RAP due to their scope and budget. As such, staff is presenting the projects proposal to the Board for approval.

#### Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on February 23, 2023. 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.

#### **Expected Outcomes:**

Define and approve three accessibility enhancement projects, two ADA barrier removal projects, as detailed in Exhibits A and B, and adopt the proposed amendment to the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed projects.

#### **Board Options and Consequences:**

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing the proposed projects at five school sites.

If the Board does not approve the proposal, staff will be unable to initiate the three proposed accessibility enhancement projects, which are necessary to achieve program accessibility as outlined in the Transition Plan, and the two ADA barrier removal projects, which is required for compliance with Section 504 of the Rehabilitation Act and the ADA.

#### **Policy Implications:**

The proposal furthers implementation of the Transition Plan. As outlined in the Transition Plan, at Category One, Two and Three schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned

accessibility category.

Any potential future room changes by Administrators or Principals will be reviewed by the Division of Special Education, the ADA Compliance Administrator, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

**Budget Impact:**

The total combined budget, as currently estimated, for the five proposed projects is \$ 49,668,421. The projects will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation.

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 five proposed projects will remove barriers to program accessibility for students and qualified members of the community and ensure that all have an equal opportunity to access programs and activities at each campus.

**Equity Impact:**

Facilities works to coordinate Los Angeles Unified efforts under the ADA to ensure programs are accessible by students, parents, and community members with disabilities.

**Issues and Analysis:**

Both Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 impose broad-reaching prohibitions against discrimination on the basis of disability. As to facilities, a key requirement for both the ADA and Section 504 is program accessibility: programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. This means that a qualified individual with a disability is not to be discriminated against because the entity's facilities are inaccessible; however, this does not necessarily mean that all facilities must be accessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. These proposed projects are in alignment with Los Angeles Unified's implementation of the Board-approved Self-Evaluation and Transition Plan.

95<sup>th</sup> St ES and Pinewood ES have been assigned a Category Three accessibility level pursuant to the Transition Plan. Staff considered the possibility of reprioritizing the school on the Transition Plan list and proposing a more robust scope that would address all programmatic access requirements. However, it was determined that constructing new concrete ramps to provide students and staff with direct access to classroom buildings, adding wheelchair lifts in the multipurpose rooms, and upgrading restroom facilities in the nurse area was an immediate and pressing priority at both schools, and additional accessibility improvements could be undertaken under new projects at a later date, as anticipated under the Transition Plan.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA).

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**File #:** Rep-183-22/23, **Version:** 1

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**Attachments:**

Exhibit A - Define and Approve Three Accessibility Enhancement Projects

Exhibit B - Define and Approve Two Barrier Removal Projects

Exhibit C - Student Eligibility by Program at Five Schools

Exhibit D - BOC Resolution

Previously adopted Board reports referenced in the Background section:

- Adopted October 10, 2017: [Board Report No. 124-17/18](https://drive.google.com/file/d/1czLku1Hw6_9HbNot0xX7ikgNbTJFsNQd/view?usp=sharing)  
<[https://drive.google.com/file/d/1czLku1Hw6\\_9HbNot0xX7ikgNbTJFsNQd/view?usp=sharing](https://drive.google.com/file/d/1czLku1Hw6_9HbNot0xX7ikgNbTJFsNQd/view?usp=sharing)>


**Informative:**

None

**Submitted:**

02/16/2023

## RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


## APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations


## 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:

  
ANTHONY AGUILAR  
Chief of Special Education, Equity and Access

## PRESENTED BY:

  
AARON BRIDGEWATER  
Director of Facilities Planning and Development  
Facilities Services Division



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A Three Accessibility Enhancement Projects

#### 1. Hubert Howe Bancroft Middle School Accessibility Enhancement Project

*Hollywood Community of Schools, Region West, Board District 4 (Nick Melvoin)*

Project Background and Scope: The Hubert Howe Bancroft Middle School site spans 6.40 acres and is comprised of three 6-8 schools/programs, a traditional middle school program, a Gifted STEAM Magnet program, and a Performing Arts Magnet program. The building area is approximately 204,378 square feet and includes three multi-story permanent buildings, one single-story permanent building, and eight relocatable buildings. The permanent buildings were constructed between 1929 and 1976. As of the 2022-2023 Electronic Capacity Assessment Review (E-CAR), the school served 445 students and currently 67 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to seven buildings are required, including: corrections, installation, or replacement of 13 restroom upgrades, 20 drinking fountains, 34 path of travel upgrades, four assembly seat upgrades, one elevator upgrade, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$12,379,639

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q4-2026.

#### 2. Broad Avenue Elementary School Accessibility Enhancement Project

*Wilmington Community of Schools, Region South, Board District 7 (Tanya Ortiz Franklin)*

Project Background and Scope: The Broad Avenue Elementary School site spans 5.80 acres and is comprised of two elementary school programs, a traditional elementary school program TK-5 and a dual language two-way immersion Spanish program. The building area is approximately 66,898 square feet and includes seven single-story permanent buildings, two multi-story permanent building and 11 relocatable buildings. The permanent buildings were constructed between 1969 and 1999. As of the 2022-2023 E-CAR, the school served 509 students and currently 95 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 16 buildings are required, including: corrections, installation, or replacement of one new elevator, one new stage lift and stage adapt, 13 TMP ramps, nine restroom upgrades, 12 path of travel upgrades, six drinking fountain upgrades, one assembly seat upgrade, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$13,555,517

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q4-2026.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A Three Accessibility Enhancement Projects

#### 3. Daniel Webster Middle School Accessibility Enhancement Project

*West LA Community of Schools, Region West, Board District 4 (Nick Melvoin)*

Project Background and Scope: The Daniel Webster Middle School site spans 23.65 acres and is comprised of four schools/programs, a traditional 6-8 middle school program, a 6-8 STEAM magnet program, and two co-located charter school programs. The building area is approximately 120,993 square feet and includes 35 single-story permanent buildings, and 14 relocatable buildings. The permanent buildings were constructed between 1954 and 1968. As of the 2022-2023 E-CAR, the school served 444 students and currently 95 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 31 buildings are required, including: corrections, installation, or replacement of two new stage lifts and two stage adapts, 22 restroom upgrades, 66 path of travel upgrades, two new concrete ramps, seven drinking fountain upgrades, two assembly seat upgrades, two locker room upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$16,586,064

Project Schedule: Construction is anticipated to begin in Q2-2025 and be completed in Q4-2026.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit B

#### Two Barrier Removal Projects

#### 1. 95<sup>th</sup> Street Elementary School Barrier Removal Project

*HEET (W) Community of Schools, Region South, Board District 1 (George McKenna)*

Project Background and Scope: 95<sup>th</sup> Street Elementary School site spans 5.40 acres and is comprised of one traditional TK-5 elementary school program. The building area is approximately 94,883 square feet and includes two single-story permanent buildings, seven multi-story permanent buildings, and one relocatable building. The permanent buildings were constructed between 1922 and 1997. As of the 2022-2023 E-CAR, the school served 749 students and currently 93 have been identified as having a disability.

The site has been assigned a Category Three accessibility level. In order to meet the criteria for Category Three, various upgrades to two buildings are required, including: corrections, installation, or replacement of one new concrete ramp, one existing ramp replacement with set of stairs, one restroom upgrade, one wheelchair lift, and stage adapt.

Project Budget: \$2,398,648

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q2-2025.

#### 2. Pinewood Avenue Elementary School Barrier Removal Project

*Sunland/Tujunga Community of Schools, Region North, Board District 6 (Kelly Gonez)*

Project Background and Scope: Pinewood Avenue Elementary School site spans 6.01 acres and is comprised of one traditional TK-5 elementary school program. The building area is approximately 57,145 square feet and includes 10 single-story permanent buildings and one multi-story permanent building. The permanent buildings were constructed between 1937-1969. As of the 2022-2023 E-CAR, the school served 203 students and currently 35 have been identified as having a disability.

The site has been assigned a Category Three accessibility level. In order to meet the criteria for Category Two, various upgrades to two buildings are required, including: corrections, installation, or replacement of one new concrete ramp, eight tree relocations & landscaping, one path of travel upgrade, one restroom upgrade, one wheelchair lift, and stage adapt.

Project Budget: \$4,748,553

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q2-2025.

## Exhibit C

### Student Eligibility by Program at Five Schools

Disability Category	Bancroft MS	Broad ES	Webster MS	95th St ES	Pinewood ES
Orthopedic Impairment (OI)	0	0	0	<11	<11
Other Health Impairment (OHI)	13	<11	20	15	<11
Established Medical Disability (EMD)	0	0	0	0	0
Visual Impairment (VI)	0	0	<11	0	0
Autism (AUT)	17	48	18	19	22
Deaf Blindness (DB)	0	0	0	0	0
Deafness (DEAF)	0	0	<11	0	0
Emotional Disturbance (ED)	<11	0	<11	0	0
Hard of Hearing (HH)	<11	0	0	<11	<11
Intellectual Disability (ID)	<11	0	<11	0	0
Multiple Disabilities (MD)	0	0	0	0	0
Specific Learning Disability (SLD)	29	18	45	30	<11
Speech or Language Impairment (SLI)	<11	25	<11	26	<11
Traumatic Brain Injury (TBI)	<11	0	0	0	0
<b>Grand Total</b>	<b>67</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>35</b>

To ensure confidentiality of individual student results and compliance with Los Angeles Unified policy and State guidelines, data is suppressed if the number of students included in calculations is less than 11.



## 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**31<sup>st</sup> 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 &amp; Sorensen, LLP

**Lori Raineri and Keith Weaver – Oversight****Consultants**

Government Financial Strategies

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

## RESOLUTION 2023-04

## BOARD REPORT 183-22/23

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE  
ACCESSIBILITY ENHANCEMENT PROJECTS, TWO BARRIER REMOVAL PROJECTS,  
AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN  
TO INCORPORATE THEREIN**

WHEREAS, Los Angeles Unified School District (District) Staff proposes that the Board of Education (Board) define and approve three accessibility enhancement projects at Hubert Howe Bancroft Middle School, Broad Avenue Elementary School, and Daniel Webster Middle School, to support the implementation of the Board approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), two ADA barrier removal projects at 95<sup>th</sup> Street Elementary School (95<sup>th</sup> St ES) and Pinewood Avenue Elementary School (Pinewood ES), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly; and

WHEREAS, District Staff also requests that the Board 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 the purchase of equipment and materials; and

WHEREAS, Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

**RESOLUTION 2023-04****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE ACCESSIBILITY ENHANCEMENT PROJECTS, TWO BARRIER REMOVAL PROJECTS, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions; and
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school; and
- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms; and

WHEREAS, The three school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each schools’ assigned category of accessibility. The conditions of significance include acreage, topography, building square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features and activities at a school site; and

WHEREAS, A need to accommodate students and staff with disabilities to access classroom buildings, stage in the multipurpose rooms, and restroom facilities in the nurse areas at 95<sup>th</sup> St ES and Pinewood ES has been identified. Facilities staff was previously delegated authority to execute and expend Bond Program funds for Rapid Access Program (RAP) projects in response to an individual student’s need for programmatic access. These projects require minor installments and adjustments to facilities to ensure a barrier-free learning environment, do not require Division of the State Architect (DSA) approval and thus can be completed “rapidly” and have a project budget that does not exceed \$250,000. The proposed ADA barrier removal projects at 95<sup>th</sup> St ES and Pinewood ES do not meet the parameters of the RAP due to their scope and budget. As such, staff is presenting the projects proposal to the Board for approval; and

WHEREAS, The total combined budget, as currently estimated, for the five proposed projects is \$49,668,421 and will be funded by Bond Program funds embarked specifically for ADA Transition Plan Implementation; and

WHEREAS, Construction of the three accessibility enhancement projects are anticipated to begin in the second quarter of 2025 and be completed in the fourth quarter of 2026. Construction of the two ADA barrier removal projects is anticipated to begin in the third quarter of 2024 and be completed in the second quarter of 2025; and

**RESOLUTION 2023-04****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THREE ACCESSIBILITY ENHANCEMENT PROJECTS, TWO BARRIER REMOVAL PROJECTS, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff has determined that the Projects are necessary to improve student health, safety, and educational quality; 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 define and approve three accessibility enhancement projects to support the implementation of the Transition Plan, two ADA barrier removal projects, and amend the Facilities SEP accordingly, as described in Board Report No. 183-22/23, 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. Los Angeles Unified 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 February 23, 2023, by the following vote:

AYES: 10

ABSTENTIONS: 1

NAYS: 0

ABSENCES: 4

/Margaret Fuentes/

Margaret Fuentes  
Chair

/Michael Hamner/

D. Michael Hamner  
Vice-Chair

[Return to Order of Business](#)

**TAB 7**



## Board of Education Report

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**File #:** Rep-192-22/23, **Version:** 1

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### **Approve the Definition of Four Outdoor Learning Environment Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Approve the definition of four outdoor learning environment projects at 95th Street Elementary School, Charles W. Barrett Elementary School, Langdon Avenue Elementary School and Victory Boulevard Elementary School, as described in Exhibit A, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The combined budget for the four outdoor learning environment projects is \$9,326,234.

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 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. The Implementation Plan included, among other things, the development of Safe and Welcoming Outdoor Learning Spaces Projects, also referred to as Outdoor Learning Environment Projects (Project).

The proposed Projects include, but are not limited to, removal of excess relocatable buildings and adjacent asphalt to provide additional green space on the school by constructing an approximately 2,000 square foot outdoor learning space with landscaping, shaded seating areas, shade structure, internet connectivity, sink if infrastructure is already in place, and accessibility improvements.

The proposed Projects are identified utilizing the Los Angeles Unified Greening Index (Greening Index) for a ranking of campuses with the greatest need for enhanced greening and the application of Electronic Capacity Assessment Review (ECAR) data to determine campuses with excess portable classrooms that can be removed without a demand to replace the classroom capacity.

The Greening Index was developed utilizing data measuring two types of need:

1. Community-based need was measured using data from the Los Angeles Countywide Parks and Recreation Needs Assessment, a comprehensive study of the diverse parks and recreation facilities throughout LA County's cities and unincorporated communities, prepared by the Los Angeles County Department of Parks and Recreation.

2. Los Angeles Unified's campus specific need was measured by the percentage of hardscape versus greenspace within each school site excluding high school athletic fields.

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on February 23, 2023. 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.

**Expected Outcomes:**

Approval of the proposed four outdoor learning environment project definitions, and amendment to the Facilities SEP to incorporate therein. The approval will enable staff to proceed with the design and construction of the proposed Projects.

**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, construction, and other activities necessary to implement the proposed Projects.

If the proposal is not approved, the activities discussed above will not commence and the schools will not benefit from the creation of these outdoor learning spaces 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. Furthermore, the proposal is consistent with the District's long-term goal to address unmet school facilities needs, improve the conditions of aging and deteriorating school facilities, and provide students with safe and healthy outdoor learning environments. The action aligns with the Green Schools for All: Equitable Funding and Expansion of Green Spaces across District Campuses Board Resolution (Res 002-22/23), adopted on September 27, 2022, that reinforces Los Angeles Unified's commitment to creating green learning spaces.

**Budget Impact:**

The combined project budget for the four outdoor learning environment projects is \$9,326,234. The Projects will be funded by Bond Program funds in the SUP targeted for major modernizations, upgrades, and reconfiguration 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.

**Student Impact:**

The outdoor learning environments projects, once completed, will help ensure that approximately 2,240 students attending these four schools are provided with safe, welcoming, and sustainable outdoor learning environments that support student-centered, experiential, and engaged learning.

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**File #:** Rep-192-22/23, **Version:** 1

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**Equity Impact:**

In alignment with the 2022-2026 Strategic Plan, Los Angeles Unified is committed to creating environments where students feel safe, welcome, and excited to learn, and to a strategy that includes developing safe and sustainable green spaces, outdoor learning environments, and shaded areas at each school.

**Issues and Analysis:**

The intent of the outdoor learning environment projects is to provide safe, welcoming, and sustainable outdoor learning environments at schools most in need of greening resources to support instruction.

The principle project planning tenets are:

1. Design, size, and elements vary across elementary, middle, and high schools.
2. Accommodate general classroom use for cross disciplinary lessons.
3. Provide informal gathering spaces and/or play spaces for elementary school.
4. Provide overflow seating for nearby library/multipurpose rooms.
5. Provide space for outdoor performances/speakers.
6. Provide outdoor study areas adjacent to classrooms.
7. Planted areas may be utilized by class curriculum.

**Attachments:**

Exhibit A: Scope, Budget, and Schedule for Four Outdoor Learning Environment Projects

Exhibit B: BOC Resolution

Previously adopted Board reports referenced in the Background section:

- Adopted August 24, 2021: [Board Report No. 027-21/22](https://drive.google.com/file/d/1WJNvfl_ATG8VbpDx6KXq4_w2GxmSBNJA/view?usp=sharing)  
[<https://drive.google.com/file/d/1WJNvfl\\_ATG8VbpDx6KXq4\\_w2GxmSBNJA/view?usp=sharing>](https://drive.google.com/file/d/1WJNvfl_ATG8VbpDx6KXq4_w2GxmSBNJA/view?usp=sharing)

**Informatives:**

None

**Submitted:**

02/16/2023

## RESPECTFULLY SUBMITTED,

## APPROVED BY:



ALBERTO M. CARVALHO  
Superintendent



PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

## REVIEWED BY:

## APPROVED BY:



DEVORA NAVERA REED  
General Counsel



MARK HOVATTER  
Chief Facilities Executive  
Facilities Services Division

☒ Approved as to form.

## REVIEWED BY:

## PRESENTED BY:



TONY ATIENZA  
Director, Budget Services and Financial Planning



AARON BRIDGEWATER  
Director of Facilities Planning & Development  
Facilities Services Division

☒ Approved as to budget impact statement.



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
Board of Education Report**

**Exhibit A**

**Scope, Budget, and Schedule for Four Outdoor Learning Environment Projects**

**1. 95<sup>th</sup> Street Elementary School Outdoor Learning Environment Project**

*HEET Community of Schools, Region South, Board District 1 (Dr. George McKenna)*

Project Background and Scope: 95th Street Elementary School serves students in transitional kindergarten through 5<sup>th</sup> grade. As of the 2022-2023 Electronic Capacity Assessment Review (E-CAR), the school served 740 students.

The project includes, but is not limited to:

- Removal of one bungalow building (2 classrooms) and adjacent asphalt.
- Construction of an approximately 2,000 square foot outdoor learning space.
- Landscaping.
- Shaded seating areas.
- Shade structure.
- Internet connectivity.
- Sink – if infrastructure is already in place.
- Improvements to ensure compliance with local, state, and federal requirements including from the Americans with Disabilities Act (ADA), Division of the State Architect (DSA), California Environmental Quality Act (CEQA), and Department of Toxic Substances Control (DTSC).

Project Budget: \$2,257,343

Project Schedule: Construction is anticipated to begin in Q4-2024 and be completed in Q1-2026.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
Board of Education Report**

**Exhibit A**

**Scope, Budget, and Schedule for Four Outdoor Learning Environment Projects**

**2. Charles W. Barrett Elementary School Outdoor Learning Environment Project**

*Fremont Community of Schools, Region South, Board District 1 (Dr. George McKenna)*

Project Background and Scope: Charles W. Barrett Elementary School serves students in kindergarten through 5<sup>th</sup> grade. As of the 2022-2023 E-CAR, the school served 537 students.

The project includes, but is not limited to:

- Removal of two bungalow buildings (2 classrooms) and adjacent asphalt.
- Construction of an approximately 2,000 square foot outdoor learning space.
- Landscaping.
- Shaded seating areas.
- Shade structure.
- Internet connectivity.
- Sink – if infrastructure is already in place.
- Improvements to ensure compliance with local, state, and federal requirements including from the ADA, DSA, CEQA, and DTSC.

Project Budget: \$2,625,146

Project Schedule: Construction is anticipated to begin in Q4-2024 and be completed in Q1-2026.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
Board of Education Report**

**Exhibit A**

**Scope, Budget, and Schedule for Four Outdoor Learning Environment Projects**

**3. Langdon Avenue Elementary School Outdoor Learning Environment Project**

*Monroe Community of Schools, Region North, Board District 6 (Kelly Gonez)*

Project Background and Scope: Langdon Avenue Elementary School serves students in transitional kindergarten through 5<sup>th</sup> grade. As of the 2022-2023 E-CAR, the school served 522 students.

The project includes, but is not limited to:

- Removal of one bungalow building (2 classrooms) and adjacent asphalt.
- Construction of an approximately 2,000 square foot outdoor learning space.
- Landscaping.
- Shaded seating areas.
- Shade structure.
- Internet connectivity.
- Sink – if infrastructure is already in place.
- Improvements to ensure compliance with local, state, and federal requirements including from the ADA, DSA, CEQA, and DTSC.

Project Budget: \$2,257,343

Project Schedule: Construction is anticipated to begin in Q4-2024 and be completed in Q1-2026.

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
Board of Education Report**

**Exhibit A**

**Scope, Budget, and Schedule for Four Outdoor Learning Environment Projects**

**4. Victory Boulevard Elementary School Outdoor Learning Environment Project**

*North Hollywood/Valley Village Community of Schools, Region North, Board District 6 (Kelly Gonez)*

Project Background and Scope: Victory Boulevard Elementary School serves students in kindergarten through 5<sup>th</sup> grade. As of the 2022-2023 E-CAR, the school served 447 students.

The project includes, but is not limited to:

- Removal of one portable building (2 classrooms) and adjacent asphalt.
- Construction of an approximately 2,000 square foot outdoor learning space.
- Landscaping.
- Shaded seating areas.
- Shade structure.
- Internet connectivity.
- Sink – if infrastructure is already in place.
- Improvements to ensure compliance with local, state, and federal requirements including from the ADA, DSA, CEQA, and DTSC.

Project Budget: \$2,186,402

Project Schedule: Construction is anticipated to begin in Q4-2024 and be completed in Q1-2026.

**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**

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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**31<sup>st</sup> 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

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**Joseph P. Buchman – Legal Counsel**

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**Lori Raineri and Keith Weaver – Oversight****Consultants**

Government Financial Strategies

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

**RESOLUTION 2023-05****BOARD REPORT 192-22/23****RECOMMENDING BOARD APPROVAL OF THE DEFINITION OF FOUR OUTDOOR LEARNING ENVIRONMENT PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) approve the definition of four outdoor learning environment projects at 95th Street Elementary School, Charles W. Barrett Elementary School, Langdon Avenue Elementary School and Victory Boulevard Elementary School (Project), as described in Exhibit A to Board Report No. 192-22/23, 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, but are not limited to, removal of excess relocatable buildings and adjacent asphalt to provide additional green space on the school by constructing an approximately 2,000 square foot outdoor learning space with landscaping, shaded seating areas, shade structure, internet connectivity, sink if infrastructure is already in place, and accessibility improvements; and

WHEREAS, The proposed Projects are identified utilizing the Los Angeles Unified Greening Index (Greening Index) for a ranking of campuses with the greatest need for enhanced greening and the application of Electronic Capacity Assessment Review (ECAR) data to determine campuses with excess portable classrooms that can be removed without a demand to replace the classroom capacity; and

WHEREAS, The Greening Index was developed utilizing data measuring two types of need:

1. Community-based need was measured using data from the Los Angeles Countywide Parks and Recreation Needs Assessment, a comprehensive study of the diverse parks and recreation

**RECOMMENDING BOARD APPROVAL OF THE DEFINITION OF FOUR OUTDOOR LEARNING ENVIRONMENT PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

facilities throughout LA County's cities and unincorporated communities, prepared by the Los Angeles County Department of Parks and Recreation.

2. Los Angeles Unified's campus specific need was measured by the percentage of hardscape versus greenspace within each school site excluding high school athletic fields

WHEREAS, The combined budget for the four outdoor learning environment projects is \$9,326,234 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 approve the definition of four outdoor learning environment projects at 95th Street Elementary School, Charles W. Barrett Elementary School, Langdon Avenue Elementary School and Victory Boulevard Elementary School with a combined budget of \$9,326,234, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 192-22/23, 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 February 23, 2023, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Margaret Fuentes/

Margaret Fuentes  
Chair

/Michael Hamner/

D. Michael Hamner  
Vice-Chair

# TAB 8



## Board of Education Report

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**File #:** Rep-195-22/23, **Version:** 1

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### **Authorization to Negotiate and Execute an Agreement with Granada Hills Charter for the Synthetic Track and Turf Field Replacement Project**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Authorize the Chief Facilities Executive, and/or his designee(s), to negotiate and execute an agreement with Granada Hills Charter (Granada Hills) for the replacement of deteriorated synthetic track and turf field at the Los Angeles Unified School District (Los Angeles Unified or District) owned Granada Hills campus on Zelzah Avenue (Project), and execute all reasonable instruments, as legally permissible, to implement the Project.

#### **Background:**

Granada Hills is an independent conversion charter school as of July 1, 2003 and serves students in grades TK-12 on two separate campuses, the 9-12 grade high school program on the former Granada Hills Senior High School (Zelzah Campus) via a Sole Occupant Agreement (SOA) with Los Angeles Unified, and the TK-8 grade program on a private site located on Devonshire Street (Devonshire Campus). Granada Hills' renewal charter petition expires on June 30, 2026 and allows for a maximum enrollment of 6,925 students in TK through 12th grades.

Per the terms of the SOA, Granada Hills submitted to the District for its review and approval a facilities alteration request for the Project. Granada Hills will construct the Project in accordance with all applicable laws and District standards and requirements.

Granada Hills estimates the total Project budget to be \$1,427,520. Granada Hills anticipates that construction will begin in the third quarter of 2023 and be completed in the first quarter of 2024.

Granada Hills shall solely finance, construct and maintain the Project. Granada Hills 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.

Granada Hills is located within the boundaries of Kennedy/NAHS/VAAS Community of Schools, Region North, and Board District 3 (Scott Schmerelson). As of the 2022-2023 school year, Granada Hills served 4,400 students in 9th through 12th grade at the Zelzah Campus.

#### **Expected Outcomes:**

Authorize staff to negotiate and execute an agreement, and/or any other reasonable instruments to allow Granada Hills 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 Granada Hills. 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 Granada Hills 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 Granada Hills require staff time from Facilities and the Office of the General Counsel. Additional funding is not needed to implement the proposed action. Granada Hills 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, Granada Hills 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 Granada Hills has sufficient funding to cover the costs for the Project. Any potential cost increases associated with the proposed Project are the sole responsibility of Granada Hills.

**Student Impact:**

The improvements associated with the Project will enhance the educational quality of the learning environment to benefit approximately 4,400 students.

**Equity Impact:**

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.

**Issues and Analysis:**

The template development agreement with Granada Hills contains the following tentative material terms and conditions for the financing, design, construction, and operation of the proposed Project:

- Granada Hills is responsible for submitting its Project plans to Los Angeles Unified and, subsequently, to 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, California Environmental Quality Act, and the Americans with Disabilities Act.
- The architect, construction manager, general contractor, or multiple prime contractors, engineers, consultants, and professionals retained for the proposed Project shall be licensed, as applicable, 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.

- Granada Hills 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.
- Granada Hills will fund, at its sole cost and expense, maintenance for the Project.

**Attachments:**

None

**Informatives:**

None

**Submitted:**

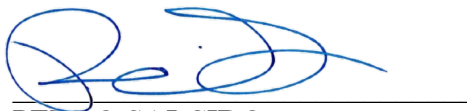
02/17/2023

## RESPECTFULLY SUBMITTED,

## APPROVED BY:



ALBERTO M. CARVALHO  
Superintendent



PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

## REVIEWED BY:

## APPROVED BY:



DEVORA NAVERA REED  
General Counsel



MARK HOVATTER  
Chief Facilities Executive  
Facilities Services Division

☒ Approved as to form.

## REVIEWED BY:

## PRESENTED BY:



TONY ATIENZA  
Director, Budget Services and Financial Planning



AARON BRIDGEWATER  
Director of Facilities Planning and Development  
Facilities Services Division

☒ Approved as to budget impact statement.

# TAB 9



## Board of Education Report

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**File #:** Rep-196-22/23, **Version:** 1

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### **Authorization to Negotiate and Execute an Agreement with Palisades Charter High School for the Common Area Modernization Project**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Authorize the Chief Facilities Executive, and/or his designee(s), to negotiate and execute an agreement with Palisades Charter High School (Palisades) for the modernization of existing common areas consisting of improvements to the main quad, outdoor stage, student covered eating area, front flagpole area, Gilbert quad, student and staff cafeterias, front of the gym area, mini-quads, music building front patios, and planting drought-tolerant plants at the Palisades campus (Project), and execute all reasonable instruments, as legally permissible, to implement the Project.

#### **Background:**

Palisades is an independent conversion charter school as of 1995 and occupies the former Palisades Senior High School via a Sole Occupant Agreement (SOA) with Los Angeles Unified School District (Los Angeles Unified or District). Palisades' renewal charter petition expires on June 30, 2027 and allows for a maximum enrollment of 3,000 students in 9th through 12th grades.

Per the terms of the SOA, Palisades submitted to the District for its review and approval a facilities alteration request for the Project. Palisades will construct the Project in accordance with all applicable laws and District standards and requirements.

Palisades estimates the total Project budget to be \$420,000 and anticipates the Project to be constructed in multiple phases. Construction of the initial phase will begin in the third quarter of 2023 and be completed in the first quarter of 2024.

Palisades shall solely finance, construct and maintain the Project. Palisades 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.

Palisades is located within the boundaries of West L.A. Community of School, Region West, and Board District 4 (Nick Melvoin). As of the 2022-2023 school year, Palisades served approximately 2,940 students in 9th through 12th grade

#### **Expected Outcomes:**

Authorize staff to negotiate and execute an agreement, and/or any other reasonable instruments to allow Palisades 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 Palisades. 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 Palisades 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 Palisades require staff time from Facilities and the Office of the General Counsel. Additional funding is not needed to implement the proposed action. Palisades 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, Palisades 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 Palisades has sufficient funding to cover the costs for the Project. Any potential cost increases associated with the proposed Project are the sole responsibility of Palisades.

**Student Impact:**

The improvements associated with the Project will enhance the educational quality of the learning environment to benefit approximately 2,940 students.

**Equity Impact:**

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.

**Issues and Analysis:**

The template development agreement with Palisades contains the following tentative material terms and conditions for the financing, design, construction, and operation of the proposed Project:

- Palisades is responsible for submitting its Project plans to Los Angeles Unified and, subsequently, to 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, California Environmental Quality Act, and the Americans with Disabilities Act.
- The architect, construction manager, general contractor, or multiple prime contractors, engineers, consultants, and professionals retained for the proposed Project shall be licensed, as applicable, 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.

- Palisades 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.
- Palisades will fund, at its sole cost and expense, maintenance for the Project.

**Attachments:**

None

**Informatives:**

None

**Submitted:**


02/17/2023

## RESPECTFULLY SUBMITTED,



ALBERTO M. CARVALHO  
Superintendent

## APPROVED BY:



PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

## REVIEWED BY:



DEVORA NAVERA REED  
General Counsel

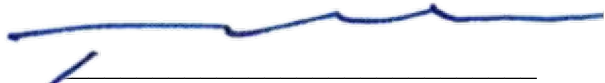
☒ Approved as to form.

## 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 and Development  
Facilities Services Division



# TAB 10



## Board of Education Report

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**File #:** Rep-215-22/23, **Version:** 1

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### **Consideration of Two Business Improvement District Petitions**

**March 27, 2023**

**Facilities Services Division**

#### **Action Proposed:**

Support of the renewal and expansion of the Lincoln Heights and Arts District Business Improvement District (BID) Petitions within the City of Los Angeles (City), conditioned upon the BIDs providing a discount of at least 50% or more of the proposed annual assessment, and authorize the Chief Facilities Executive or their designee to submit a petition(s) and subsequently a ballot(s) on behalf of Los Angeles Unified.

#### **Background:**

A BID is formed when interested parties unite to propose a BID to serve a specific purpose for an identified geographic area. The BID proposal identifies the general services, activities, and programs to be paid for through special assessments charged to all property owners within the BID. BID provides enhanced services which may include private security patrols (often referred to as ambassadors), sidewalk cleaning and pressure washing, graffiti removal, landscaping, maintenance improvements, special events, BID branding and marketing.

Each BID develops an annual budget based upon the services provided. The amount of each property owner's assessment of the budget is typically based on a formula that includes the square feet of the parcel and its buildings, and linear foot of frontage of the parcel. The assessments are collected by the City, placed in a trust fund for each BID and funds are periodically released to support operations within the particular BID. A BID can range from three to 10 years in duration. In order to form a BID or renew a BID, a majority of the property owners (50.1%) in the BID area must affirmatively vote in support. BID petitions are submitted to the City Clerk for review and must receive approval by the Los Angeles City Council. Ballots are then mailed by the City to the property owners. In order for the BID to be approved, the City must receive a positive response from the majority of the ballots received.

The Lincoln Heights and Arts District BIDs are both seeking a renewal of its BID and an expansion of their respective BID boundary. The BIDs will need to submit the petition to renew to the City by March 31, 2023 for the City Council to approve the renewal. Subsequently, the City Clerk will distribute ballots to property owners to vote on the renewal. The Lincoln Heights and Arts District BIDs are scheduled to renew as of January 1, 2024. The Lincoln Heights BID provides trash removal, street sweeping, graffiti removal, removal of bulky items, pressure washing, landscaping, marketing and branding, safety officers patrolling the BID seven days a week, 16 hours a day. The farmers market sponsored by the BID also provides internships for students as well as back to school and Christmas give aways. The Arts District BID provides trash removal, street sweeping, graffiti removal, removal of bulky items, pressure washing, landscaping, marketing and branding, and safety officers patrolling the BID 24 hours a day, seven days a week.

Historically, Los Angeles Unified has negotiated and received a reduced special assessment per BID. Los Angeles Unified will continue to negotiate a reduced special assessment per BID.

The annual amount for the special assessment projected by the BID management teams for the Lincoln Heights and Arts District BIDs is approximately \$92,038. Board of Education (Board) authority to support the BID renewals would be conditioned upon the BIDs agreeing to an assessment of at least 50% or less of the proposed amount or no more than approximately \$46,019 for 2024. If a BID does secure the required support, Los Angeles Unified would still be responsible to encumber and pay the cost associated with the special assessments. Staff would still attempt to seek a discount on the assessments.

BID	Term	*Proposed Assessment (2024)	Minimum 50% Discount of Assessment	Los Angeles Unified Properties within BID
Arts District	2024-2031	\$17,038	\$8,519	Metropolitan High School and Administrative Space for Beyond the Bell and Facilities Maintenance & Operations
Lincoln Heights	2024-2034	\$75,000	\$37,500	Gates Street Elementary School and Lincoln High School
		<b>\$92,038</b>	<b>\$46,019</b>	

\* Proposed assessment subject to annual increases based on the BID budget.

The Lincoln Heights and Arts District BIDs are located in Region East and Board District 2 (Dr. Rocio Rivas).

### Expected Outcomes:

Approval of the action will authorize the Chief Facilities Executive or their designee to execute the petitions in support of renewing the identified BIDs within the City, conditioned upon the BIDs providing a discount of at least 50% or more to Los Angeles Unified on the annual assessment and pay the annual assessment for each BID if the BID is renewed.

### Board Options and Consequences:

A “yes” vote by the Board will authorize the Chief Facilities Executive or their designee to execute the petition of the BIDs including all necessary agreements to confirm the support of the BIDs, request the City Clerk to assess Los Angeles Unified an amount that is no more than 50% of the annual assessment, and provide the necessary General Funds to encumber the cost of the special assessment annually.

A “no” vote may result in one or both BIDs failing to obtain a majority affirmative vote of the property owners in the BID to be renewed. However, if a BID does secure the required support, Los Angeles Unified would still be responsible to encumber and pay the cost associated with the special assessments. Staff would continue to seek a discount on the assessments.

### Policy Implications:

Los Angeles Unified does not have a current policy with regard to BIDs.

**Budget Impact:**

If successful in negotiating a discount on the assessment, the projected annual amount for the special assessment of these two BIDs in 2024 would begin at approximately \$46,019 in 2024 and be subject to increases based on the BID budget annually thereafter. Annual assessment for the BIDs will be provided by the General Fund.

**Student Impact:**

Improve cleanliness and safety around the school perimeter and the surrounding neighborhood.

**Equity Impact:**

A BID is a geographically defined area within the City, in which services, activities, and programs are paid for through a special assessment, which is charged to all members within the district in order to equitably distribute the benefits received and the costs incurred to provide the agreed-upon services, activities, and programs.

**Issues and Analysis:**

Article 13 D (Proposition 218) of the State Constitution states that “parcels within a Business Improvement District that are owned or used by any public agency, the State of California or the United States shall not be exempt from assessment unless the agency can demonstrate by clear and convincing evidence that those publicly owned parcels, in fact, receive no special benefit.”

Los Angeles Unified is not obligated to support the formation or renewal of a BID. Regardless of Los Angeles Unified’s support, if a BID is approved, Los Angeles Unified will be required to pay its special assessment unless there has been a formal determination that it is exempt.

The City has limited funding to provide certain services, and BIDs are able to supplement services that may benefit the community. Supporting a BID is voluntary by the Board, however Los Angeles Unified is obligated to pay the special assessment should the City Council vote to pass the BID petitions presented.

**Attachments:**

None

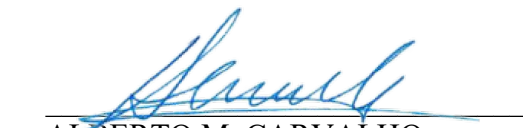
**Informatives:**

None

**Submitted:**

03/07/2023


## RESPECTFULLY SUBMITTED,

  
ALBERTO M. CARVALHO  
Superintendent


## APPROVED BY:

  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations


## 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 11



## Board of Education Report

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**File #:** Rep-158-22/23, **Version:** 1

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### **Instructional Calendar**

**March 27, 2023**

### **Division of School Operations**

#### **Action Proposed:**

Adopt the Instructional Calendars for the 2023-2024, 2024-2025, and 2025-2026 school years as set forth in Exhibits A through D. Each calendar provides 180 instructional days necessary to comply with Education Code Section 46200 and includes legal holidays, unassigned, and non-work days. The District will take all appropriate steps to comply with Education Code Section 51222, including attaining a waiver from the State for physical education required instructional minutes in schools utilizing the "4 x 4" calendars.

#### **Background:**

The 2023-2024, 2024-2025, and 2025-2026 school year calendars require approval from the Board of Education.

#### **Expected Outcomes:**

The outcome of this Board action is to formally adopt the Instructional Calendars for the 2023-2024, 2024-2025, and 2025-2026 school years for all schools.

#### **Board Options and Consequences:**

If the Board approves, the Instructional Calendars for 2023-2024, 2024-2025, and 2025-2026 school years will be as outlined below. If the Board does not approve, the Instructional Calendars will be revised and brought forth for approval at an upcoming Board of Education meeting.

#### **A. School Year 2023 - 2024:**

If the Board approves, all school staff will return on Monday, August 14, 2023 for a Pupil Free Day. The first day of instruction for the Fall Semester will be on Tuesday, August 15, 2023. The Spring Semester will commence on Monday, January 8, 2024. The last day of instruction will be Wednesday, June 5, 2024; and Thursday, June 6, 2024 will be a Pupil Free Day. Additionally, the following days are included in the Instructional Calendar.

#### ➤ Unassigned and non-work days will be observed on:

- Monday, September 25, 2023
- Monday, November 20, 2023
- Tuesday, November 21, 2023
- Wednesday, November 22, 2023
- Monday, April 1, 2024
- Wednesday, April 24, 2024

- The legal holidays will be observed on:
  - Admission Day - Friday, September 1, 2023
  - Labor Day - Monday, September 4, 2023
  - Veterans Day - Friday, November 10, 2023
  - Thanksgiving - Thursday and Friday, November 23 and 24, 2023
  - The alternate Lincoln Day - Friday, December 29, 2023
  - Dr. Martin Luther King, Jr. Day - Monday, January 15, 2024
  - Presidents' Day - Monday, February 19, 2024
  - Memorial Day - Monday, May 27, 2024
  - Juneteenth Day - Wednesday, June 19, 2024

Winter Recess is scheduled from Wednesday, December 20, 2023 through Friday, January 5, 2024; and Spring Recess is scheduled from Monday, March 25, 2024 through Friday, March 29, 2024.

B. School Year 2024 - 2025:

If the Board approves, all school staff will return on Friday, August 9, 2024 for a Pupil Free Day. The first day of instruction for the Fall Semester will be on Monday, August 12, 2024. The Spring Semester will commence on Monday, January 6, 2025. The last day of instruction will be Thursday, May 29, 2025; and Friday, May 30, 2025 will be a Pupil Free Day. Additionally, the following days are included in the Instructional Calendar.

- Unassigned and non-work days will be observed on:
  - Thursday, October 3, 2024
  - Monday, November 25, 2024
  - Tuesday, November 26, 2024
  - Wednesday, November 27, 2024
  - Monday, March 31, 2025
  - Thursday, April 24, 2025
- The legal holidays will be observed on:
  - Admission Day - Friday, August 30, 2024
  - Labor Day - Monday, September 2, 2024
  - Veterans Day - Monday, November 11, 2024
  - Thanksgiving - Thursday and Friday, November 28 and 29, 2024
  - The alternate Lincoln Day - Tuesday, December 31, 2024
  - Dr. Martin Luther King, Jr. Day - Monday, January 20, 2025
  - Presidents' Day - Monday, February 17, 2025
  - Memorial Day - Monday, May 26, 2025
  - Juneteenth Day - Thursday, June 19, 2025

Winter Recess is scheduled from Monday, December 23, 2024 through Friday, January 3, 2025; and Spring Recess is scheduled from Monday, April 14, 2025 through Friday, April 18, 2025.



## C. School Year 2025 - 2026:

If the Board approves, all school staff will return on Friday, August 8, 2025 for a Pupil Free Day. The first day of instruction for the Fall Semester will be on Monday, August 11, 2025. The Spring Semester will commence on Monday, January 5, 2026. The last day of instruction will be Friday, May 29, 2026 and Monday, June 1, 2026 will be a Pupil Free Day. Additionally, the following days are included in the Instructional Calendar.

- Unassigned and non-work days will be observed on:
  - Tuesday, September 23, 2025
  - Thursday, October 2, 2025
  - Monday, November 24, 2025
  - Tuesday, November 25, 2025
  - Wednesday, November 26, 2025
  - Friday, March 27, 2026
  - Friday, April 24, 2026
- The legal holidays will be observed on:
  - Admission Day - Friday, August 29, 2025
  - Labor Day - Monday, September 1, 2025
  - Veterans Day - Tuesday, November 11, 2025
  - Thanksgiving - Thursday and Friday, November 27 and 28, 2025
  - The alternate Lincoln Day - Wednesday, December 31, 2025
  - Dr. Martin Luther King, Jr. Day - Monday, January 19, 2026
  - Presidents' Day - Monday, February 16, 2026
  - Memorial Day - Monday, May 25, 2026
  - Juneteenth Day - Friday, June 19, 2026

Winter Recess is scheduled from Monday, December 22, 2025 through Friday, January 2, 2026; and Spring Recess is scheduled from Monday, March 30, 2026 through Friday, April 3, 2026.

**Policy Implications:**

If adopted, this resolution allows the Board of Education to determine the calendar by its own process, including days on which the schools are closed in observance of holidays.

**Budget Impact:**

There is no net impact on the District's budget.

**Student Impact:**

Students will have 180 days of instruction and meet the State guidelines on instructional minutes required to graduate. All students will follow the same number of required instructional days throughout the District.

**Equity Impact:**

Component	Score	Score Rationale
<b>Recognition</b>	<b>3</b>	The Instructional Calendars for 2023-2026 actively recognize historical inequities by proposing a shorter Winter Break to minimize possible learning loss and creating an opportunity to potentially offer a longer Summer School Program. Historically underserved families will no longer struggle to provide food and childcare for the third week of Winter Break. They will also benefit from a potentially longer Summer School Program.
<b>Resource Prioritization</b>	<b>3</b>	A shorter winter break will have a potentially positive impact on the Board goal of increasing the percentage of students passing A-G course requirements with a “C” or better and increasing the percentage of students proficient in literacy, numeracy, and social emotional learning goals, as it will mitigate potential learning loss. The ability to potentially offer a longer Summer School Program also provides those students with a longer period of rigorous in-person instruction.
<b>Results</b>	<b>3</b>	A shorter Winter Break and potentially longer Summer Program are likely to result in more learning time, positively affecting learning outcomes for historically underserved student populations and close achievement gaps for participating students.
<b>TOTAL</b>	<b>9</b>	

**Issues and Analysis:**

The State Board of Education requires Local Educational Agencies to have 180 instructional days.

The action proposed in the Board Report refers to the school instructional calendar only.

1. Principals are authorized to provide for special observances during the regular school day of Columbus Day, Susan B. Anthony’s Birthday, Cinco de Mayo, and other events of special interest to the community.
2. Cesar E. Chavez Day is designated as an unassigned day. When such a day falls on Saturday or Sunday, appropriate observances may be held in the schools on the preceding Friday or on the following Monday.
3. Principals of schools are directed to hold suitable exercises commemorating and directing attention to the history of the Civil Rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr., as required in Education Code Section 37220. These exercises commemorating the life and accomplishments of Dr. Martin Luther King, Jr. shall be held on the Friday preceding the Monday holiday observance date.
4. In the event of an emergency, five (5) days have been identified on each calendar to be used on an as needed basis for the 2023-2026 school years.

To provide the resources and multi-tiered systems of support for each school community and student, a process will be identified to allocate additional resources to schools to provide additional instructional days to meet specific student needs, more time for direct student instruction or professional development to directly improve

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**File #:** Rep-158-22/23, **Version:** 1

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student services.

**Attachments:**

Exhibit A - Proposed Instructional School Calendar for 2023 - 2024

Exhibit A1 - Summary of Instructional School Calendar for 2023 - 2024

Exhibit B - Proposed Instructional School Calendar for 2024 - 2025

Exhibit B1 - Summary of Instructional School Calendar for 2024 - 2025

Exhibit C - Proposed Instructional School Calendar for 2025 - 2026




Exhibit C1 - Summary of Instructional School Calendar for 2025 - 2026

**Informatives:**

Not Applicable

**Submitted:**

03/07/23




**RESPECTFULLY SUBMITTED,**  
ALBERTO M. CARVALHO  
Superintendent**APPROVED & PRESENTED BY:**  
ANDRES E. CHAIT  
Chief of Schools Operations  
Division of School Operations**REVIEWED BY:**  
DEVORA NAVERA REED  
General Counsel☒ Approved as to form**APPROVED & PRESENTED BY:**  
PEDRO SALCIDO  
Deputy Superintendent,  
Business Services & Operations**REVIEWED BY:**  
TONY ATIENZA  
Director, Budget Services and Financial Planning☒ Approved as to budget impact statement.**Action Proposed:**

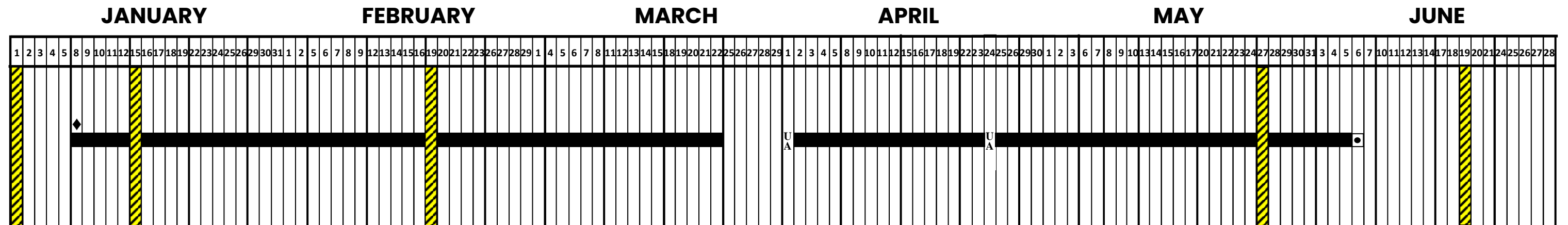
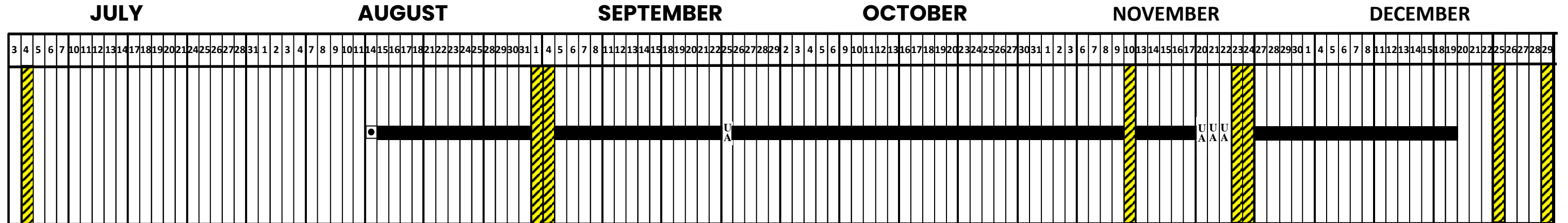
MATERIALS NOT AVAILABLE AT THIS TIME

## EXHIBIT A



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**INSTRUCTIONAL SCHOOL CALENDAR 2023–2024**

-  – Holidays  
 – Pupil Free Days  
**UN** – Unassigned Days  
 – First Day of Second Semester



***IMPORTANT DATES:***

**07-04-2023**

## Independence Day

**08-15-2023**

## First Day of Instruction

**09-01-2023**

## Admission Day

**09-04-2023**

## Labor Day

**11-10-2023**

## Veterans' Day Observed

**11-23 & 24-2023**

## Thanksgiving Holiday

12-20-2023 thru 01-05-2024

**01-08-2024**

**01-15-2024**

**02-19-2024**

**03-25-2024 thru 03-29-2024**

**04-01-2024**

## Winter Break

## Second Semester Begins

## Dr. Martin Luther King Jr. Birthday

## Presidents' Day

## Spring Break

## Cesar E. Chavez Birthday Observed

**04-24-2024**

**05-27-2024**

**06-05-2024**

**06-19-2024**

## Armenian Genocide Day

## Memorial Day

## Last Day of Instruction

## Juneteenth Holiday

## 82 – Instructional Days on the First Semester

## 98 – Instructional Days on the Second Semester

**180 – Instructional Days**



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### EXHIBIT A1

#### Summary of 2023 – 2024 School Year Calendar Beginning in July of 2023

August 15, 2023 – December 19, 2023	Days of Instruction
January 8, 2024 – June 5, 2024	82
	98
First Day of Instruction	Tuesday, August 15, 2023
Last Day of Instruction	Wednesday, June 5, 2024
Total Days of Instruction	180
Total Days School Provides Instruction	180
Winter Recess Begins	Wednesday, December 20, 2023
Winter Recess Ends	Friday, January 5, 2024
Spring Recess Begins	Monday, March 25, 2024
Spring Recess Ends	Friday, March 29, 2024

### **HOLIDAYS:**

Admission Day	Friday, September 1, 2023
Labor Day	Monday, September 4, 2023
Veterans Day Observed	Friday, November 10, 2023
Thanksgiving*	Thursday, November 23, 2023
Dr. Martin Luther King, Jr. Day	Monday, January 15, 2024
Presidents' Day**	Monday, February 19, 2024
Memorial Day	Monday, May 27, 2024
Juneteenth	Wednesday, June 19, 2024

\* The day after Thanksgiving, November 24, 2023 is a school holiday.

\*\* In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents' Day, the District must adopt a resolution as outlined in Education Code Section 37220.

EXHIBIT B



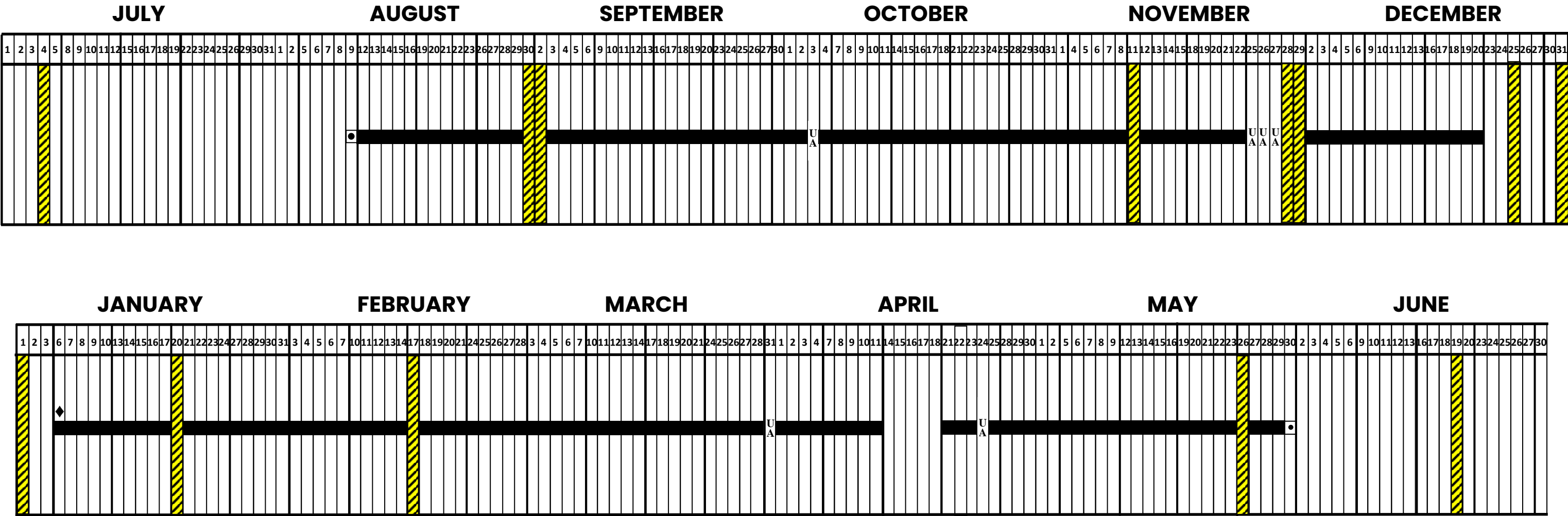
LOS ANGELES UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL SCHOOL CALENDAR 2024-2025

Holidays

Pupil Free Days

UN – Unassigned Days

♦ – First Day of Second Semester



IMPORTANT DATES:

07-04-2024	Independence Day	12-23-2024 thru 01-03-2025	Winter Break	04-24-2025	Armenian Genocide Day
08-12-2024	First Day of Instruction	01-06-2025	Second Semester Begins	05-26-2025	Memorial Day
08-30-2024	Admission Day	01-20-2025	Dr. Martin Luther King Jr. Birthday	05-29-2025	Last Day of Instruction
09-02-2024	Labor Day	02-17-2025	Presidents' Day	06-19-2025	Juneteenth Holiday
11-11-2024	Veterans Day	03-31-2025	Cesar E. Chavez Birthday		
11-28 & 29-2024	Thanksgiving Holiday	04-14-2025 thru 04-18-2025	Spring Break		



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### EXHIBIT B1

#### Summary of 2024 – 2025 School Year Calendar Beginning in July of 2024

August 12, 2024 – December 20, 2024	Days of Instruction
January 6, 2025 – May 29, 2025	86
	94
First Day of Instruction	Monday, August 12, 2024
Last Day of Instruction	Thursday, May 29, 2025
Total Days of Instruction	180
Total Days School Provides Instruction	180
Winter Recess Begins	Monday, December 23, 2024
Winter Recess Ends	Friday, January 3, 2025
Spring Recess Begins	Monday, April 14, 2025
Spring Recess Ends	Friday, April 18, 2025

### **HOLIDAYS:**

Admission Day	Friday, August 30, 2024
Labor Day	Monday, September 2, 2024
Veterans Day	Monday, November 11, 2024
Thanksgiving*	Thursday, November 28, 2024
Dr. Martin Luther King, Jr. Day	Monday, January 20, 2025
Presidents' Day**	Monday, February 17, 2025
Memorial Day	Monday, May 26, 2025
Juneteenth	Thursday, June 19, 2025




\* The day after Thanksgiving, November 29, 2024 is a school holiday.

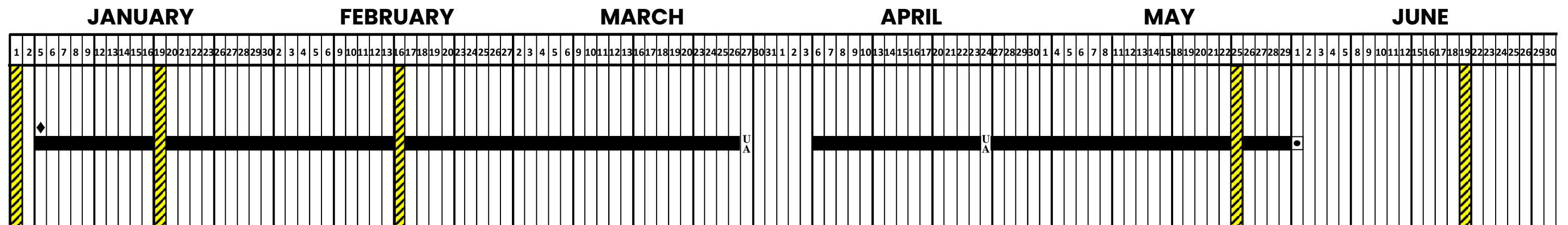
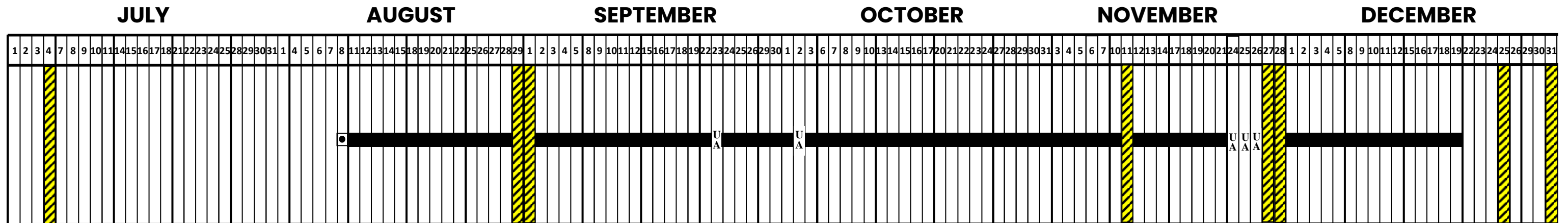
\*\* In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents' Day, the District must adopt a resolution as outlined in Education Code Section 37220.





**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**INSTRUCTIONAL SCHOOL CALENDAR 2025-2026**

-  – Holidays  
 – Pupil Free Days  
**UN** – Unassigned Days  
 – First Day of Second Semester



**IMPORTANT DATES:**

07-04-2025	Independence Day	12-22-2025 thru 01-02-2026	Winter Break	04-24-2026	Armenian Genocide Day
08-11-2025	First Day of Instruction	01-05-2026	Second Semester Begins	05-25-2026	Memorial Day
08-29-2025	Admission Day	01-19-2026	Dr. Martin Luther King Jr. Birthday	05-29-2026	Last Day of Instruction
09-01-2025	Labor Day	02-16-2026	Presidents' Day	06-19-2026	Juneteenth Holiday
11-11-2025	Veterans Day	03-27-2026	Cesar E. Chavez Birthday Observed		
11-27 & 28-2025	Thanksgiving Holiday	03-30-2026 thru 04-03-2026	Spring Break		



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### EXHIBIT C1

#### Summary of 2025 – 2026 School Year Calendar Beginning in July of 2025

August 11, 2025 – December 19, 2025	Days of Instruction
January 5, 2026 – May 29, 2026	85
	95
First Day of Instruction	Monday, August 11, 2025
Last Day of Instruction	Friday, May 29, 2026
Total Days of Instruction	180
Total Days School Provides Instruction	180
Winter Recess Begins	Monday, December 22, 2025
Winter Recess Ends	Friday, January 2, 2026
Spring Recess Begins	Monday, March 30, 2026
Spring Recess Ends	Friday, April 3, 2026

### **HOLIDAYS:**

Admission Day	Friday, August 29, 2025
Labor Day	Monday, September 1, 2025
Veterans Day	Tuesday, November 11, 2025
Thanksgiving Holiday*	Thursday, November 27, 2025
Dr. Martin Luther King, Jr. Day	Monday, January 19, 2026
Presidents' Day**	Monday, February 16, 2026
Memorial Day	Monday, May 25, 2026
Juneteenth	Friday, June 19, 2026

\* The day after Thanksgiving, November 28, 2025 is a school holiday.

\*\* In order for the District to combine the observance of Lincoln Day and Washington Day into Presidents' Day, the District must adopt a resolution as outlined in Education Code Section 37220.

# TAB 12



## Board of Education Report

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**File #:** Rep-197-22/23, **Version:** 1

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### **2022-23 Second Interim Report and Multi-Year Projections**

**March 27, 2023**

**Office of the Chief Business Officer**

#### **Action Proposed:**

1. Approve the 2022-23 Second Interim Financial Report, which contains a “positive” certification (enclosed herewith as “Attachment A”). In addition, approve to submit the Second Interim Report to the Los Angeles County Superintendent of Schools (CSS).
2. Approve resolution (enclosed herewith as “Attachment B”) to commit fund balance in fiscal year 2022-23 for a specific use of program that meets various obligations and contractual arrangements.

#### **Background:**

Under Education Code (EC) Section 42130, the superintendent of each school district is required to submit two reports to the governing board of the district during each fiscal year. The first and second reports shall cover the financial and budgetary status of the district for the period ending October 31 and January 31 (“First and Second Interim” reports, respectively). Both reports shall be approved by the district’s governing board no later than 45 days after the close of the period being reported. In addition, EC section 42131 requires the Board to certify to the CSS, the State Controller, and the State Superintendent of Public Instruction whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on the current forecast for the next two fiscal year, using one of three certification scenarios:

- A *positive* certification indicates that based on current projections, the district *will* meet its financial obligations for the current fiscal year and two subsequent years.
- A *qualified* certification indicates that the district *may not* be able to meet its financial obligations for the current or two subsequent fiscal years.
- A *negative* certification indicates that the district *will not* be able to meet its financial obligations for the current or subsequent fiscal year.

#### **Expected Outcomes:**

Upon adoption by the Governing Board (“Board”) of the Los Angeles Unified School District (“District”), the District files the Second Interim Report with the CSS to be in compliance with the EC requirements.

Approval of the resolution to commit fund balance shall ensure funds are used for the specific purpose unless the Board takes subsequent formal action to uncommit the originally imposed constraint.

#### **Board Options and Consequences:**

The Board may accept the staff’s recommendation of a positive condition or approve it with a modification in the projections.

Los Angeles County of Education (LACOE) shall review the District's certification. It has the authority and responsibility to change the certification if it determines that the District's certification was not appropriate.

In the event the District's certification is other than positive at the second interim period, it must provide an additional report of financial statement projections of fund and cash balance no later than June 1<sup>st</sup>. This is known as the "Third Interim Report", which does not require Board certification. Further, it may not, in that fiscal year or the next fiscal year, issue non-voter approved debt unless the CSS determines that the District shall probably make repayment of such debt issuance. LACOE may also impose various restrictions on districts that fail to deal with financial issues raised in interim reports. Finally, rating agencies may consider interim reports when evaluating or revising credit ratings.

Without approval to commit fund balance, the District will not adhere to reporting requirements for reserves as set forth in Education Code 42127.01.

#### **Policy Implications:**

Submission of the District's 2022-23 Second Interim Financial Report and approval of the resolution to commit fund balance shall comply with Education Codes and LACOE requirements.

#### **Budget Impact:**

The District shall be able to meet its financial obligations and maintains reserves at the required statutory level.

#### **Student Impact:**

Compliance with Education Code ensures that the District shall continue to operate and serve its student population.

#### **Equity Impact:**

Component	Score	Score Rationale
<b>Recognition</b>	<b>3</b>	District budgeting ranges from "not recognizing historical inequities" to "actively recognizing and specifying historical inequities". While some allocations of resources are district-wide, some investments such as Student Equity Need Index recognizes historical inequities.
<b>Resource Prioritization</b>	<b>3</b>	Resource prioritization varies from a district-wide perspective to a targeted student population based on student need and its impact on student achievement.
<b>Results</b>	<b>2</b>	Resources are allocated to the extent that it would support student needs, address priorities of achieving the District Strategic Plan
<b>TOTAL</b>	<b>8</b>	

#### **Issues and Analysis:**

The District continues to be challenged with deficit spending wherein projected expenditures are greater than projected revenues. It shall continue to monitor spending and explore strategies to balance its budget.

#### **Attachments:**

Attachment A - 2022-23 Second Interim Financial Report and Multi-Year Projections

Attachment B - Resolution to Commit Fund Balance for the 2022-23 Fiscal Year

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**File #:** Rep-197-22/23, **Version:** 1

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**Informatives:**

None

**Submitted:**

02/23/2023

**RESPECTFULLY SUBMITTED,**


ALBERTO M. CARVALHO  
Superintendent

**APPROVED BY:**

PEDRO SALCIDO  
Deputy Superintendent  
Office of the Deputy Superintendent

**REVIEWED BY:**

DEVORA NAVERA REED  
General Counsel

**APPROVED & PRESENTED BY:**

DAVID HART  
Chief Business Officer  
Office of the Chief Business Officer

☒ Approved as to form.

**REVIEWED BY:**

TONY ATIENZA  
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

## ATTACHMENT A

2022-23 SECOND INTERIM FINANCIAL REPORT AND MULTI-YEAR PROJECTIONS

PLACEHOLDER



ATTACHMENT B

RESOLUTION TO COMMIT FUND BALANCE FOR THE 2022-23 FISCAL YEAR

PLACEHOLDER

# TAB 13



## Board of Education Report

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**File #:** Rep-199-22/23, **Version:** 1

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### **Home-to-School Transportation Reimbursement - Transportation Services Plan**

**March 27, 2023**

#### **Transportation Services Division**

#### **Action Proposed:**

Approval of the Transportation Services Plan 2022-23 as a condition of receiving reimbursement or apportionments from the California Department of Education (CDE) for home-to-school transportation services. Based on the formula provided, LAUSD will receive approximately \$18.5 million.

#### **Background:**

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 to provide reimbursement funding for school districts and county offices of education (COEs) based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding. As a condition of receiving the reimbursement, a plan describing the transportation services offered to students, including those in transitional kindergarten through grade 6 and students of low income be developed and adopted by the Board of Education. The plan shall be updated by April 1<sup>st</sup> of each year thereafter.

The attached Transportation Services Plan 2022-23 contains the components requested by the CDE and incorporates the information for the transportation programs that the District is currently offering to its students.

#### **Expected Outcomes:**

As the 2021-22 transportation expenditures is greater than the provided 2021-22 transportation add-on funding from LCFF, the reimbursement shall offset a portion of the increased expenditures. The reimbursement will be apportioned in June 2023 as part of CDE's 2022-23 Second Principal Apportionment certification.

#### **Board Options and Consequences:**

If the Board votes 'No', the plan is rejected and the District shall forgo the reimbursement.

If the Board votes 'Yes', the plan is accepted and the District shall receive \$18.5 million in home-to-school transportation reimbursement funding.

#### **Policy Implications:**

Not Applicable

#### **Budget Impact:**

For Fiscal Year 2022-23, the first year of implementation, reimbursement funding is approximately \$18.5 million based on the 2021-22 eligible transportation expenditures and 2021-22 LCFF transportation add-on funding.

#### **Student Impact:**

The reimbursement will assist the District's Transportation Services Division (TSD) with providing safe and efficient home-to-school transportation services for students.

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**File #:** Rep-199-22/23, **Version:** 1

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**Equity Impact:**

Component	Score	Score Rationale
Recognition	3	The approval of the Transportation Services Plan affirms the District's commitment to providing transportation services for all students in transportation programs. This is especially important for students who reside in communities that are environmentally and economically impacted.
Resource Prioritization	3	The Transportation Services Plan applies to all students enrolled in education programs with qualifying transportation services.
Results	4	The goal of the Transportation Services Division is to deliver all qualifying students to schools on time everyday so they have the opportunity to learn.
TOTAL	10	

**Issues and Analysis:**

Not Applicable

**Attachments:**

Attachment A - Transportation Services Plan 2022-23

**Informatives:**

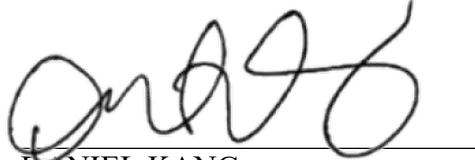
Not Applicable

**Submitted:**

02/23/23

**RESPECTFULLY SUBMITTED,**

ALBERTO M. CARVALHO  
Superintendent

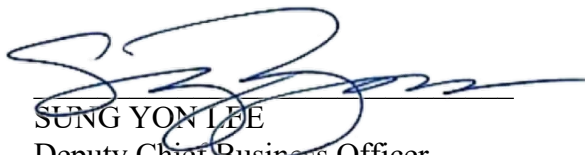
**APPROVED & PRESENTED BY:**

DANIEL KANG  
Director  
Transportation Services Division

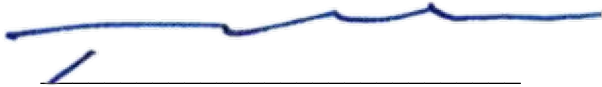
**REVIEWED BY:**

DEVORA NAVERA REED  
General Counsel

☒ Approved as to form

**APPROVED & PRESENTED BY:**

SUNG YON LEE  
Deputy Chief Business Officer  
Office of the Business Manager

**REVIEWED BY:**

TONY ATIENZA  
Director, Budget Services and Financial Planning

☒ Approved as to budget impact statement.

## ATTACHMENT A

### Transportation Services Plan 2022-23

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2023 in an open meeting with the opportunity for in-person and remote public comment. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

1. Enter description of your district's plan of the transportation services it will offer to pupils, and how it will prioritize transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income.

The Los Angeles Unified School District (LAUSD) provides home-to-school transportation services for eligible students enrolled in Special Education, student integration, and other District transportation programs. Eligible students in these programs include, but not limited to, low-income pupils and/or pupils enrolled in grades transitional kindergarten through 12.

- **Magnet:** A voluntary program drawing students from throughout LAUSD into specialized school programs. Transporting students to Magnet schools offers them access to special learning environments by which students can pursue their academic interests.
- **Special Education:** A District-wide program that serves students with disabilities as determined by their Individualized Education Program. In accordance with Free Appropriate Public Education (FAPE), if necessary, students with disabilities are transported to District schools that provide programs and services appropriate to their educational needs. Approximately 8,000 students with disabilities are provided transportation yearly.
- **Distance and Hazard:** Transportation is provided for students whose walk routes from home to school and back are potentially hazardous.
- **Homeless/Foster:** Transportation is provided to students who are homeless or foster.
- **Satellite Zone:** Transportation is provided to students whose home schools have reached enrollment capacity.
- **Permits with Transportation (PWT):** A voluntary student integration program designed to provide students with integrated experiences with other student populations at different schools.

2. Enter description of your district's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

Transportation is provided to Special Education and homeless and foster students. Transportation for pupils with disabilities is provided regardless of the proximity of the child's home to the school of attendance based on the child's Individualized Education Program (IEP). In addition, school-to-school transportation during the day is provided for Special Needs students to attend therapies and other related activities.

3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no cost to the pupils.

Regardless of the student's "unduplicated pupil" status, LAUSD's school bus transportation services are provided at no cost to students enrolled in one of the District's transportation programs.

4. Your plan must be developed in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils, and other stakeholders. Enter description of your plan consultation with those parties.

LAUSD has and will continue to consult with internal and external stakeholders to evolve the District's transportation programs. LAUSD's Transportation office works with internal stakeholders such as Magnet Office and Special Education Office to assign students to bus routes. School administrators are consulted on the routes and buses assigned to their schools. The District also works with state and local agencies to ensure that the District's buses are in compliance with emissions and safety regulations.

### **Transportation Services Allowance Calculations**

Total 2021-22 Transportation Expenses (Function 3600)	\$ 173,573,869.39
A. Disqualifying 2021-22 Transportation Expenses (Function 3600)	\$ 8,889,705.03
B. Less Capital Outlay (Object 6xxx, Function 3600)	\$ 4,553,925.08
C. Less Nonagency Expenditures (Goal 7110, 7150, Function 3600)	\$ -
D. Estimated 60% Reimbursement	\$ 96,078,143.57
E. Less 2021-22 Transportation Add-on from LCFF (if >0, the	\$ 77,587,829.00
<b>Total Transportation Allowance (Object 8590, Resource 0000)</b>	<b>\$ 18,490,314.57</b>

# TAB 14





## Board of Education Report

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**File #:** Rep-193-22/23, **Version:** 1

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### **Approval of the Proposed Material Revision for City Language Immersion Charter**

**March 27, 2023**

#### **Charter Schools Division**

#### **Action Proposed:**

Approve the material revision of the charter for City Language Immersion Charter (“Charter School”), to transfer governance and operations to New Los Angeles Charter School (a California non-profit public benefit corporation that operates two LAUSD-authorized charter schools) and revise City Language Immersion Charter’s governance structure and related charter elements. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

City Language Immersion Charter is a TK-5 school currently serving 407 students on a private facility in mid-city area of Los Angeles at 4001 Venice Blvd., Los Angeles, CA 90019 in Board District 1 and Region West. City Language Immersion Charter was approved by the LAUSD Board of Education on January 15, 2013. On November 7, 2017, the charter school was renewed for another five-year term to serve 432 students in grades TK-5.

On December 20, 2022, the Charter Schools Division commenced processing of City Language Immersion Charter’s complete material revision. City Language Immersion Charter seeks to revise its current charter, which expires June 30, 2023. 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 City Language Immersion Charter expires June 30, 2025.

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.

#### **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 approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term under the governance and operation of New Los Angeles Charter School, a California nonprofit public benefit corporation. New Los Angeles Charter School has agreed to assume operations of Charter School, as described in the Action Proposed above and presented in Charter School’s material revision application.

“No” - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the direction and management of City Charter Schools and continue to operate under the terms of its current charter consistently with the Board’s action and direction.

**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.

**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.

**Equity Impact:**

Not applicable

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**File #:** Rep-193-22/23, **Version:** 1

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**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 - City Language Immersion Charter DFS Data
- Attachment C - New Los Angeles Charter Elementary DFS Data
- Attachment D - New Los Angeles Charter DFS Data
- Attachment E - Material Revision

**Informatives:**

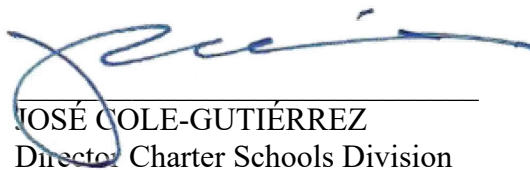
Not applicable

**Submitted:**

02/22/23

**RESPECTFULLY SUBMITTED,**

ALBERTO M. CARVALHO  
Superintendent of Schools

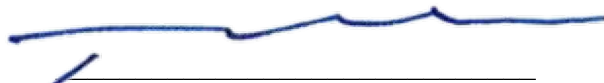
**APPROVED & PRESENTED BY:**

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 193-22/23

March 21, 2023

School Name:	City Language Immersion Charter		
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	City Charter Schools		
Location Code:	2271		
Type of Site(s):	Private		
Site Address(es):	4001 Venice Blvd., Los Angeles, CA 90019		
Board District(s):	1	Region(s):	West
Grade Levels Served:	TK-5	Current Enrollment:	407
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	432
CONSIDERATION:	Material Revision to Transfer Governance and Operations to New Los Angeles Charter School and Revise City Language Immersion Charter's Governance Structure and Related Charter Elements		
CDE PERFORMANCE LEVEL: (PER CDE'S 2020 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>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.</p> <ul style="list-style-type: none"> <li>♦ <i>The charter school has presented a <b>sound educational program</b> for its targeted student population.</i></li> <li>♦ <i>The petition, as revised through the petition review and revisions process, contains <b>reasonably comprehensive descriptions of all required elements</b>, including the Federal, State, and District Required Language.</i></li> <li>♦ <i>Petitioners are <b>demonstrably likely to successfully implement the educational program</b> set forth in the petition.</i></li> <li>♦ <i>The petition contains <b>required affirmations, assurances, and declarations</b>.</i></li> <li>♦ <i>The petition contains a <b>declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school</b> for purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code.</i></li> </ul>		

## **STAFF ASSESSMENT**

### **I. ACTION PROPOSED**

Staff recommends approval of the proposed material revision of the charter for City Language Immersion Charter (“CLIC” or “Charter School”), a TK-5 school located in Board District 1 and Region West, to transfer governance and operations to New Los Angeles Charter School (a California non-profit public benefit corporation that operates two LAUSD-authorized charter schools) and revise City Language Immersion Charter’s governance structure and related charter elements.

The City Charter Schools’ Board of Directors, the nonprofit organization that holds the charter, seeks to voluntarily transfer the governance and operation of CLIC to New Los Angeles Charter School (NLACS), due to organizational, operations, and fiscal strategic planning considerations. Moreover, the City Charter Schools’ Board of Directors has taken action to self-close The City, the only other school operated by City Charter Schools, effective June 30, 2023, due to increased fiscal, academic, enrollment, and operational challenges.

NLACS currently operates two LAUSD-authorized charter schools, New Los Angeles Charter Elementary, serving grades TK-5, and New Los Angeles Charter, serving grades 6-8.

### **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**

	<b>City Language Immersion Charter</b>
<b>Initial Authorization:</b>	On January 15, 2013, City Language Immersion Charter (formerly City Charter Elementary School) was authorized by the LAUSD Board of Education to serve 408 students in grades K-5.
<b>Most Recent Renewal</b>	The charter was renewed on November 7, 2017, for a five-year term (July 1, 2018- June 30, 2023) to serve up to 432 students in grades TK-5.

	<b>City Language Immersion Charter</b>
	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 CLIC expires June 30, 2025.
<b>Approved Material Revisions of Current Charter:</b>	Not Applicable
<b>Board Benchmarks in Current Charter Term:</b>	<p>On November 7, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following academic benchmarks to City Language Immersion Charter:</p> <ol style="list-style-type: none"> <li>1. The Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying.</li> <li>2. The Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school’s systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes.</li> <li>3. The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS.</li> <li>4. The school must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average.</li> </ol> <p>City Language Immersion Charter is in year five of its charter term and has met benchmarks 1 through 3. The school has not met the reclassification benchmark in any year of the charter term. Please see the “Staff Review and Assessment” section below.</p>
<b>Material Revision Application:</b>	The processing of City Language Immersion Charter’s complete material revision application commenced on December 20, 2022. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i> , the 120-day timeline (for presenting the material revision once processing commences) runs through April 19, 2023.

**B. Educational Program**

	<b>City Language Immersion Charter</b>
<b>Key Features of Educational Program:</b>	<p>City Language Immersion Charter offers a TK-5 educational program, which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ CLIC offers a 90:10 Dual Immersion Program in Spanish and English in an effort to develop bi-lingual fluency and multi-cultural understanding for students. The program increases English language instruction by 10% percent each grade level until a student reaches the 4<sup>th</sup> grade when Spanish/English is taught 50:50.</li> <li>♦ The school is grounded in constructivist theory building on real-world activities.</li> <li>♦ The school provides a problem/project-based curriculum that provides students with real-world applications where students are involved in planning, problem solving, decision-making and investigation utilizing the Reggio Emilia approach to classroom environment that connects to students' home lives and cultures in an effort to spark curiosity and creativity.</li> </ul>
<b>Master Plan for English Learners and Standard English Learners:</b>	<p>City Language Immersion Charter implements its own Master Plan for English Learners and Standard English Learners which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ Teachers implement both integrated and designated English Language Development (ELD) instruction.</li> <li>♦ The school uses leveled-reading books and arts-infused project-based learning to support English Learners (ELs) in developing their listening, speaking, reading and writing skills.</li> </ul>
<b>Special Education SELPA:</b>	City Language Immersion Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**C. Student Enrollment and Population**

City Language Immersion Charter 2021-2022 Enrollment by Ethnicity and Student Group																	
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	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
387	50.9%	0.0%	0.3%	2.3%	15.0%	24.3%	0.3%	0.3%	0.0%	69.0%	0.0%	0.3%	0.8%	53.7%	7.0%	2.8%	9.3%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>



#### **D. Charter School Operator**

City Language Immersion Charter is operated by City Charter Schools, 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. 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?**

Yes, the petition, as amended, 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.

Staff reviewed this material revision and considered City Language Immersion Charter's stated needs for additional support to improve its governance and operations based on its current oversight record, including meeting with CLIC leadership. Additionally, as the City Charter Schools' proposal involves New Los Angeles Charter School as a successor organization to operate CLIC, staff met with NLACS leadership to discuss this proposed transfer of governance and operations, with a specific focus on their capacity to assume responsibility for CLIC (as proposed in this material revision). Both organizations have affirmed they have conducted their respective due diligence of one another's organizations (i.e., staffing, academic record, finances, etc.), and their Boards of Directors have approved the pursuit of this material revision.

Staff analyzed NLACS's performance in the areas of governance, academics, operations, and fiscal operations of its existing schools as part of this assessment. As noted further in this report, as part of the holistic consideration of the aforementioned factors, Staff assesses that NLACS is demonstrably likely to successfully implement CLIC's charter (as a school already in operation). Staff notes NLACS's record has demonstrated strength in the areas of governance, organizational management, and fiscal operations, as noted in more detail below. However, NLACS has room for improvement in the area of academic achievement, also as noted further below. In this regard, NLACS provided additional information related to more recent internal academic assessments that demonstrated some relevant student growth to consider, which is discussed further below. Ultimately, the effectiveness of NLACS's operation of CLIC, should this material revision be approved, will be reviewed by Staff as part of ongoing oversight, and at the time of the school's renewal. It is also important to note, that Staff similarly considered NLACS's existing charter schools and the ability of the organization to successfully implement their respective programs. These two schools will also continue to be reviewed by Staff as part of ongoing oversight and at the time of the schools' renewals.

The leaders shared that they have added leadership capacity as part of their overall strategic direction with restructured central office positions, including a Chief Executive Officer, Chief of Schools, Chief Operating Officer, and Director of Special Projects.

CLIC will continue to operate on its existing private site at 4001 Venice Blvd. in Los Angeles.

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

City Language Immersion Charter has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance, as well as comparative data for New Los Angeles Charter Elementary and New Los Angeles Charter, below. Updated CDE Performance Levels from the state are not available at this time.

### b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). Performance levels will be reported based on the 2021-2022 school year data using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Schools	2022 CA School Dashboard Academic Indicators				
	ELA	Math	EL Progress Indicator	Chronic Absenteeism	Suspension Rate
<b>City Language Immersion Charter</b>	Medium	Medium	High	Very High	Very Low
<b>New Los Angeles Charter Elementary</b>	Low	Low	Medium	Very High	Very Low
<b>New Los Angeles Charter</b>	Low	Low	Medium	Very High	Low

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Please see attached *City Language Immersion Charter Data Set*, *New Los Angeles Charter Elementary Data Set*, and *New Los Angeles Charter Data Set*.

Based on the 2022 California School Dashboard, City Language Immersion Charter performed the same or higher than New Los Angeles Charter Elementary and New Los Angeles Charter on all reported indicators.

### c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Student Groups:

2021-2022 ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator				
Student Group	City Language Immersion Charter Average DFS	New Los Angeles Charter Elementary Average DFS	New Los Angeles Charter Average DFS	State Average DFS
All Students	6.0	-50.6	-32.6	-12.2
Black or African American	6.7	NNS	NNS	-57.7
English Learner	-53.2	-59.2	-81.6	-61.2
Latino	-17.1	-46.3	-34.9	-38.6
Socioeconomically Disadvantaged	-24.5	-54.2	-34.6	-41.4
Students with Disabilities	NNS	NNS	-103.6	-97.3

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>  
 ("NNS" - Not Numerically Significant)

As seen in the table above, in 2022, in English Language Arts (ELA), CLIC's Distance from Standard (DFS) was higher than the state's DFS schoolwide and for all numerically significant student groups. In comparison, New Los Angeles Charter Elementary's DFS was lower than the state's DFS schoolwide and for two of the three numerically significant student groups (Latino and Socioeconomically Disadvantaged). New Los Angeles Charter's DFS was lower than the state's DFS schoolwide and for two of the four numerically significant student groups (English Learner and Students with Disabilities).

Additionally, CLIC's DFS was higher than New Los Angeles Charter Elementary and New Los Angeles Charter's DFS schoolwide and for all of its numerically significant student groups.

Schools	2021-2022 English Language Arts Indicator Participation Rate by Student Group					
	All Students	Black or African American	English Learner	Latino	Socioeconomically Disadvantaged	Students with Disabilities
City Language Immersion Charter	98%	100%	98%	97%	100%	NNS
New Los Angeles Charter Elementary	98%	NNS	98%	98%	99%	NNS
New Los Angeles Charter	99%	NNS	100%	99%	99%	98%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Participation Rate Report above displays the percent of students tested by content area for the **numerically significant** student groups. The Every Student Succeeds Act (ESSA) 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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the **Lowest Obtainable Scale Score (LOSS)** to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

("NNS" - Not Numerically Significant)

In 2022 in ELA, CLIC, New Los Angeles Charter Elementary, and New Los Angeles Charter met the participation rates (95%) schoolwide and for the numerically significant student groups.

d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Student Groups:

2021-2022 Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator				
Student Group	City Language Immersion Charter Average DFS	New Los Angeles Charter Elementary Average DFS	New Los Angeles Charter Average DFS	State Average DFS
All Students	-17.9	-75.3	-93.1	-51.7
Black or African American	-39.4	NNS	NNS	-106.9
English Learner	-64.8	-86.3	-142.4	-92.0
Latino	-40.7	-76.7	-95.2	-83.4
Socioeconomically Disadvantaged	-56.0	-79.0	-93.4	-84.0
Students with Disabilities	NNS	NNS	-164.1	-130.8

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>  
 ("NNS" - Not Numerically Significant)

As seen in the table above, in 2022, in Math, CLIC's DFS was higher than the state's DFS schoolwide and for all numerically significant student groups. In comparison, New Los Angeles Charter Elementary's DFS was lower than the state's DFS schoolwide and higher for all three numerically significant student groups. New Los Angeles Charter's DFS was lower than the state's DFS schoolwide and for all four numerically significant student groups.

Additionally, CLIC's DFS was higher than New Los Angeles Charter Elementary and New Los Angeles Charter's DFS schoolwide and for all of its numerically significant student groups.

Schools	2021-2022 Math Indicator Participation Rate by Student Group					
	All Students	Black or African American	English Learner	Latino	Socioeconomically Disadvantaged	Students with Disabilities
City Language Immersion Charter	98%	100%	98%	97%	100%	NNS
New Los Angeles Charter Elementary	99%	NNS	100%	99%	100%	NNS
New Los Angeles Charter	100%	NNS	100%	100%	100%	98%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Participation Rate Report above displays the percent of students tested by content area for the numerically significant student groups. The Every Student Succeeds Act (ESSA) 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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the [Lowest Obtainable Scale Score \(LOSS\)](#) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).  
 ("NNS" - Not Numerically Significant)

In 2022 in Math, CLIC, New Los Angeles Charter Elementary, and New Los Angeles Charter met the participation rates (95%) schoolwide and for the numerically significant student groups.

e. English Learner Progress Academic Indicator

Percent of English Learners Making Progress Towards English Proficiency:

2021-2022 English Learner Progress Indicator - CA School Dashboard Indicator			
City Language Immersion Charter Percentage of English Learners making progress towards English proficiency	New Los Angeles Charter Elementary Percentage of English Learners making progress towards English proficiency	New Los Angeles Charter Percentage of English Learners making progress towards English proficiency	State Percentage of English Learners making progress towards English proficiency
57.7%	45.5%	50.6%	50.3%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

As indicated in the table above, the 2022 California School Dashboard indicates 57.7% of CLIC's English Learner students are making progress towards English proficiency, which is higher than the state at 50.3%. In comparison, 45.5% of New Los Angeles Charter Elementary's English Learner students are making progress towards English proficiency, which is lower than the state and 50.6% of New Los Angeles Charter's English Learner students are making progress towards English proficiency, which is higher than the state.

Additionally, in 2022, CLIC's percentage of English Learner students making progress towards English proficiency is higher than New Los Angeles Charter Elementary and New Los Angeles Charter.

In 2022 CLIC, New Los Angeles Charter Elementary, and New Los Angeles Charter met the ELPAC participation rates (95%).

f. College/Career Academic Indicator  
Not Applicable

g. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Student Groups:

2021-2022 Suspension Rate Indicator - CA School Dashboard Indicator				
Student Group	City Language Immersion Charter Percentage of Students suspended at least once	New Los Angeles Charter Elementary Percentage of Students suspended at least once	New Los Angeles Charter Percentage of Students suspended at least once	State Percentage of Students suspended at least once
All Students	0.0%	0.0%	1.8%	3.1%
Black or African American	0.0%	0.0%	NNS	7.9%
English Learner	0.0%	0.0%	3.4%	3.2%
Latino	0.0%	0.0%	1.7%	3.3%
Socioeconomically Disadvantaged	0.0%	0.0%	2.0%	4.0%
Students with Disabilities	0.0%	0.0%	3.3%	5.4%
White	0.0%	NNS	NNS	2.6%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>  
("NNS" - Not Numerically Significant)

As indicated in the table above, in 2022, CLIC's percentage of students suspended at least once was lower than the state schoolwide and for all numerically significant student groups. In comparison, New Los Angeles Charter Elementary's percentage of students suspended at least once was lower than the state schoolwide and for all numerically significant student groups. New Los Angeles Charter's percentage of students suspended at least once was

lower than the state schoolwide and for three of the four numerically significant student groups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities).

Additionally, in 2022, CLIC's percentage of students suspended at least once was the same as New Los Angeles Charter Elementary schoolwide and for all numerically significant student groups, and lower than New Los Angeles Charter schoolwide and for all numerically significant student groups.

h. Graduation Rate Indicator [HS Only]

Not Applicable

i. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Student Groups:

2021-2022 Chronic Absenteeism Indicator - CA School Dashboard Indicator				
Student Group	City Language Immersion Charter Chronic Absenteeism Percentage	New Los Angeles Charter Elementary Chronic Absenteeism Percentage	New Los Angeles Charter Chronic Absenteeism Percentage	State Chronic Absenteeism Percentage
All Students	31.7%	41.5%	42.3%	30.0%
Black or African American	39.7%	55.6%	NNS	42.9%
English Learner	30.5%	45.5%	40.7%	33.6%
Latino	35.0%	36.9%	40.0%	35.8%
Socioeconomically Disadvantaged	36.3%	46.2%	41.9%	37.4%
Students with Disabilities	17.1%	41.5%	54.1%	39.6%
White	17.9%	NNS	NNS	21.9%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>  
 ("NNS" - Not Numerically Significant)

As indicated in the table above, in 2022, CLIC's Chronic Absenteeism percentage was higher than the state schoolwide but lower for all numerically significant student groups. Per school leadership, the Chronic Absenteeism rate was impacted by students absent due to COVID-19 and other illnesses. In order to reduce the Chronic Absenteeism rate, the school is meeting individually with parents to discuss excessive absences and sending truancy letters.

In comparison, New Los Angeles Charter Elementary and New Los Angeles Charter's Chronic Absenteeism percentage was higher than the state schoolwide and for all numerically significant student groups.

Additionally, in 2022, CLIC's Chronic Absenteeism percentage was lower than New Los Angeles Charter Elementary and New Los Angeles Charter schoolwide and for its numerically significant student groups.

j. English Learner Performance

## Reclassification Rates:

Year	Students Redesignated FEP	City Language Immersion Charter	New Los Angeles Charter Elementary	New Los Angeles Charter	State
2019-2020	2018-2019 Number of English Language Learners	100	78	46	1,195,988
	2019-2020 Number of Students Reclassified	8	11	3	164,653
	2019-2020 Reclassification Rate	8.0%	14.1%	6.5%	13.8%
2020-2021	2019-2020 Number of English Language Learners	90	85	53	1,148,024
	2020-2021 Number of Students Reclassified	0	1	0	79,667
	2020-2021 Reclassification Rate	0.0%	1.2%	0.0%	6.9%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesreclass.asp>

As seen in the table above, in 2019-2020, CLIC's reclassification rate was 8.0%, which was lower than the state's reclassification rate of 13.8%. In 2020-2021, CLIC's reclassification rate of 0.0% was lower than the state's rate of 6.9%. The school leadership shared that in the 2020-2021 school year, the English Language Proficiency Assessments for California (ELPAC) was not administered due to the distance learning, which impacted the reclassification rate. In 2021-2022, the ELPAC participation rate was 100% and the school leadership anticipates an increase in reclassification rate. To address this data, the school implemented professional development focused on improving English Language Development practices and targeted tutoring support from a literacy instructor.

In comparison, in 2019-2020, New Los Angeles Charter Elementary's reclassification rate was 14.1%, which was higher than the state's reclassification rate of 13.8%. In 2020-2021, New Los Angeles Charter Elementary's reclassification rate of 1.2% was lower than the state's rate of 6.9%. In 2019-2020, New Los Angeles Charter's reclassification rate was 6.5%, which was lower than the state's reclassification rate of 13.8%. In 2020-2021, New Los Angeles Charter's reclassification rate of 0.0% was lower than the state's rate of 6.9%.

Additionally, in 2019-2020, CLIC's reclassification rate was lower than New Los Angeles Charter Elementary and higher than New Los Angeles Charter. In 2020-2021, CLIC's reclassification rate was lower than New Los Angeles Charter Elementary and the same as New Los Angeles Charter.

CLIC's reclassification criteria are as follows:

- ♦ ELPAC: Overall performance level of "bridging" in listening, speaking, reading, and writing
- ♦ Fountas & Pinnell and CORE: Demonstrate grade-level proficiency in phonics, fluency, and reading comprehension
- ♦ Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system



- ♦ Teacher Analysis: Teacher observation, review of student work samples, analysis of past standards based report cards
- ♦ SBAC: Within 10 scale score points of Level 3 (proficient) or better performance on the ELA section of the test
- ♦ Parent approval

#### Long-term English Learners and “At-Risk” Rates:

Year	English Learners	City Language Immersion Charter		New Los Angeles Charter Elementary		New Los Angeles Charter		State	
		Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
2020-2021	LTEL 6+ Years	0	0.0%	0	0.0%	63	29.4%	361,482	17.1%
	At-Risk 4-5 Years	22	25.3%	23	23.7%	8	3.7%	214,740	10.1%
2021-2022	LTEL 6+ Years	0	0.0%	0	0.0%	75	38.3%	379,290	18.1%
	At-Risk 4-5 Years	23	21.7%	24	28.6%	4	2.0%	211,055	10.1%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

As seen in the table above, in 2020-2021 and 2021-2022, CLIC’s percentage of Long-term English Learners (LTELs) was 0.0%, which is lower than the state’s rate of 17.1% and 18.1%, respectively. In 2020-2021 and 2021-2022, CLIC’s percentage of “At-Risk” was 25.3% and 21.7%, respectively, which are higher than the state’s rate of 10.1%.

In comparison, in 2020-2021 and 2021-2022, New Los Angeles Charter Elementary’s percentage LTEL’s was 0.0%, which is lower than the state’s rate of 17.1% and 18.1%, respectively. In 2020-2021 and 2021-2022, New Los Angeles Charter Elementary’s “At-Risk” was 23.7% and 28.6%, respectively, which are higher than the state’s rate at 10.1%. In 2020-2021, New Los Angeles Charter’s percentage of LTELs was 29.4%, which is higher than the state’s rate of 17.1%. In 2021-2022, New Los Angeles Charter’s percentage of LTELs was 38.3% is higher than the state’s rate of 18.1%. In 2020-2021 and 2021-2022, New Los Angeles Charter’s “At-Risk” was 3.7% and 2.0%, respectively, which are lower than the state’s rate at 10.1%.

Additionally, in 2020-2021 and 2021-2022, CLIC’s percentage of LTELs was the same as New Los Angeles Charter Elementary and lower than New Los Angeles Charter. In 2020-2021, CLIC’s percentage of “At-Risk” was higher than New Los Angeles Charter Elementary and New Los Angeles Charter. In 2021-2022, CLIC’s percentage of “At-Risk” was lower than New Los Angeles Charter Elementary and higher than New Los Angeles Charter.

#### Additional Academic Information

NLACS provided 2021-2022 internal assessment data for New Los Angeles Charter Elementary and New Los Angeles Charter. The i-Ready Final Diagnostic Growth Report for 2021-2022 (Fall to Spring administration) for Reading and Math shows that both NLACS schools met the participation rate of 95% schoolwide and for its numerically significant student groups.



For New Los Angeles Charter, in Reading, 63% of students met the Annual Typical Growth<sup>1</sup> and in Math, 57% of students met the Annual Typical Growth. Therefore, based on i-Ready's Annual Typical Growth, New Los Angeles Charter had at least 50% of reported students achieving 100% of Annual Typical Growth in both Reading and Math.

For New Los Angeles Charter Elementary, in Reading, 45% of students met the Annual Typical Growth and in Math, 37% of students met the Annual Typical Growth. Therefore, based on i-Ready's Annual Typical Growth, New Los Angeles Charter Elementary did not have at least 50% of reported students achieving 100% of Annual Typical Growth in both Reading and Math.

## 2. Annual Oversight Results

### a. Student Achievement and Educational Performance

CLIC has achieved the ratings of *Developing* and *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years. The rating of “2” (*Developing*) in the 2021-2022 Annual Performance-Based Oversight Visit Report was based on ELA and Math indicators which were Orange, Chronic Absenteeism at Yellow, and the Reclassification Rate was lower than the state rate. While the charter school provided responses addressing the concerns, the CSD continues to monitor CLIC's performance in this category as part of the annual oversight.

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.

City Language Immersion Charter	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of <b>Student Achievement and Educational Performance</b>	2 Developing	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.

LAUSD-authorized New Los Angeles Charter Schools' ratings in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years are included in the table below:

Annual Oversight Evaluation Report Rating in Category of <b>Student Achievement and Educational Performance</b>	2020-2021	2021-2022
New Los Angeles Charter Elementary	No Rating	No Rating
New Los Angeles Charter	1 Unsatisfactory	No Rating

<sup>1</sup> i-Ready's Typical Growth is the average annual growth (from Fall to Spring) for an average student taking the i-Ready Diagnostic at their grade and baseline placement level. 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. Based on published i-Ready information, a school that has more than 50% of its students achieving 100% of their Annual Typical Growth targets is demonstrating growth above the norm of the 50<sup>th</sup> percentile growth measure target (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.

b. Governance

CLIC has earned the rating of *Proficient* 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 <b>Governance</b>	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.

LAUSD-authorized New Los Angeles Charter Schools' ratings in the category of Governance on its annual oversight evaluation reports for the last two years are included in the table below:

Annual Oversight Evaluation Report Rating in Category of <b>Governance</b>	2020-2021	2021-2022
New Los Angeles Charter Elementary	4 Accomplished	4 Accomplished
New Los Angeles Charter	4 Accomplished	4 Accomplished

c. Organizational Management, Programs, and Operations

CLIC has earned the ratings of *Accomplished* and *Developing* 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.

The rating of "2" (*Developing*) in the 2021-2022 Annual Performance-Based Oversight Visit Report was based on non-compliance with child abuse mandated reporter training and Tuberculosis clearances. Following the oversight visit, a Notice to Cure, due to the abovementioned concerns, was issued on June 27, 2022. While the charter school provided responses addressing the concerns, the CSD continued to monitor CLIC's performance in this category as part of the annual oversight.

The CSD conducted a site visit and review of the 2022-2023 *Certification of Clearance, Credentialing, and Mandated Reporter Training* on November 9, 2022, which revealed non-compliance with teacher credentialing and assignments, and timely child abuse mandated reporter training. The CSD issued the City Charter Schools a Notice to Cure regarding the abovementioned concerns, on January 13, 2023. While the charter school provided responses addressing the concerns, the CSD continues to monitor CLIC's performance in this category as part of the annual oversight.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	4 Accomplished	2 Developing

\*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.

LAUSD-authorized New Los Angeles Charter Schools' ratings in the category of Organizational Management, Programs, and Operations on its annual oversight evaluation reports for the last two years are included in the table below:

Annual Oversight Evaluation Report Rating in Category of <b>Organizational Management, Programs, and Operations</b>	2020-2021	2021-2022
New Los Angeles Charter Elementary	3 Proficient	3 Proficient
New Los Angeles Charter	3 Proficient	3 Proficient

i. Access and Equity

2021-2022 Enrollment by Ethnicity and Student Group																		
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	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
City Language Immersion Charter	387	50.9%	0.0%	0.3%	2.3%	15.0%	24.3%	0.3%	0.3%	0.0%	69.0%	0.0%	0.3%	0.8%	53.7%	7.0%	2.8%	9.3%
New Los Angeles Charter Elementary	192	81.8%	0.0%	1.0%	0.5%	22.4%	32.8%	0.0%	0.0%	0.0%	71.4%	0.0%	0.0%	1.0%	83.9%	16.7%	1.6%	2.1%
New Los Angeles Charter	320	91.3%	0.0%	0.6%	1.3%	7.2%	25.9%	0.0%	0.3%	0.3%	86.6%	0.0%	0.3%	2.2%	92.2%	18.8%	1.6%	0.3%
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%	9.7%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

ii. Special Education

2021-2022 Special Education Enrollment																		
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
City Language Immersion Charter	387	27	7.0%	74.1%	25.9%	5	0	0	0	0	1	1	4	0	3	13	0	0
New Los Angeles Charter Elementary	192	32	16.7%	78.1%	21.9%	6	0	0	0	0	0	0	6	1	11	8	0	0
New Los Angeles Charter	320	60	18.8%	88.3%	11.7%	5	0	0	0	0	2	0	10	0	40	3	0	0
State	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

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.

According to 2021 CALPADS Fall 1 Certified Student Profile List Report, CLIC has a 7.0% Special Education enrollment, which is lower than the state's percentage of 12.7%, lower than the District's percentage of 13.6%, and lower than New Los Angeles Charter Elementary and New Los Angeles Charter at 16.7% and 18.8%, respectively. The CSD has conferred with staff in the Division of Special Education, and no concerns have been noted at this time.

iii. Additional Information

CLIC has met three out of four benchmarks.

- Benchmark 1: The Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the needs of At-Risk English Learners, supporting them in reclassifying. Benchmark has been met.
- Benchmark 2: The Charter School shall provide a plan to the Charter Schools Division, within 30 days, which will address the school's systemic improvements for accurate and timely reporting into CALPADS. The plan address how this system will be accessible without interruption in the case of staff changes. Benchmark has been met.
- Benchmark 3: The Charter School shall submit written evidence to the Charter Schools Division annually no later than June 1 of accurate and timely reporting into CALPADS. CLIC provided written evidence of accurate and timely CALPADS reporting for June 1, 2022. Benchmark has been met.
- Benchmark 4: The school must provide an annual update to the Charter Schools Division by June 1 of each year of the charter term demonstrating its progress related to the following in the context of its 90:10 Dual Language model: The school will increase the percentage of English Learners demonstrating English Language Proficiency as measured by reclassification rates at a rate equal or higher than the District Average. CLIC's reclassification rate has not been equal or higher than the District Average from 2018-2019 to 2020-2021. Benchmark has not been met. For 2021-2022, at the time of writing this report, the state has not published reclassification rates.

	CLIC Reclassification Rate	District Reclassification Rate	Benchmark Met or Not Met
2018-2019	10.6%	22.8%	Not Met
2019-2020	8.0%	15.8%	Not Met
2020-2021	0.0%	6.8%	Not Met

d. Fiscal Operations

CLIC has earned the ratings of *Proficient* and *Developing* 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 2021-2022 was primarily attributed to CLIC's lack of adherence to its own fiscal policies and procedures, such as: 1) Suspended corporate status of related party entities; 2) Reviews and approvals of contracts and purchase orders; 3) Reviews of outstanding checks for 90 days or more; 4) Penalties, late fees, and an overdraft fee; 5) Lack of written guidance regarding payments through electronic bank debits/ACH and/or wire transfers; and 6) Insufficient documentation of business meal expenses. The school has revived the corporate status of its related party entities and has submitted revised fiscal policies and procedures to address the above issues prior to the school's material revision request.

	2020-2021	2021-2022
Annual Oversight Evaluation Report Rating in Category of <b>Fiscal Operations</b>	3 Proficient	2 Developing

\*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.

LAUSD-authorized NLACS' ratings in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years are included in the table below:

Annual Oversight Evaluation Report Rating in Category of <b>Fiscal Operations</b>	2020-2021	2021-2022
New Los Angeles Charter Elementary	3 Proficient	4 Accomplished
New Los Angeles Charter	3 Proficient	4 Accomplished

### 3. *Fiscal Management and Performance*

#### a. Fiscal Condition

CLIC's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$3,118,816 and net income of \$339,409. The school's 2021-2022 Unaudited Actuals and its 2022-2023 First Interim project positive net assets and net income.

	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Unaudited Actuals)	2022-2023 (First Interim)
Net Assets	\$2,454,904	\$2,779,407	\$3,118,816	\$3,404,557	\$3,417,049
Net Income/Loss	\$895,000	\$324,503	\$339,409	\$285,741	\$175,818
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	(\$163,326)

Per CLIC's documentation furnished to LAUSD, the (\$163,326) in 2022-2023 First Interim Prior Year Adjustments represent the projected audit adjustments, primarily related to LCFF revenues (due to the hold harmless fund calculation), other federal revenues, and accruals for consultant expenses, additional supplemental payroll expenses, and other expenses pertaining to Fiscal Year 2021-2022.

#### 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  
City Charter Schools:

According to City Charter Schools' independent audit report for the fiscal year ended June 30, 2021, City Charter Schools, its related entities, and its charter schools reported positive net assets of \$2,305,608 and net income of \$412,306. City Charter Schools, without its related entities and its charter schools, reported negative net asset of (\$10,066) and a net loss of (\$2,916). The charter operator asserted that the 2021-2022 First Interim projects positive net assets of \$10,559 and net income of \$39,200 for City Charter Schools.

During 2021-2022, CLIC paid annual management fees of 4.5% to City Charter Schools for administrative services such as professional development, providing or contracting for office services, developing and executing fundraising opportunities, working with LAUSD on behalf of the school as necessary (including ensuring compliance with reporting requirements), marketing for student enrollment, supervising the annual budgets, providing guidance to the school in relation the school's curriculum, rendering IT support, and researching or preparing for future facility expansion efforts to accommodate growth of the school. These management fees were calculated as a percentage of the school's total revenues (with the exception of revenues earned from school-site fundraising efforts).

City Charter Schools, the charter operator, secured a loan for its charter schools through the U.S. Small Business Administration's (SBA) Payment Protection Program (PPP). City Charter Schools received PPP loan proceeds in the amount of \$997,500. City Charter Schools stated that its PPP loan proceeds supported allowable expenditures (including payroll). In September 2021, the SBA forgave City Charter Schools' PPP loan in the amount of \$997,500.

CLIC reported Norm Enrollment was 403, 426, 402, 378, and 407 for Fiscal Years 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023 respectively, representing an increase of 29 students for Fiscal Year 2022-2023 or an accumulated growth of four students since Fiscal Year 2018-2019.

The City Charter Schools Board Chairperson has affirmed that the charter operator would carry out its statutory obligations, which include settling all debts and claims for the corporation and adequately providing for estimated cost and expenses pertaining to winding up of the corporation, prior to dissolution, including its closing school that had negative net assets. CSD staff will continue to monitor City Charter Schools' compliance with the applicable laws during the closure process.

New Los Angeles Charter School:

According to NLACS' independent audit report for the fiscal year ended June 30, 2021, NLACS, its related entities, and its charter schools reported positive net assets of \$3,998,053 and net income of \$1,069,825. NLACS, without its related entities and its charter schools, reported positive net assets of \$67,250 and net income of \$0.

According to NLACS, there are no management fees charged to either New Los Angeles Charter or New Los Angeles Charter Elementary. Instead, each school pays a portion of the actual expenses for administrative support, including the salaries of the NLACS

Executive Director, its Head of Schools, its Director of Operations, and its Director of Special Education. These costs are allocated on a pro-rated basis, based on the enrollment at each of NLACS' schools.

NLACS has indicated it is negotiating to enter into a lease for the site that The City currently operates, as well as purchasing the CLIC facility site, and NLACS' financials appear to reflect its ability to do so.

- 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 B

## City Language Immersion Charter

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It shows the current year, Status level, Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/xd/filer.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ls/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	2271	City Language Immersion Charter	All Students	180	6.0	Medium	-12.2	Low	Higher
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--
				Asian	*	-	No Performance Level	63.0	Very High	--
				Black or African American	31	6.7	Medium	-57.7	Low	Higher
				English Learner	43	-53.2	Low	-61.2	Low	Higher
				Filipino	*	-	No Performance Level	42.9	High	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--
				Homeless	0	--	--	-62.9	Low	--
				Latino	114	-17.1	Low	-38.6	Low	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--
				Socioeconomically Disadvantaged	99	-24.5	Low	-41.4	Low	Higher
				Students with Disabilities	21	-46.0	No Performance Level	-97.3	Very Low	--
				Two or More Races	*	-	No Performance Level	25.1	High	--
White	23	85.3	No Performance Level	21.9	High	--				

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

English Language Arts Indicator Participation Rate By Student 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 2022 **	98%	100%	100%	100%	98%	100%	100%		97%	100%	100%	95%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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.



# City Language Immersion Charter

## Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It shows the current year, Status level, Status level range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (V) and a single dash (-) shows that the student group has fewer than 11 students, for that reason, the Status level and range are reported for private reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tac/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	2271	City Language Immersion Charter	All Students	180	-17.9	Medium	-51.7	Low	Higher
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--
				Asian	*	-	No Performance Level	48.4	Very High	--
				Black or African American	31	-39.4	Low	-106.9	Very Low	Higher
				English Learner	43	-64.8	Low	-92.0	Low	Higher
				Filipino	*	-	No Performance Level	2.7	High	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--
				Homeless	0	--	--	-101.8	Very Low	--
				Latino	114	-40.7	Low	-83.4	Low	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--
				Socioeconomically Disadvantaged	99	-56.0	Low	-84.0	Low	Higher
				Students with Disabilities	21	-99.7	No Performance Level	-130.8	Very Low	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--
				White	23	83.6	Very High	-13.4	Medium	--

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Mathematics Indicator Participation Rate By Student 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 2022 **	98%	100%	100%	100%	98%	100%	100%	100%	97%	100%	100%	95%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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 2022

City Language Immersion Charter  
English Learner Progress Indicator (ELPI)

This report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC annually to measure their progress towards English language proficiency. The ELPAC has four performance levels. The four ELPAC performance levels are divided into six ELPI levels to determine whether ELs made progress toward English language proficiency. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available.

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/de/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/la/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										
RG	BD	Location Code	School	Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
W	1	2271	City Language Immersion Charter	English Learner	71	57.7%	High	50.3%	Medium	Higher

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 and 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)

2022 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.		
School		State
City Language Immersion Charter		
ELs Who Progressed at Least One ELPI Level		56.3%
ELs Who Maintained ELPI Level 4		1.4%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H		25.4%
ELs Who Decreased at Least One ELPI Level		16.9%

ELPAC Participation	
School tested less than 95% of EL Students	No

Note: Schools that did not test at least 95 % of their English learner population on the ELPAC are assigned a "Low" Status, unless they have a "Very Low" Status.

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2022

## City Language Immersion Charter

### 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. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absences. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) 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/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										
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
W	1	2271	City Language Immersion Charter	All Students	398	31.7%	Very High	30.0%	Very High	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--
				Asian	*	--	No Performance Level	11.5%	High	--
				Black or African American	58	39.7%	Very High	42.9%	Very High	Lower
				English Learner	95	30.5%	Very High	33.6%	Very High	Lower
				Filipino	*	--	No Performance Level	16.2%	High	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--
				Homeless	0	--	--	45.1%	Very High	--
				Latino	274	35.0%	Very High	35.8%	Very High	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--
				Socioeconomically Disadvantaged	226	36.3%	Very High	37.4%	Very High	Lower
				Students with Disabilities	35	17.1%	High	39.6%	Very High	Lower
				Two or More Races	14	0.0%	No Performance Level	25.1%	Very High	--
White	39	17.9%	High	21.9%	Very High	Lower				

Data Sources: California School Dashboard Research data files 2022

## City Language Immersion Charter 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. Due to the restrictions imposed by Assembly Bill 130, California is required to report current year data (or Status) only for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Suspension Rate Indicator in comparison to other state measures, and the goal is to have a low rate of student suspension. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/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										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
W	1	2271	City Language Immersion Charter	All Students	409	0.0%	Very Low	3.1%	Medium	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--
				Black or African American	64	0.0%	Very Low	7.9%	High	Lower
				English Learner	99	0.0%	Very Low	3.2%	Medium	Lower
				Filipino	*	--	No Performance Level	1.2%	Low	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--
				Homeless	0	--	--	5.5%	High	--
				Latino	279	0.0%	Very Low	3.3%	Medium	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--
				Socioeconomically Disadvantaged	233	0.0%	Very Low	4.0%	Medium	Lower
				Students with Disabilities	35	0.0%	Very Low	5.4%	High	Lower
				Two or More Races	14	0.0%	No Performance Level	2.9%	Medium	--
				White	39	0.0%	Very Low	2.6%	Medium	Lower

Data Sources: California School Dashboard Research data files 2022

**City Language Immersion Charter  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select student groups. 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmy/>. 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.

2021-2022 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	2271	City Language Immersion Charter	387	50.9%	0.0%	0.3%	2.3%	15.0%	24.3%	0.3%	0.3%	0.0%	69.0%	0.0%	0.3%	0.8%	53.7%	7.0%	2.8%	9.3%
			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%	9.7%

2020-2021 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	2271	City Language Immersion Charter	395	44.8%	0.0%	0.3%	2.0%	17.5%	19.2%	0.3%	0.0%	0.0%	60.5%	0.0%	0.3%	0.8%	46.1%	7.6%	2.0%	16.5%
			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/filesenr.asp>

## City Language Immersion Charter 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/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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
W	1	2271	City Language Immersion Charter	2019-2020	2018-2019 Number of English Language Learners	100	1,195,988	Lower
					2019-2020 Number of Students Reclassified	8	164,653	
					2019-2020 Reclassification Rate	8.0%	13.8%	
				2020-2021	2019-2020 Number of English Language Learners	90	1,148,024	Lower
					2020-2021 Number of Students Reclassified	0	79,667	
					2020-2021 Reclassification Rate	0.0%	6.9%	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesreclass.asp>

**City Language Immersion Charter  
Long-Term English Learners (LTEL) and "At-Risk"**

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 "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/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.

				2020-2021				2021-2022				
RG	BD	Loc Code	School	English Learners	School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	2271	City Language Immersion Charter	LTEL 6+ Years	0	0.0%	361,482	17.1%	0	0.0%	379,290	18.1%
				At-Risk 4-5 Years	22	25.3%	214,740	10.1%	23	21.7%	211,055	10.1%
				EL 0-3 Years	51	58.6%	463,337	21.9%	65	61.3%	497,471	23.8%
				EL 4+ Years Not At-Risk or LTEL	3	3.4%	22,731	1.1%	6	5.7%	39,832	1.9%
				EL total	76	87.4%	1,062,290	50.2%	94	88.7%	1,127,648	53.9%
				RFEP	11	12.6%	1,053,625	49.8%	12	11.3%	963,056	46.1%
				Total (Ever)	87	100.0%	2,115,915	100.0%	106	100.0%	2,090,704	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesitel.asp>

[illegible]

2020-2021 Special Education Enrollment						
RG	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	2271	City Language Immersion Charter	395	30	7.6%
				<b>Statewide</b>	6,002,523	12.5%
				<b>Los Angeles Unified</b>	<b>79,753</b>	<b>13.9%</b>

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
0	0	0	1	1	4	0	3	13	0	0
240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
0	0	0	1	1	6	0	3	18	0	0
444	1,268	157	1,239	3,595	10,830	1,681	31,987	12,593	71	311

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability		

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/files/enr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.



## Academic Performance - English Language Arts

This report shows the performance levels for all student groups. It shows the status level for the current year. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year. A single asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status level is not reported for privacy reasons. The Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/sd/sd/fl/files.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/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, and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	7581	New Los Angeles Charter Elementary	All Students	118	-50.6	Low	-12.2	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--
				Asian	*	-	No Performance Level	63.0	Very High	--
				Black or African American	20	-66.7	No Performance Level	-57.7	Low	--
				English Learner	47	-59.2	Low	-61.2	Low	Higher
				Filipino	0	--	--	42.9	High	--
				Foster Youth	0	--	--	-85.6	Very Low	--
				Homeless	0	--	--	-62.9	Low	--
				Latino	90	-46.3	Low	-38.6	Low	Lower
				Native Hawaiian or Pacific Islander	0	--	--	-29.1	Low	--
			Socioeconomically Disadvantaged	102	-54.2	Low	-41.4	Low	Lower	
			Students with Disabilities	27	-116.9	No Performance Level	-97.3	Very Low	--	
			Two or More Races	*	-	No Performance Level	25.1	High	--	
			White	*	-	No Performance Level	21.9	High	--	

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. For any local educational agency (LEA) school or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

English Language Arts Indicator Participation Rate By Student 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 student's tested in 2022 **	98%	100%	100%	100%	98%				98%		99%	97%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes				Yes		Yes	Yes	Yes	Yes

\* 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.

New Los Angeles Charter Elementary

Academic Performance - Math

This report shows the performance levels for a single state indicator. Mathematics, for all student groups. It shows the current year. Status level. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (✓) and a single dash (✓) shows that the student group has fewer than 11 students, for that reason, the Status level are reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/fleslen.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tac/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	7581	New Los Angeles Charter Elementary	All Students	118	-75.3	Low	-51.7	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--
				Asian	*	-	No Performance Level	48.4	Very High	--
				Black or African American	20	-73.4	No Performance Level	-106.9	Very Low	--
				English Learner	47	-86.3	Low	-92.0	Low	Higher
				Filipino	0	--	--	2.7	High	--
				Foster Youth	0	--	--	-126.3	Very Low	--
				Homeless	0	--	--	-101.8	Very Low	--
				Latino	90	-76.7	Low	-83.4	Low	Higher
				Native Hawaiian or Pacific Islander	0	--	--	-71.3	Low	--
				Socioeconomically Disadvantaged	102	-79.0	Low	-84.0	Low	Higher
				Students with Disabilities	27	-134.9	No Performance Level	-130.8	Very Low	--
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--
				White	*	-	No Performance Level	-13.4	Medium	--

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Mathematics Indicator Participation Rate By Student 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 2022 44	99%	100%	100%	100%	100%				99%		100%	97%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes				Yes		Yes	Yes	Yes	Yes

\* 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 2022

New Los Angeles Charter Elementary  
English Learner Progress Indicator (ELPI)

This report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC annually to measure their progress towards English language proficiency. The ELPAC has four performance levels. The four ELPAC performance levels are divided into six ELPI levels to determine whether ELs made progress toward English language proficiency. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." An asterisk (\*) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available.

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/de/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/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										
RG	BD	Location Code	School	Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
W	1	7581	New Los Angeles Charter Elementary	English Learner	55	45.5%	Medium	50.3%	Medium	Lower

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 and 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)

2022 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.		
School		
New Los Angeles Charter Elementary		State
ELs Who Progressed at Least One ELPI Level		43.6%
ELs Who Maintained ELPI Level 4		1.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H		29.1%
ELs Who Decreased at Least One ELPI Level		25.5%

ELPAC Participation	
School tested less than 95% of EL Students	No

Note: Schools that did not test at least 95 % of their English learner population on the ELPAC are assigned a "Low" Status, unless they have a "Very Low" Status.

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter Elementary

### 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. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absences. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/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										
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
W	1	7581	New Los Angeles Charter Elementary	All Students	200	41.5%	Very High	30.0%	Very High	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--
				Asian	*	--	No Performance Level	11.5%	High	--
				Black or African American	45	55.6%	Very High	42.9%	Very High	Higher
				English Learner	66	45.5%	Very High	33.6%	Very High	Higher
				Filipino	0	--	--	16.2%	High	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--
				Homeless	0	--	--	45.1%	Very High	--
				Latino	141	36.9%	Very High	35.8%	Very High	Higher
				Native Hawaiian or Pacific Islander	0	--	--	43.9%	Very High	--
				Socioeconomically Disadvantaged	169	46.2%	Very High	37.4%	Very High	Higher
				Students with Disabilities	41	41.5%	Very High	39.6%	Very High	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--
				White	*	--	No Performance Level	21.9%	Very High	--

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter Elementary 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. Due to the restrictions imposed by Assembly Bill 130, California is required to report current year data (or Status) only for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Suspension Rate Indicator in comparison to other state measures, and the goal is to have a low rate of student suspension. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/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										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
W	1	7581	New Los Angeles Charter Elementary	All Students	203	0.0%	Very Low	3.1%	Medium	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--
				Black or African American	46	0.0%	Very Low	7.9%	High	Lower
				English Learner	67	0.0%	Very Low	3.2%	Medium	Lower
				Filipino	0	--	--	1.2%	Low	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--
				Homeless	0	--	--	5.5%	High	--
				Latino	142	0.0%	Very Low	3.3%	Medium	Lower
				Native Hawaiian or Pacific Islander	0	--	--	4.5%	Medium	--
				Socioeconomically Disadvantaged	172	0.0%	Very Low	4.0%	Medium	Lower
				Students with Disabilities	41	0.0%	Very Low	5.4%	High	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--
				White	*	--	No Performance Level	2.6%	Medium	--

Data Sources: California School Dashboard Research data files 2022

**New Los Angeles Charter Elementary  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select student groups. 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/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmy/>. 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.

2021-2022 Enrollment by Ethnicity and Student Group																						
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White	
W	1	7581	New Los Angeles Charter Elementary	192	81.8%	0.0%	1.0%	0.5%	22.4%	32.8%	0.0%	0.0%	0.0%	0.0%	71.4%	0.0%	0.0%	1.0%	83.9%	16.7%	1.6%	2.1%
			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%	9.7%	

2020-2021 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	7581	New Los Angeles Charter Elementary	222	83.3%	0.0%	0.9%	0.5%	19.8%	31.5%	0.0%	0.0%	0.9%	74.3%	0.0%	0.0%	0.0%	86.0%	15.3%	1.4%	3.2%
			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/files/enr.asp>

## New Los Angeles Charter Elementary 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/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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
W	1	7581	New Los Angeles Charter Elementary	2019-2020	2018-2019 Number of English Language Learners	78	1,195,988	Higher
					2019-2020 Number of Students Reclassified	11	164,653	
					2019-2020 Reclassification Rate	14.1%	13.8%	
				2020-2021	2019-2020 Number of English Language Learners	85	1,148,024	Lower
					2020-2021 Number of Students Reclassified	1	79,667	
					2020-2021 Reclassification Rate	1.2%	6.9%	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenrclass.asp>

**New Los Angeles Charter Elementary  
Long-Term English Learners (LTEL) and "At-Risk"**

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 "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/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.

RG	BD	Loc Code	School	English Learners	2020-2021				2021-2022			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	7581	New Los Angeles Charter Elementary	LTEL 6+ Years	0	0.0%	361,482	17.1%	0	0.0%	379,290	18.1%
				At-Risk 4-5 Years	23	23.7%	214,740	10.1%	24	28.6%	211,055	10.1%
				EL 0-3 Years	45	46.4%	463,337	21.9%	38	45.2%	497,471	23.8%
				EL 4+ Years Not At-Risk or LTEL	2	2.1%	22,731	1.1%	1	1.2%	39,832	1.9%
				EL total	70	72.2%	1,062,290	50.2%	63	75.0%	1,127,648	53.9%
				RFEP	27	27.8%	1,053,625	49.8%	21	25.0%	963,056	46.1%
				Total (Ever)	97	100.0%	2,115,915	100.0%	84	100.0%	2,090,704	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesitel.asp>



[illegible]

2020-2021 Special Education Enrollment						
RG	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	7581	New Los Angeles Charter Elementary	222	34	15.3%
Statewide				6,002,523	749,295	12.5%
Los Angeles Unified				574,996	79,753	13.9%

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability		

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/files/enr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.

# ATTACHMENT D

## New Los Angeles Charter

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It shows the current year, Status level, Status range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (-) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/xd/filsepr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/la/ae/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	8015	New Los Angeles Charter	All Students	310	-32.6	Low	-12.2	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--
				Asian	*	-	No Performance Level	63.0	Very High	--
				Black or African American	23	-23.7	No Performance Level	-57.7	Low	--
				English Learner	106	-81.6	Very Low	-61.2	Low	Lower
				Filipino	0	--	--	42.9	High	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--
				Homeless	*	-	No Performance Level	-62.9	Low	--
				Latino	272	-34.9	Low	-38.6	Low	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--
				Socioeconomically Disadvantaged	286	-34.6	Low	-41.4	Low	Higher
				Students with Disabilities	58	-103.6	Very Low	-97.3	Very Low	Lower
Two or More Races	*	-	No Performance Level	25.1	High	--				
White	*		No Performance Level	21.9	High	--				

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

English Language Arts Indicator Participation Rate By Student 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 2022 **	99%	100%	100%	100%	100%		100%	100%	99%	100%	99%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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.

## New Los Angeles Charter Academic Performance - Math

This report shows the performance levels for a single state indicator. Mathematics, for all student groups. It shows the current year. Status level. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (✓) and a single dash (✓) shows that the student group has fewer than 11 students, for that reason, the Status level and Status level are reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/tac/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	8015	New Los Angeles Charter	All Students	311	-93.1	Low	-51.7	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--
				Asian	*	-	No Performance Level	48.4	Very High	--
				Black or African American	23	-76.3	No Performance Level	-106.9	Very Low	--
				English Learner	106	-142.4	Very Low	-92.0	Low	Lower
				Filipino	0	--	--	2.7	High	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--
				Homeless	*	-	No Performance Level	-101.8	Very Low	--
				Latino	273	-95.2	Very Low	-83.4	Low	Lower
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--
				Socioeconomically Disadvantaged	287	-93.4	Low	-84.0	Low	Lower
				Students with Disabilities	58	-164.1	Very Low	-130.8	Very Low	Lower
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--
				White	*	-	No Performance Level	-13.4	Medium	--

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Mathematics Indicator Participation Rate By Student 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 2022 **	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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 2022

New Los Angeles Charter  
English Learner Progress Indicator (ELPI)

This report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC annually to measure their progress towards English language proficiency. The ELPAC has four performance levels. The four ELPAC performance levels are divided into six ELPI levels to determine whether ELs made progress toward English language proficiency. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." An asterisk (\*) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available.

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/de/sd/sd/files.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ia/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										
RG	BD	Location Code	School	Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
W	1	8015	New Los Angeles Charter	English Learner	79	50.6%	Medium	50.3%	Medium	Higher

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 and 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)

2022 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.		
School		State
New Los Angeles Charter		
ELs Who Progressed at Least One ELPI Level		44.3%
ELs Who Maintained ELPI Level 4		6.3%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H		29.1%
ELs Who Decreased at Least One ELPI Level		20.3%

ELPAC Participation	
School tested less than 95% of EL Students	No

Note: Schools that did not test at least 95 % of their English learner population on the ELPAC are assigned a "Low" Status, unless they have a "Very Low" Status.

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter

### 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. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absences. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/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										
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
W	1	8015	New Los Angeles Charter	All Students	326	42.3%	Very High	30.0%	Very High	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--
				Asian	*	--	No Performance Level	11.5%	High	--
				Black or African American	23	65.2%	No Performance Level	42.9%	Very High	--
				English Learner	86	40.7%	Very High	33.6%	Very High	Higher
				Filipino	0	--	--	16.2%	High	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--
				Homeless	*	--	No Performance Level	45.1%	Very High	--
				Latino	285	40.0%	Very High	35.8%	Very High	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--
				Socioeconomically Disadvantaged	301	41.9%	Very High	37.4%	Very High	Higher
				Students with Disabilities	61	54.1%	Very High	39.6%	Very High	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--
				White	*	--	No Performance Level	21.9%	Very High	--

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter 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. Due to the restrictions imposed by Assembly Bill 130, California is required to report current year data (or Status) only for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Suspension Rate Indicator in comparison to other state measures, and the goal is to have a low rate of student suspension. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/1a/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										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
W	1	8015	New Los Angeles Charter	All Students	331	1.8%	Low	3.1%	Medium	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--
				Black or African American	23	4.3%	No Performance Level	7.9%	High	--
				English Learner	87	3.4%	Medium	3.2%	Medium	Higher
				Filipino	0	--	--	1.2%	Low	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--
				Homeless	*	--	No Performance Level	5.5%	High	--
				Latino	290	1.7%	Low	3.3%	Medium	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--
				Socioeconomically Disadvantaged	305	2.0%	Low	4.0%	Medium	Lower
				Students with Disabilities	61	3.3%	Medium	5.4%	High	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--
				White	*	--	No Performance Level	2.6%	Medium	--

Data Sources: California School Dashboard Research data files 2022

**New Los Angeles Charter  
Enrollment Report**

This report displays CALPADS K-12 enrollment number and percentages of select student groups. 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/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmy/>. 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.

2021-2022 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	8015	New Los Angeles Charter	320	91.3%	0.0%	0.6%	1.3%	7.2%	25.9%	0.0%	0.3%	0.3%	86.6%	0.0%	0.3%	2.2%	92.2%	18.8%	1.6%	0.3%
			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%	9.7%

2020-2021 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	8015	New Los Angeles Charter	321	91.0%	0.0%	0.6%	0.9%	5.3%	23.4%	0.0%	0.3%	0.3%	91.6%	0.0%	0.3%	0.0%	92.2%	15.9%	0.9%	0.3%
			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/files/enr.asp>

**New Los Angeles Charter  
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/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.

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFP Comparison
W	1	8015	New Los Angeles Charter	2019-2020	2018-2019 Number of English Language Learners	46	1,195,988	Lower
					2019-2020 Number of Students Reclassified	3	164,653	
					2019-2020 Reclassification Rate	6.5%	13.8%	
				2020-2021	2019-2020 Number of English Language Learners	53	1,148,024	Lower
					2020-2021 Number of Students Reclassified	0	79,667	
					2020-2021 Reclassification Rate	0.0%	6.9%	

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesenrclass.asp>



**New Los Angeles Charter**  
**Long-Term English Learners (LTEL) and "At-Risk"**

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/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.

RG	BD	Loc Code	School	English Learners	2020-2021				2021-2022			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	8015	New Los Angeles Charter	LTEL 6+ Years	63	29.4%	361,482	17.1%	75	38.3%	379,290	18.1%
				At-Risk 4-5 Years	8	3.7%	214,740	10.1%	4	2.0%	211,055	10.1%
				EL 0-3 Years	4	1.9%	463,337	21.9%	4	2.0%	497,471	23.8%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	22,731	1.1%	0	0.0%	39,832	1.9%
				EL total	75	35.0%	1,062,290	50.2%	83	42.3%	1,127,648	53.9%
				RFEP	139	65.0%	1,053,625	49.8%	113	57.7%	963,056	46.1%
				Total (Ever)	214	100.0%	2,115,915	100.0%	196	100.0%	2,090,704	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/filesitel.asp>

[illegible]

2020-2021 Special Education Enrollment					
RG	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll %
W	1	8015	New Los Angeles Charter	321	51 15.9%
Statewide				6,002,523	12.5%
Los Angeles Unified				574,996	13.9%

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
0	0	0	2	0	10	0	40	3	0	0
240	1,278	1	1,052	3,564	10,139	1,429	29,207	12,183	69	267

Enrollment										
# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
1	1	0	2	0	12	0	29	2	0	0
444	1,268	157	1,239	3,595	10,830	1,681	31,987	12,593	71	311

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HHH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability		

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/filesenr.asp> and CALPADS County Authorizing LEA Report 1, 1 Enrollment by Primary Status.

ATTACHMENT E

**MATERIAL REVISION TO CHARTER OF  
CITY LANGUAGE IMMERSION CHARTER**

This Material Revision to the Charter of City Language Immersion Charter (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and City Charter School (“CCS”), a California non-profit corporation, operating a California public charter school known as City Language Immersion Charter (“Charter School” and/or “CLIC”). District and CCS 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 CLIC which was originally authorized by the LAUSD Board of Education (“Board of Education”) on **January 15, 2013** and last renewed on November 7, 2017 for a five-year term, from 2018 to 2023 (“Charter”). However, Assembly Bill 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, 2025.

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2023-2024 academic school year.

This Material Revision is *contingent* upon Charter School and/or CCS meeting all applicable legal, Charter and District requirements necessary to transfer the ownership, control, operations, governance and/or assets to New Los Angeles Charter School (“NLACS”) including but not limited to, the California Corporations Code, the Charter Schools Act and the terms set forth in the applicable Articles of Incorporation Bylaws and the transfer agreement or other contractual arrangements, as referenced in Recital J of this Material Revision, and 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, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 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**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

D. **WHEREAS**, changes to the governance and/or corporate structure constitute a material revision in accordance with California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”);

E. **WHEREAS**, as memorialized in the Charter, CLIC is approved to serve students in grades TK-5 and is currently approved to be governed and operated by CCS. CCS also currently operates another LAUSD-authorized middle school known as The City School (“TCS”);

F. **WHEREAS**, NLACS is a California non-profit corporation operating 2 (two) LAUSD-authorized independent charter schools, New Los Angeles Elementary (“New LAE”) for grades TK-5 and New Los Angeles Charter (“New LAC”) for grades 6-8;

G. **WHEREAS**, the Charter School’s governing board convened a meeting on December 6, 2022 and adopted a resolution (“Resolution”), to materially revise the Charter to reflect changes in connection to the Charter School’s governance and operations;

H. **WHEREAS**, the Resolution states that “effective July 1, 2023, and subject to approval of the LAUSD Board of Education, “the [CCS Board] seeks to voluntarily transfer the governance and operation of CLIC to [NLACS], a California nonprofit public benefit corporation, due to organizational operations and fiscal strategic planning considerations.” The Resolution is attached herewith as **Attachment A** and part of this Material Revision;

I. **WHEREAS**, in a joint correspondence dated December 9, 2022 (“December 2022 Correspondence”), signed by representatives of both CCS and NLACS, submitted to the District in support of this Material Revision, and a proposed concurrent but separate material revision of the charter of New LAC, the Charter School explained that:

“...the [CCS Board] has decided to shut down operations at the end of the 2022-23 school year. [CCS] plans to close our small middle school, [TCS], and have the elementary school, [CLIC] merge with [NLACS] starting July 1, 2023. Both the [CCS Board] and the [NLACS Board] have approved this merger, as indicated in board resolutions, pending the approval of the LAUSD Board of Education. [NLACS] also desires to acquire the facilities utilized by CLIC through a purchase and sale agreement, to be addressed in a subsequent Material Revision.”

The December 2022 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

J. **WHEREAS**, on December 7, 2022, CCS and NLACS executed a document entitled “Non-Binding Term Sheet for City Charter School’s transfer of its CLIC charter school, ownership of facility at 4001 Venice Blvd., and lease rights to facility at 5753 Obama Blvd, to New Los Angeles Charter School” (“Term Sheet”), whereby CCS and NLACS contemplate, among other things, to proceed in good faith on an exclusive basis toward execution of a definitive transfer agreement, with the principal terms of the Term Sheet being memorialized in that transfer agreement. The Term Sheet is attached herewith as **Attachment C** and part of this Material Revision;

K. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws; and

L. **WHEREAS**, the Charter School and/or CCS shall ensure that all applicable laws, Charter and District requirements governing the transfer of ownership, control, operations, governance and/or assets to NLACS shall be complied with including but not limited to, the California Corporations Code, the Charter Schools Act and the terms set forth in the applicable Articles of Incorporation, Bylaws and the transfer agreement or other contractual arrangements, as referenced in Recital J of this Material Revision.

**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. **Element 4 - Governance:** Element 4 shall be revised to align with the November 24, 2020 LAUSD Board-authorized NLACS' charter school, New LAE. All relevant sections of the Charter shall be revised to reflect that, effective July 1, 2023, the operating entity and governing board of the Charter School is NLACS. Therefore, all references to CCS shall be deleted and replaced with NLACS. In addition, Element 4 shall be revised as specified below:

- The provisions in paragraphs 2, 3 and 4, on page 110 of the Charter, under subsection titled "Organizational Chart", and the Organization Chart on page 111 of the Charter shall be deleted and replaced with the following provisions and chart below:

"The Chief Executive Officer (CEO) reports to the NLACS Board of Directors and manages the day-to-day operations of all three schools. The CEO supervises the Principals and additional home office staff. In turn, the Principal supervises all school-site staff, including certified and classified staff, and manages the School Site Council, ELAC and Parent Council."



- All provisions under the subsection titled “Board of Directors” through to the subsection titled “Principal”, on pages 112 through 115 of the Charter, shall be deleted in its entirety and replaced with the following provisions:

### **Board of Directors**

The NLACS Board of Directors (“NLACS Board”) is responsible for all legal and fiduciary matters involving CLIC. The NLACS Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The NLACS Board also helps ensure effective organizational planning by approving long-range goals and annual objectives. The NLACS Board has the responsibility of selecting and evaluating the CEO.

The NLACS Board’s primary responsibility is to ensure student achievement by monitoring the academic program and holding the CEO accountable. Accountability is the bedrock of the charter school movement, and that responsibility at CLIC rests with the NLACS Board. Approving the yearly budget, fiscal oversight, compliance, and upholding the mission of the Charter School as outlined in the charter are essential responsibilities.

The NLACS Board will consist of a minimum of three (3) and no more than fifteen (15) members. Members of the NLACS Board are required to follow the Charter School’s Conflict of Interest Code and Policy. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

The NLACS Board meets regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c).

### **Overview of Board Duties**

#### **Mission & Strategic Direction**

- The NLACS Board determines the organization’s mission and purpose
- The NLACS Board engages in strategic planning and long-term strategy

#### **Resource Development & Financial Accountability**

- The NLACS Board raises money
- The NLACS Board enhances the organization’s public image
- The NLACS Board ensures effective financial management
- The NLACS Board ensures sound risk management policies

#### **Oversight & Assessment**

- The NLACS Board selects and orients new board members
- The NLACS Board organizes itself so that it operates efficiently
- The NLACS Board approves school policies
- The NLACS Board assesses student achievement, operations and compliance

- The NLACS Board selects the CEO and reviews his/her performance
- A Board committee assists the CEO in selecting the school site principals.

The NLACS Board may, at its discretion, form Committees, each consisting of two or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of The NLACS Board and to ensure that the school achieves its mission and goals. Committees could include but are not limited to, an Audit Committee, Compensation and Evaluation Committee, Finance Committee, Appointments to committees of the NLACS Board shall be by majority vote of the authorized number of directors. The NLACS Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

### **Composition of Board, Election, and Terms of Office**

The NLACS Board shall include not less than three (3) and no more than fifteen (15) directors. Directors are required to follow the NLACS Conflict of Interest Policy and Code.

Members serve a two-year term. At the end of each term, the NLACS Board Chair and CEO meet with Board members to discuss their future plans and determine whether to continue their service for another term, or rotate off the NLACS Board.

In recognition of the need for diverse voices on the NLACS Board, there has been a consistent attempt to recruit board members to fulfill the operational and instructional needs of the charter schools including, management, law, finance, governance, administration, curriculum and instruction, and community relations. New Board member recruitment and the review process is an essential part of growth and a process that all Board members should engage in. It is important that the NLACS Board balance transparency and accessibility with the careful, thoughtful scrutiny of suggested members. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

### **Board Recruitment Process**

The Charter School will recruit and select board members who are 100% committed to the mission and vision of its schools. Charter School will recruit and select board members who reflect the diverse community the schools serve.

Step 1: When the need for a new director(s) is identified (either because of need for additional expertise in a particular area, or because a director resigns or does not wish to renew their term), an Ad-Hoc Nominations Committee, comprised of the NLACS Board Chair and other directors who wish to serve, analyzes the areas of need based on desired program outcomes and Board expertise, and presents a proposal to the NLACS Board.

Step 2: NLACS Board members identify potential new directors by notifying the chair of the Ad-Hoc Nominations Committee and providing him/her with information about the nominee (the potential nominee must fill out a Request for Information form).

Step 3: The Ad-Hoc Nominations Committee will review, discuss, and rank all prospective candidates to determine whether or not they should be recommended as candidates to the NLACS Board. The Committee will vote on a preliminary slate, and set up dates for prospective NLACS Board members to visit the school and meet with the Committee and CEO.

Step 4: The Ad-Hoc Nominations Committee will present recommended director candidates to the full NLACS Board for their consideration and vote. The NLACS Board strives for unanimous support for new NLACS Board Members, but per the by-laws, a simple majority is all that is needed.

No employee of the Charter School shall have any voting rights on the NLACS Board or be a member of the NLACS Board.

The NLACS Board has consistently received high marks for its governance during LAUSD annual oversight reviews and has maintained legally compliant and fiscally sound charter schools with clean audits.

### **Board Meetings**

Board meetings are currently held regularly, alternating between LAUSD-authorized NLACS' charter school sites, all within LAUSD. The calendar of meetings is approved by the NLACS Board annually and published on our website and available at the Charter School site.

All meetings are held in accordance with the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the NLACS Board are posted near the entrances of the Charter School and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices and minutes for regular meetings are posted on the Charter School's website, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the Charter School's monthly calendar that will be distributed to all parents. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the Charter School at least 24 hours prior to the meeting. Copies of Board minutes are available upon request in the main office of the Charter School.

Meetings require quorum (a majority of the directors then in office) and will not commence until quorum has been reached. An opportunity for Public Comment is included on all Board agendas.

NLACS Board directors may participate in a meeting of the NLACS Board, or a committee meeting, through use of a conference telephone or similar communications equipment, so long as all members in the community in attendance in such meeting can hear all directors who participate via conference telephone, and follows the procedures set forth in the Brown Act regarding teleconference meetings.



TELECONFERENCE. Agendas must be posted at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding. Each teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the NLACS Board exercises jurisdiction.

NLACS shall comply with the Brown Act. NLACS has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

### **Chief Executive Officer (CEO)**

The CEO is the leader of the Charter School and oversees the operations of all NLACS schools. A description of the major roles and responsibilities of the CEO are as follows:

- Ensure the Charter School enacts its mission
- Communicate and report to the Charter School Board of Directors
- Oversee fundraising and grant proposals
- Hire/fire/supervise/evaluate staff and the Business Services Provider
- Establish and oversee relations with LAUSD, LACOE, and CDE
- Direct the preparation of the annual budget and direct the administration of the budget after its adoption
- Oversee auditing process

### **Chief of Schools (COS)**

The COS oversees the instructional program of the charter schools and supports school leaders. A description of the major roles and responsibilities of the Chief of Schools are as follows:

- Establish instructional priorities aligned with the Charter School's mission
- Oversee data driven instructional practice
- Oversee the recruitment and retention of a diverse and high-quality teaching faculty
- Supervise and evaluate Principals
- In conjunction with the COO and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management that are evaluated by the CEO
- Oversee the special education program
- Oversee programming for English Learners
- Ensure a healthy school culture for staff and families
- Facilitate a culture of learning, professional development and growth

### **Chief Operations Officer (COO)**

The COO oversees organization-wide and school-site operations. A description of the major roles and responsibilities of the COO are as follows:

- Oversee facilities management and maintenance

- Serve as financial liaison to back-office provider
- Oversee reporting and compliance
- In conjunction with the Chief of Schools and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management evaluated by the CEO
- Oversee human resources and talent management
- Oversee technology and equipment, ensuring that systems, hardware and software are in place and running smoothly

### **Principal**

The Charter School Principal is responsible for the day-to-day operations at the Charter School. A description of the major roles and responsibilities of the Principal are as follows:

- Work with teachers to develop and review the academic program and ensure the curriculum and methodologies align to standards and to the Charter School's mission
  - Oversee and participate in all aspects of curriculum design and instruction
  - Develop and review student assessment data and plans
  - Assist the COS and COO in hiring, supervising, and evaluating Charter School faculty
  - Oversee implementation of all school site policies and procedures
  - Oversee the implementation of restorative practices as a response to student discipline.”
- The following descriptions shall be inserted under the section titled “Stakeholder Involvement”, starting at page 116 of the Charter:

### **School Site Council (SSC)**

The SSC is the decision-making council for programs funded through the Consolidated Application (ConAp). The SSC is responsible for the development of the Single Plan for Student Achievement (SPSA), in consultation with the English Learner Advisory Committee and other relevant stakeholders. The SSC is also responsible for meeting all school level federal parental involvement mandates.

### **English Learner Advisory Committee (ELAC)**

The ELAC provides recommendations to the SSC regarding programs and services for English Learner (EL) students. The ELAC reviews student and parent involvement data prior to submitting its recommendations to the SSC. The ELAC also advises on the development of the Single Plan for Student Achievement and the budget related to programs/services for ELs and assists in the review of the school's language census.”

2. **Element 5 – Employee Qualification:** The Charter shall be revised to align with the employee positions, job descriptions and minimum and desirable qualifications for LAUSD Board-authorized NLACS charter schools, as follows:

- The section titled “Staff Positions” on page 120 of the Charter shall be deleted in its entirety.
- The job descriptions, responsibilities and qualifications under the section titled “Key Personnel Qualifications”, for the positions of Executive Director through to Principal, and Director of Operations on pages 121 through 124 and 126 of the Charter respectively, shall be deleted and replaced with the job descriptions, responsibilities and qualifications for or the positions below:

**“Central Office Staff:**

**Chief Executive Officer**

**Strategy**

- Work with The NLACS Board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage them; adapt as necessary given changes in internal and external environment.
- Build and support a cohesive culture that reflects NLACS’ core values and leads to a unified network identity.

**Institutional Growth**

- Work with the NLACS Board of Directors to help meet institutional fundraising goals;
- Lead study and implementation of organizational growth or expansion efforts;
- Represent NLACS at fundraising events and donor site visits;
- Develop and maintain relationships with donor base;
- Identify and pursue new donor prospects and partnerships from the corporate and high net worth individual sectors, and maintain the interest of lapsed donors;
- Ensure prompt and thorough follow-up on donor requests and requirements;
- Write grant proposals, renewals and progress reports;
- Ensure accurate and timely filing of tax returns as required by tax authorities.

**Organization Operations**

- Benefits and Compensation – stay informed to provide competitive package to employees;
- Hire/fire/supervise/evaluate upper level school management and the Business Services Provider;
- Recruitment and Hiring – set timelines and priorities for organization.

**External Relations**

- Articulate the Charter School’s mission and values, cultivate relationships with families of prospective students and other key constituents, build a shared vision among a variety of stakeholders;
- Advance the Charter School’s commitment to diversity among students, faculty, & staff;
- Establish and oversee relations with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance and renewals;

- Maintain relations with community organizations & political leaders;
- Oversee charter renewal timeline and process and WASC accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Conduct student outreach and orientations in target communities;
- Serve as organization representative at community meetings;
- Oversee the production and distribution of external communications tools (website, e-newsletters, brochures, videos, etc.);
- Foster relationships with key members of the media to secure increasing coverage of NLACS.

### **Budget & Finance**

- Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
- Work with Business Provider on finance, budget and fiscal planning activities;
- Review, update and implement business and fiscal policies;
- Review monthly reports and share information with school leaders & board;
- Oversee auditing process;
- Monitor cash flows and balances on a regular basis.

### **Board Relations & Support**

- Develop a strong, engaged, and active board in close partnership with the NLACS Board chair.
- Prepare agenda and materials for Board Meetings, maintain records of the NLACS Board, and assure legal compliance;
- Attend and participate in all meetings and closed sessions of the NLACS Board;
- Serve as professional advisor to the NLACS Board, providing information and data for decision-making. When recommendations are requested or offered, the CEO will provide rationale for the recommendation.

### **Qualifications:**

- Possess an MA or above in Education (Ed.D or Ph.D preferred);
- Have teaching and/or administrative experience
- Have experience running an organization, creating and managing budgets, and working with a board
- Prior experience working with nonprofit organizations
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **Chief of Schools**

#### **Instructional Leadership**

- Oversee instructional leadership across the organization
- Support and oversee dual language immersion programming

- Ensure effective teaching aligned with curricular & mission objectives
- Monitor, evaluate and implement State Standards, project-based curriculum
- Establish instructional priorities;
- Use of data to drive goals and initiatives
- Support implementation of best practices
- Identify areas in need of support
- Lead principals in developing multi-year goals, & design strategies & measures
- Analysis and strategic consultation on daily school operations and program
- Supervise and evaluate program leadership team

### **School Culture**

- Ensure appropriate, common practices to promote healthy staff & school culture
- Lead cross-campus teams on assessment, culturally responsive teaching, social justice, restorative justice, and all initiatives (DEIJ Strategic Plan)
- Ensure a culturally relevant parent education scope and sequences, K-8
- Adopt innovative programs, monitor effectiveness of pilots, and adopt, codify, and roll out new approaches

### **Talent Management**

- Manage recruitment and hiring timelines
- Oversee the management of recruiting sites
- Represent organization at recruiting event
- Liaison and coordinator for candidate visits
- Create positive and fair work environment where teachers feel enthusiastic
- Support principals and COO with HR issues
- Employee relations & effectiveness strategies
- Facilitate a culture of learning, professional development and opportunities for growth
- Evaluation & performance management systems across all levels
- Promote high morale, motivation & retention

### **Compliance and External Relations**

- Prepare for and submit charter petition renewals
- Prepare for and host annual LAUSD oversight visits
- Oversee student recruitment plan and procedures
- Assist with DOO with Prop 39
- Liaison for LCAP/LCAP coordination
- Oversee CDE dashboard reporting
- Oversee annual SARC reports

### **Program Operations**

- Align program-related operational plans and systems for each campus
- Support development of program-related budgets aligned with school goals
- Oversee Student Attendance Review Board and attendance monitoring processes

### **Qualifications:**

- Possess an MA or above in Education (CA administrative credential preferred);

- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher
- Have experience with special education, English Learners, and data analysis
- Experience with dual immersion programs
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

## **Chief Operating Officer**

### **Financial Operations**

- Work closely with the Chief Executive Officer and external partners to oversee the budget, cash flows, and overall finances
- Financial liaison to back office provider
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Provide training and professional development to Site Managers on financial systems
- Payroll review and submission
- Participate in monthly finance calls with back office, CEO and Finance Advisory Team
- In collaboration with the CEO, review, update and implement operations and fiscal policies
- Lead preparation of budgets across the organization
- Maintain donor databases and donor communications
- Oversee timely payment of vendor invoices

### **Strategy**

- 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
- Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams

### **Human Resources**

- Oversee annual Assignment Monitoring through the California Statewide Assignment Accountability System (CalSAAS), ensuring all credentialed staff hold the credential appropriate to their assignment and facilitate the appropriate use, documentation, and Board Approval Process of California Ed Codes (EC) in order to assign credentialed teachers to serve in authorized subject-matter areas.
- Collect, analyze and confirm credential paperwork relating to credentialing
- Oversee teacher credentialing
- HR problem mediation and decision-making
- Support leadership with HR issues
- Promote high moral, motivation, and employee retention

- Oversee new hire onboarding
- Benefits administration
- Maintain up-to-date clearances as required for employment
- Oversee employee handbook.
- Oversee personnel record keeping and data tracking, and background checking related to new hires and employees, including but not limited to reviews, promotions, complaints, separations, benefits, worker's compensation claims, leaves of absence, credentialing, and exit interviews.
- Prepare employment offer letters
- Maintain teacher and staff personnel files with all required documentation
- Manage sick and leave accommodations
- Manage employee investigations, respond to all complaints, and complete all necessary follow-up in a timely manner.

#### **Facilities, Safety and Risk Management**

- Oversee Facilities management, maintenance and coordination
- Liaison with community and City on facility-related issues
- Protocol development for facility operations
- Oversee the Charter School's Internet usage and filtering software.
- Oversee school safety oversight, including all plans, procedures, and equipment to be up-to-date at all times
- Establish and implement protocols for facility operations
- Ensure all required training is completed and up to date at all times
- Risk management oversight, including planning, insurance, worker's comp, DOJ background checks
- Prop 39 liaison
- Process loan covenant requests
- Oversee COVID-19 health and safety compliance matters

#### **National School Lunch Program**

- Oversee the National School Lunch Program
- Lunch program reimbursement processing and compliance

#### **Student Information**

- Oversee Student Information System (SIS) management (PowerSchool)
- CALPADS database management
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool).

#### **Data and Compliance**

- Oversee any additional required State or Local reporting
- Oversee attendance reporting
- Complete CBEDS Reporting
- Oversee Norm Day Report
- CALPADS reporting

**Qualifications:**

- At least 3 years experience working in school operations (charter school preferred);
- BA required, Master's preferred
- Excellent technology proficiency;
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.
- Be fluent in English and Spanish (oral and written).

**Director of Organizational Operations****School Operations**

- Lead the school operations team; collaborate with the COO to drive operational best practices across the organization
- Supervise and coach School Operations Coordinator, Technology Coordinator and Family Engagement Coordinator
- Analyze and organize office operations and procedures and plans office layouts
- Research and develop resources that create timely and efficient workflow
- Support Site Managers with facility repairs/vendors
- Oversee school health, safety and compliance processes (including but not limited to immunization requirements/COVID protocols)
- Manage Raptor system across all schools
- Support COO with incident reporting
- Maintain website calendar of events
- Oversee emergency planning and drills
- Ensure school sites are up to date with school safety related items, including all plans, procedures, and equipment to be up-to-date at all times
- Attend Operations meetings across all sites
- Have weekly staff check ins

**Data and Compliance**

- Support schools with Student Information System (SIS) management (PowerSchool)
- Support COO with CALPADS reporting
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool)
- Liaison between schools and data support partner
- Oversee attendance across the organization

**Human Resources:**

- Support the COO with new hire onboarding process
- Support the COO with maintaining employment files and records
- Support the COO to resolve internal and external questions regarding HR systems, policies and procedures
- Maintain staff TB records



- Respond to all external requests for basic information, including but not limited to verification of employment requests
- Ensure all Safe Schools training is completed and up to date at all times
- Post open positions and manage recruiting sites

#### **Business Services:**

- Support with organizational wide accounts payable
- Support Site School Operations Coordinators with accounts payable issues
- Process staff reimbursements for Home Office
- Manage After School Grants and program renewals for all schools
- Manage attendance reporting on ASSIST to ensure schools are meeting grant requirements
- Support with managing annual fundraising event
- Maintain donor database; send donor communications including tax ID letters

#### **Technology**

- Coordinate with COO and Technology Coordinator to supervise usage policies for classroom technology and shared school technology, including inventory and maintenance
- Oversee education technology across the organization

#### **National School Lunch Program**

- Support with the National School Lunch Program
- Liaison between Nutrition vendor and school sites
- Train lunch staff on serving and tracking requirements

#### **Family Engagement**

- Oversee Family Engagement Coordinator in the development of culturally responsive parent education programs
- Lead the student recruitment process from the application period through the enrollment process
- Develop a robust recruitment campaign with Family Engagement Associate
- Work with Administrators and Family Engagement Associate to meet enrollment numbers across the organization
- Lead the development and execution of school-level capacity building to increase family engagement as a strategy to support school transformation
- Serve as a family engagement coach/liaison for the network of schools
- Build community partnerships to expand community engagement opportunities for students and families

#### **Qualifications:**

- At least 3 years experience working in school operations (charter school preferred);
- BA required, Master's preferred
- Excellent technology proficiency;
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism

- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

## **Director of Special Projects**

### **Responsibilities**

- Responsible for scoping and implementing special projects and strategic initiatives, as determined by the CEO
- Lead selected program-based special projects that require cross-functional engagement with key staff across the organization, and with external stakeholders, as appropriate
- Support CEO with governance initiatives and strategic planning
- Proactively identify and engage individual experts, as well as informational resources, that can help frame and advance work on key trends or emerging issues in education.
- Assist in developing funding proposals for departmental and/or organizational projects and initiatives including for fundraising purposes
- Assist with development and fundraising events
- Lead the integration of new schools across the organization, working with staff to refine systems, manage change and build culture
- Support with facilities acquisition and development

### **Required Qualifications:**

- At least 3 years experience working in education leadership (charter school executive preferred)
- BA required, Master's preferred
- Record of past professional excellence
- Ability to be flexible and a team player
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

## **Director of Special Education and Student Services**

### **Instructional Leadership**

- Develop and articulate vision for special education instruction and support to all stakeholders, including developing and articulating strategies that ensure students with special needs can access core programming
- Ensure that differentiated teaching practices are implemented at the Middle and Elementary schools in both the general education and special education programming (e.g., through observation and feedback, modeling, consultation to faculty, etc.)

- Establish and monitor system wide metrics of excellence for special education programming (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, etc.)
- Supervise and evaluate RSP Teachers and other special education service providers (e.g., School Psychologist, Speech and Language Therapist, etc.), providing both formal and informal feedback to strengthen services for students
- Provide strategic consultation to School Principals regarding special education programming;
- Plan and provide professional development to faculty and staff related to special education;
- Analyze individual student level data in order to support the creation of IEPs
- Recommend accommodations and modifications to support learning in all content areas

### **School Culture**

- Support student socio-emotional education and behavior management approaches that create a healthy, positive school culture that supports students with special needs
- Participate in selected leadership team meetings and retreats
- Be a visible and highly engaged leader in the school community

### **Talent Management**

- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, service provider faculty, and Special Education Instructional Aides)
- Evaluate and give feedback to RSPs and service providers at all sites
- Promote a culture of continuous learning amongst all teaching faculty, including consulting School Principals on professional development scope and sequence and co-planning/delivering teacher professional development at all sites
- Collaborate with the Head of Schools to recruit special education staff as needed
- Work closely to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services and success for students with special needs

### **Operations, Compliance, and Legal**

- Assist School Principals in ensuring IEP timelines and services are timely and in compliance
- Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual CSD Oversight visit and District Validation Review (“DVR”)
- Ensure special education faculty and staff are appropriately credentialed/qualified
- Assist School Principals in development of special education program-related school budgets
- Monitor special education-related expenditures and prepare documentation for special education-related grants
- Oversee the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers
- Attend select IEP meetings; review select psycho-educational reports as needed

- Lead Modified Consent Decree (“MCD”) teams; assess Special Education programming to ensure students receive appropriate services and monitor student outcomes
- Interpret and remain current on all Federal, State, and LAUSD/SELPA mandates for special education and ensure compliance across schools with those mandates
- Oversight of placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed
- Lead in managing cases of informal dispute resolution and due process
- Serve as the organizational liaison for Option 3

### **Additional Responsibilities**

- Grant writing for special education initiatives through LAUSD Option 3 or other organizations as opportunities arises

### **Qualifications**

- Possess an MA or above in Education (CA administrative credential preferred)
- Have experience working with diverse student populations and the ability to serve as a culturally responsive instructional leader
- Have teaching and/or administrative experience at the elementary and/or middle school level;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies
- Have experience with special education, English Learners, and data analysis
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view

### **Family Engagement Manager**

#### **Family Engagement and Support**

- Actively build strong parent partnerships that lead to a satisfactory school ratings and positive promotion of schools
- Participate in, develop, and manage/implement school-wide events, parent workshops, and community partnership events that build upon family strengths in support of their student’s learning and build upon the recruitment efforts.
- Coordinate recruitment efforts, training, and retention of consistent volunteers to help improve involvement and increase student success
- Support/coordinate a calendar of events for parents

#### **Recruiting and Enrollment**

- Support with recruitment efforts, including but not limited to open houses, fairs, and canvassing (including evening and weekend events)

- Support the enrollment process including community outreach efforts, supporting families who need to submit documents, have difficulty completing the enrollment process, etc.
- Encourage parents to participate in board meetings, ELAC/DELAC meetings, school site council meetings, and other parent meetings
- Manage students recruitment efforts
- Support Principals with recruitment fairs/meetings and provide translation
- Engage in and activate other parents to engage in student/parent canvassing, as needed to support student recruitment

### **Parent Communications**

- Connect current and prospective parents with appropriate school staff
- Oversee and create engagement in family social media groups
- Research content for monthly school/principal newsletters to families
- Track, develop, and assist in the management of school success stories
- Assist, promote, and build community engagement in the school parent Facebook group through thoughtful discussion, sharing of information, promotion, and more
- Provide translation/interpretation, as needed
- Respond to internal and external family inquiries and provide information and direction to new and returning families, as needed

### **QUALIFICATIONS**

- Effective practices for motivating parents to actively participate, volunteer, and to adhere to high standards of conduct
- Bilingual; English/Spanish-speaking required
- Experience using Google Suite, PowerSchool and School Mint (desired)
- Problem solving training: An ability to see multiple perspectives and help resolve problems.
- Knowledge of resources in the community
- High School Diploma or GED equivalent
- Experience working with a parent or advocate group

### **Technology Manager**

- Responsible for managing NLACS' technology infrastructure and needs for all things (i.e., student access, teacher access and administrative access)
- Set up, configure, and maintain devices, such as computers, printers, projectors, tablets and related peripheral equipment
- Responsible for New LA's school hardware and software inventory management; including required installations, updates, vendor communication and school network monitoring
- Support with digital marketing efforts on NLACS' social media, website, and any other internal or external digital platforms and/ affiliates
- Supports the Administration with Microsoft applications, data entry and state compliance
- Supports teachers in the classroom with any technology implementation/repairs
- Works with NLACS' vendors to mitigate technical gaps

- Support the management of the school social media accounts and efforts, website uploads and local changes, and digital/online recruitment that increases enrollment.
- Troubleshoot and problem solve issues with computer technology and related systems; to present information, instructions and assist with computer use and learning of tasks; to act as a resource person in teaching basic computer skills and use of technology applications;
- Communicate with students and staff both orally and in writing and to perform related work as required while maintaining effective relationships with those contacted in the course of work.
- Provide technical support to users regarding hardware, software, and network related problems
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows)
- Assist administration in educating staff on usage of technology through regularly scheduled professional development
- Participate in discussions involving vendors, suppliers, equipment and program operations and new technology
- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks
- Manage projects assigned by the COO, as needed

### **QUALIFICATIONS**

- Bachelor's Degree in related areas preferred (Technology, Data, Business)
- 3+ years' experience in a related technology or data management role (preferred)
- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads and PC laptops
- Experience with Google Admin Workspace
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills
- Knowledge of E-Rate is a plus
- Basic knowledge of network infrastructure is a plus

### **Director of Academic Data**

#### **Data Collection:**

- Train and support school-based staff in using data tools and reports in a way that allows them to make effective data-driven decisions
- Support schools in implementation of all assessments
- Collect results, gather evidence, and observe in service of data collection to ensure leaders have an accurate picture of student performance with which they can make instructional decisions

- Manage the test administration process for all assessments to ensure that testing procedures are routine and include smooth, efficient distribution, administration, and collection of assessments
- Collaborate with the Special Education Support Staff to ensure that all mandated testing accommodations are adhered to for students with disabilities
- Print and assemble relevant materials for testing events and data analysis meetings
- Oversee unit assessment tracking timelines to ensure all assessments are created, administered, scored, and scanned efficiently and allows for timely analysis
- Attends annual trainings related to state testing and accountability
- Trains teachers and staff on test administration

### **Data Reporting & Analysis**

- Build and maintain data reports and visualizations to display student achievement results and key performance metrics
- Support school-based staff in using data tools and reports for continuous improvement
- Provide additional data reporting and analysis as needed for external accountability, compliance, surveys, teacher evaluation or development tasks

### **Data Use:**

- Work with teachers and instructional leadership to track and analyze data in a way that allows them to make effective data-driven decisions
- Work with external and internal data that identifies schools'/teachers' achievement strengths and challenges and diagnoses trends
- Provide support to school-based and regional instructional Teams in the form of consults, training, and professional development sessions
- Monitor student learning in order to identify weaknesses in our curriculum or instruction and evaluate the effectiveness of education programs and academic interventions

### **Qualifications:**

- Possess an MA or above in Education (CA administrative credential preferred);
- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view

### **Director of Diversity, Equity, Inclusion and Justice**

#### **DEI Strategy & Best Practices**

- Partner with leaders to define our future vision for an anti-racist approach and carry out NLACS' strategic plan for Diversity, Equity, Inclusion and Justice

- Map out the work plans and associated change management required to embed DEIA into every aspect of NLACS' work utilizing research, knowledge of best practices, and input of community voice
- Develop and implement tools that support the visibility and clarity of DEIJ working groups and the organizational progress toward the vision and goals of NLACS
- Oversee consciousness-raising efforts and initiatives, including work with the DEI Advisory Team of the NLACS Board, DEI affinity groups, DEIA programming, and celebrations regarding our diverse community

### **Change Management & Professional Development**

- Function as a key leader of NLACS' leadership team and define organizational priorities and strategic direction around DEIJ
- Collaborate with internal and external experts to develop the scope and sequence of DEIJ-related training and manage the implementation of the training
- Coordinate trainings for all staff on DEIJ initiatives and support all teams in building their equity practice and culture
- Provide strategic leadership in the development of culturally specific and culturally responsive policy and service delivery models, as well as creating standardized guidelines and criteria for programming
- Work with teachers to develop a clear scope and sequence for DEIJ curriculum and social justice programming

### **Communication & Progress Monitoring**

- Collaborate with the COS and executive team to develop and implement an internal and external DEIJ-focused communication plan to share best practices, progress updates, and keep stakeholders apprised of key initiatives and activities
- Develop consistent communication and feedback mechanisms to ensure we can identify, discuss, and address equity issues impacting our staff
- Collaborate with the data & analytics teams to develop Key Performance Indicators (KPIs) and to assess organizational culture, the effectiveness of DEIJ-related initiatives, and communication

### **Qualifications**

- Possess a BA or above in Education, Counseling,
- Have 3-5 years of experience leading diversity initiatives
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.



## **School-Site Staff**

### **Principal**

#### **Instructional Leadership**

- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the Charter School’s mission, including dual language instruction;
- Promote hands-on, active, cooperative & project-based learning throughout the Charter School community and provide hands-on guidance to teachers as they create and implement the program;
- Continually monitor, evaluate and refine the dual immersion program in collaboration with NLACS leadership and other dual immersion schools;
- Work to create a culture that values learning, reading, community engagement, and respect;
- Oversee and participate in all aspects of curriculum design and instruction including core curriculum, arts, electives, and physical education;
- Work with teachers to select textbooks and supplemental materials that are aligned to curriculum and standards and fit the mission of the Charter School.

#### **Promoting Achievement**

- Develop and review assessment plan and help teachers develop multiple assessments tied to standards;
- Collaborate with teachers to develop benchmarks for each grade level;
- Use multiple sources of data to develop a plan for the improvement of student achievement;
- Create systems and planning tools for teachers to track which standards are being taught and how to measure student progress;
- Define and track annual student achievement goals.

#### **Faculty Management**

- Create a positive and fair work environment where teachers feel enthusiastic about the Charter School;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist Chief of Schools in hiring faculty.

#### **Family Relations**

- Coordinate Family Education Program in collaboration with Family Engagement Manager;
- Oversee and coordinate School Site Council, ELAC and Parent Council;
- Coordinate Room Parents;
- Approval and denial of initiatives;

- Lead the SST Process;
- Ensure teachers are being responsive to parents;
- Send weekly email and other relevant communications in both English and Spanish.

### **Educational Operations**

- Collaborate with home office for annual review and revision of the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.

### **Discipline**

- Higher level discipline;
- Suspensions;
- Recommendations for expulsion, along with the CEO;
- Detailed record-keeping.

### **Principal Qualifications:**

- Experience in elementary school teaching and leadership (a minimum of 10 years of experience preferred);
- A Master's Degree in Education and Administrative Credential (prior leadership experience required);
- Experience with differentiated instruction and student-centered approaches to teaching and learning;
- Excellent communication skills and experience motivating and working with parent volunteers;
- A track record as a successful and progressive educator;
- Experience in the charter school movement;
- Knowledge of or experience with diverse populations;
- Strong computer skills;
- Proficiency/fluency in another language, ideally Spanish;
- Commitment to the mission and values of CLIC and NLACS;
- Demonstrated commitment to social justice;
- Ability to be flexible and be a team player;
- Willing to go the extra mile in order to meet the educational needs of our students.”

Where applicable herein, NLACS is used interchangeably to reference the Charter School or its operating entity in the descriptions for Element 5 revision.

3. **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 E** and incorporated by reference and part of this Material Revision.

4. **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” (FSDRL), attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

5. The Charter School warrants that it is operated by a non-profit corporation, NLACS, in good standing in the State of California.

6. All other provisions set forth in the Charter shall remain in effect and enforceable.

7. 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.

8. The Parties agree that the approval of this Material Revision shall be contingent upon Charter School and/or CCS meeting all applicable legal, Charter and District requirements necessary to transfer the ownership, control, operations, governance and/or assets to NLACS including but not limited to, the California Corporations Code, the Charter Schools Act and the terms set forth in the applicable Articles of Incorporation and Bylaws.

9. The Parties agree that Charter School and/or CCS will comply with all applicable legal, Charter and District requirements (e.g., the California Corporations Code, the Charter Schools Act, the FSDRL and the terms set forth in the applicable Articles of Incorporation and Bylaws, etc.) necessary to wind up operations and carry out its closure procedures, including but not limited to, settling all debts and claims for or against the corporation and covering the outstanding debts or liabilities of its closing charter school The City, and adequately provide for estimated costs and expenses pertaining to the winding up of the corporation, including its closing school The City with negative net assets, prior to dissolution.

10. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

11. 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: March \_\_\_\_, Year

CITY CHARTER SCHOOL

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of City Charter School

DATED: March \_\_\_\_, Year

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Los Angeles Unified School District

**Attachments:**

Attachments for perusal at the following link:

[https://drive.google.com/drive/folders/1SfEjUUQ7Hh06s4Fb51agFZrciZ3fL6kF?usp=share\\_link](https://drive.google.com/drive/folders/1SfEjUUQ7Hh06s4Fb51agFZrciZ3fL6kF?usp=share_link)

- A. CCS Resolution.
- B. CLIC and NLACS December 2022 Correspondence.
- C. Term Sheet.
- D. Updated CLIC's Budget, Financial, and Cash Flow Projections.
- E. Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL) updated August 11, 2020.

# TAB 15



## Board of Education Report

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**File #:** Rep-194-22/23, **Version:** 1

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### **Approval of the Proposed Material Revision for New Los Angeles Charter [PUBLIC HEARING]**

**March 27, 2023**

#### **Charter Schools Division**

#### **Action Proposed:**

Approve the material revision of the charter for New Los Angeles Charter (“Charter School”), to add admissions preferences. Per related Board Report 193, New Los Angeles Charter seeks a one-time admission preference in Spring 2023 for grade 6 and grade 7 students from The City; an ongoing admission preference for matriculating grade 5 students from New Los Angeles Charter Elementary; and an ongoing admission preference for matriculating grade 5 students from City Language Immersion Charter. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

New Los Angeles Charter is a 6-8 school currently serving 329 students on a private facility in the Mid-City area at 1919 S. Burnside Avenue, Los Angeles, CA 90016 in Board District 1 and Region West. New Los Angeles Charter was approved by the LAUSD Board of Education on April 22, 2008. On October 3, 2017, the charter school was renewed for another five-year term to serve 360 students in grades 6-8.

On December 21, 2022, the Charter Schools Division commenced processing of New Los Angeles Charter’s complete material revision. New Los Angeles Charter seeks to revise its current charter, which expires June 30, 2023. 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 New Los Angeles Charter expires June 30, 2025.

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.

#### **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 approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, for the remainder of the charter term.

However, if the Board does not adopt the recommendation of approval of the material revision of City Language Immersion Charter (Board Report 193), and instead takes specific action to deny City Language

Immersion Charter's proposed material revision, Charter School's proposed admission preferences as described in the Action Proposed above and presented in Charter School's material revision application, shall become void and have no force and effect.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

**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.

**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.

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**File #:** Rep-194-22/23, **Version:** 1

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**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

Attachment C - Desegregation Impact Statement

Attachment D - Material Revision

Attachment E - i-Ready Final Diagnostic Growth End of Year Data for 2021-2022

**Informatives:**

Not applicable

**Submitted:**

02/22/23



**RESPECTFULLY SUBMITTED,**

ALBERTO M. CARVALHO  
Superintendent of Schools

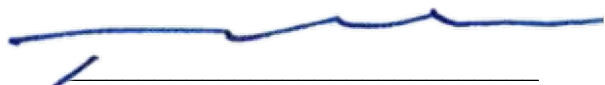
**APPROVED & PRESENTED BY:**

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 194-22/23

March 21, 2023

School Name:	New Los Angeles Charter		
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	New Los Angeles Charter School		
Location Code:	8015		
Type of Site(s):	Private		
Site Address(es):	1919 S. Burnside Avenue, Los Angeles, CA 90016		
Board District(s):	1	Region(s):	West
Grade Levels Served:	6-8	Current Enrollment:	329
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	360
CONSIDERATION:	Material Revision to add admissions preferences		
CDE PERFORMANCE LEVEL: (PER CDE'S 2020 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Approval		
SUMMARY OF STAFF FINDINGS:	<p>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.</p> <ul style="list-style-type: none"> <li>♦ <i>The charter school has presented a <b>sound educational program</b> for its targeted student population.</i></li> <li>♦ <i>The petition, as revised through the petition review and revisions process, contains <b>reasonably comprehensive descriptions of all required elements</b>, including the Federal, State, and District Required Language.</i></li> <li>♦ <i>Petitioners are <b>demonstrably likely to successfully implement the educational program</b> set forth in the petition.</i></li> <li>♦ <i>The petition contains <b>required affirmations, assurances, and declarations</b>.</i></li> <li>♦ <i>The petition contains a <b>declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school</b> for purposes of Chapter 10.7 of Division 4 of Title 1 of the Government Code.</i></li> </ul>		

## **STAFF ASSESSMENT**

### **I. ACTION PROPOSED**

Staff recommends approval of the proposed material revision of the charter for New Los Angeles Charter (“Charter School”), a 6-8 school located in Board District 1 and Region West, to add admissions preferences (Please see the related Board Report 193-22/23 concerning the City Charter Schools). New Los Angeles Charter seeks a one-time admission preference in Spring 2023 for grade 6 and grade 7 students from The City; an ongoing admission preference for matriculating grade 5 students from New Los Angeles Charter Elementary; and an ongoing admission preference for matriculating grade 5 students from City Language Immersion Charter.

The New Los Angeles Charter School Board of Directors, the nonprofit organization that holds the charter, is proposing the one-time admissions preference due to the proposed transfer of governance and operations of the City Language Immersion Charter to New Los Angeles Charter School [and the related closure of The City, a City Charter Schools middle school, effective June 30, 2023, per its Board’s decision on December 6, 2022]. New Los Angeles Charter is also requesting ongoing admissions preferences to provide students the opportunity to continue in the educational program.

### **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**

	<b>New Los Angeles Charter</b>
<b>Initial Authorization:</b>	On April 22, 2008, New Los Angeles Charter was authorized by the LAUSD Board of Education to serve 240 students in grades 6-8.
<b>Most Recent Renewal:</b>	<p>The charter was renewed on October 3, 2017 for a five-year term (July 1, 2018- June 30, 2023) to serve up to 360 students in grades 6-8.</p> <p>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,</p>

	<b>New Los Angeles Charter</b>
	the charter term for New Los Angeles Charter expires June 30, 2025.
<b>Approved Material Revisions of Current Charter:</b>	Not Applicable
<b>Board Benchmarks in Current Charter Term:</b>	<p>On October 3, 2017, as part of the school’s most recent renewal, the LAUSD Board of Education issued the following benchmarks to New Los Angeles Charter:</p> <ol style="list-style-type: none"> <li>1. The charter school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the District reclassification rate over the course of the five-year term of their renewal, which will be monitored by the CSD through oversight.</li> <li>2. The charter school shall provide a plan to the Charter Schools Division of the school’s system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS submission windows each year of the charter term and no later than December 1, 2017 and ensure successful execution during the term of its charter. The plan must address how this system will be accessible without interruption in the case of staff changes.</li> </ol> <p>New Los Angeles Charter is in year five of its charter term and available data shows that the school has met the reclassification benchmark in two of four years and has met the CALPADS reporting benchmark on an annual basis for the charter term, thus far.</p> <p>Please see the “Staff Review and Assessment” section below.</p>
<b>Material Revision Application:</b>	The processing of New Los Angeles Charter’s complete material revision application commenced on December 21, 2022. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i> , the 120-day timeline (for presenting the material revision once processing commences) runs through April 20, 2023.

**B. Educational Program**

	<b>New Los Angeles Charter</b>
<b>Key Features of Educational Program:</b>	<p>New Los Angeles Charter offers a 6-8 educational program which includes the following features:</p> <ul style="list-style-type: none"> <li>♦ Students are provided with opportunities to develop persistence skills through the school's implementation of Positive Behavioral Interventions Support (PBIS) within the Advisory program.</li> <li>♦ The reading intervention course uses i-Ready assessments and feedback from teachers to accelerate student progress towards grade level mastery in reading comprehension.</li> </ul>
<b>Master Plan for English Learners and Standard English Learners:</b>	New Los Angeles Charter implements the District's Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA:</b>	New Los Angeles Charter participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**C. Student Enrollment and Population**

<b>New Los Angeles Charter 2021-2022 Enrollment by Ethnicity and Student Group</b>																	
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 Disadvantaged	Students with Disabilities	Two or More Races	White
320	91.3%	0.0%	0.6%	1.3%	7.2%	25.9%	0.0%	0.3%	0.3%	86.6%	0.0%	0.3%	2.2%	92.2%	18.8%	1.6%	0.3%

Data Sources: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

**D. Charter School Operator**

New Los Angeles Charter is operated by New Los Angeles Charter School, a California non-profit public benefit corporation that 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. 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?**

Yes, the petition, as amended, 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.

In considering the organization's request for the ongoing admissions preferences, Staff analyzed New Los Angeles Charter's record of enrollment, student demographics, and issues related to its admissions practices to assess the need for the preferences, as well as factors related to access and equity.

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

New Los Angeles Charter has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below. Updated CDE Performance Levels from the state are not available at this time.

#### b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). Performance levels will be reported based on the 2021-2022 school year data using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

New Los Angeles Charter							
Year	ELA	Math	EL Progress Indicator	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022	Low	Low	Medium	N/A	Very High	N/A	Low

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Please see attached *New Los Angeles Charter* Data Set.

#### c. English Language Arts Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Student Groups:

New Los Angeles Charter – ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator						
Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
All Students	310	-32.6	Low	-12.2	Low	Lower
English Learner	106	-81.6	Very Low	-61.2	Low	Lower
Latino	272	-34.9	Low	-38.6	Low	Higher
Socioeconomically Disadvantaged	286	-34.6	Low	-41.4	Low	Higher
Students with Disabilities	58	-103.6	Very Low	-97.3	Very Low	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>  
 Due to requirements under AB 130, the CDE can only display the most current year of data (or Status) on the 2022 Dashboard. Therefore, every Local Educational Agency (LEA), school, and student group will receive one of five Status levels on the 2022 Dashboard based on 2021–2022 school year, ranging from Very High, High, Medium, Low, and Very Low. Change levels and performance colors are not reported.

As seen in the above table, in 2022, in English Language Arts (ELA), New Los Angeles Charter’s Distance from Standard (DFS) schoolwide was lower than the state’s DFS. The charter school’s Latino and Socioeconomically Disadvantaged student groups were higher than the state’s DFS for those student groups, while the English Learner and Students with Disabilities student groups were lower than the state’s DFS for those student groups.

In order to improve academic achievement in ELA, school leadership shared the school is continuing to use a reading intervention teacher to provide small group reading support for students and is continuing to implement the i-Ready Reading assessments to support and differentiate student learning within California state content standards. For 2022-2023, the school has developed a master schedule to provide an additional instructional block for students that are identified for reading support. School leadership also shared the school has invested in new curriculum and associated teacher professional development to assist in reading and writing instruction.

New Los Angeles Charter 2021-2022 English Language Arts Indicator Participation Rate by Student Group				
All Students	English Learner	Latino	Socioeconomically Disadvantaged	Students with Disabilities
99%	100%	99%	99%	98%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>  
 Participation Rate Report above displays the percent of students tested by content area for the numerically significant student groups. The Every Student Succeeds Act (ESSA) 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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the [Lowest Obtainable Scale Score \(LOSS\)](#) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

In 2022, in ELA, the charter school met the participation rates (95%) schoolwide and for its numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities).

## Internal Assessment Data

The charter school provided data from an i-Ready Final 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, New Los Angeles Charter's Fall 2021 to Spring 2022 i-Ready Diagnostic assessment shows that grades 6-8 met the participation rate.

For the numerically significant student groups for which data were provided, in grades 6-8 in Reading, all three numerically significant student groups (Latino, English Learner, and Students with Disabilities) met the participation rate.

New Los Angeles Charter's Fall 2021 to Spring 2022 i-Ready Diagnostic assessment for Reading shows that the percent of students that met the Annual Typical Growth was 63%. Therefore, based on i-Ready's Annual Typical Growth,<sup>1</sup> New Los Angeles Charter had at least 50% of reported students achieving 100% of Annual Typical Growth.

As seen in the table below, New Los Angeles Charter provided data for three numerically significant student groups (English Learners, Latino, and Students with Disabilities) and all three had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth.

Grades	Reading: Percent of Students that Met the Annual Typical Growth	Students Assessed/Total	Participation Rate
6-8	63%	318/324	98%

Data Source: i-Ready reports provided by New Los Angeles Charter

Numerically Significant Student Groups	Reading: Percent of Students that Met the Annual Typical Growth	Students Assessed/Total	Participation Rate
English Learners	58%	86/87	99%
Latino	63%	272/276	99%
Students with Disabilities	60%	53/56	95%

Data Source: i-Ready reports provided by New Los Angeles Charter

### d. Math Academic Indicator

Distance from Standard Schoolwide and Numerically Significant Student Groups:

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<sup>1</sup> i-Ready's Typical Growth is the average annual growth (from Fall to Spring) for an average student taking the i-Ready Diagnostic at their grade and baseline placement level. 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. Based on published i-Ready information, a school that has more than 50% of its students achieving 100% of their Annual Typical Growth targets is demonstrating growth above the norm of the 50<sup>th</sup> percentile growth measure target (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.



New Los Angeles Charter – Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator						
Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
All Students	311	-93.1	Low	-51.7	Low	Lower
English Learners	106	-142.4	Very Low	-92.0	Low	Lower
Latino	273	-95.2	Very Low	-83.4	Low	Lower
Socioeconomically Disadvantaged	287	-93.4	Low	-84.0	Low	Lower
Students with Disabilities	58	-164.1	Very Low	-130.8	Very Low	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Due to requirements under AB 130, the CDE can only display the most current year of data (or Status) on the 2022 Dashboard. Therefore, every Local Educational Agency (LEA), school, and student group will receive one of five Status levels on the 2022 Dashboard based on 2021–2022 school year, ranging from Very High, High, Medium, Low, and Very Low. Change levels and performance colors are not reported.

As seen in the above table, in 2022, in Math, New Los Angeles Charter’s DFS schoolwide was lower than the state’s DFS and for all numerically significant student groups.

In order to improve academic achievement in Math, school leadership shared the school has hired a Math intervention teacher to collaborate with and plan instruction with teaching staff. In addition, school leadership stated Math teachers completed training last year with the UCLA Math Project, which included the use of coaching teachers to improve Math instruction. For 2022-2023, the school has developed a master schedule to provide an additional instructional block for students that are identified for Math support. School leadership also shared the school will continue to use i-Ready Math assessments to assess student mastery of content standards and allow differentiated student learning within California state content standards.

New Los Angeles Charter 2021-2022 Mathematics Indicator Participation Rate by Student Group				
All Students	English Learner	Latino	Socioeconomically Disadvantaged	Students with Disabilities
100%	100%	100%	100%	98%

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

Participation Rate Report above displays the percent of students tested by content area for the numerically significant student groups. The Every Student Succeeds Act (ESSA) 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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. Beginning with the 2022 Dashboard, California will assign the [Lowest Obtainable Scale Score \(LOSS\)](#) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

In 2022, in Math, the charter school met the participation rates (95%) schoolwide and for its numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities).

### Internal Assessment Data

The charter school provided data from an i-Ready Final 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, New Los Angeles Charter's Fall 2021 to Spring 2022 i-Ready Diagnostic assessment shows that grades 6-8 met the participation rate.

For the numerically significant student groups for which data were provided, in grades 6-8 in Math, all three numerically significant student groups (Latino, English Learner, and Students with Disabilities) met the participation rate.

New Los Angeles Charter's Fall 2021 to Spring 2022 i-Ready Diagnostic assessment shows that the percent of students that met the Annual Typical Growth was 57%. Therefore, based on i-Ready's Annual Typical Growth, New Los Angeles Charter had at least 50% of reported students achieving 100% of Annual Typical Growth.

As seen in the table below, New Los Angeles Charter provided data for three numerically significant student groups (English Learners, Latino, and Students with Disabilities) and all three had 50% or more of its students achieving 100% of their 2021-2022 Annual Typical Growth.

Grades	Math: Percent of Students that Met the Annual Typical Growth	Students Assessed/Total	Participation Rate
6-8	57%	318/324	98%

Data Source: i-Ready reports provided by New Los Angeles Charter

Numerically Significant Student Groups	Math: Percent of Students that Met the Annual Typical Growth	Students Assessed/Total	Participation Rate
English Learners	52%	86/87	99%
Latino	57%	272/276	99%
Students with Disabilities	55%	55/56	98%

Data Source: i-Ready reports provided by New Los Angeles Charter

e. English Learner Progress Academic Indicator

Percent of English Learners Making Progress Towards English Proficiency:

New Los Angeles Charter 2021-2022 English Learner Progress Indicator – CA School Dashboard Indicator						
Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
English Learners	79	50.6%	Medium	50.3%	Medium	Higher

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ds/sd/sd/>

As seen in the table above, the 2022 California School Dashboard indicates 50.6% of New Los Angeles Charter's English Learner students are making progress towards English

proficiency, which is higher than the state at 50.3%. The Performance Level for the school is Medium, which is the same as the state.

ELPAC Participation Rate 2021-2022			
School	Number of EL Students Enrolled	Number of EL Students Tested	Percent of EL Students Tested
New Los Angeles Charter	82	81	98.8%

Data Sources: DataQuest, Student and Downloadable Data File <https://www.cde.ca.gov/ds/sd/sd/>

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.

f. College/Career Academic Indicator

The College/Career Academic Indicator was not reported in the 2022 Dashboard.

g. Suspension Rate Indicator

Percentage of Students Suspended At Least Once Schoolwide and Numerically Significant Student Groups:

New Los Angeles Charter - Suspension Rate Indicator - CA School Dashboard Indicator						
Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
All Students	331	1.8%	Low	3.1%	Medium	Lower
English Learners	87	3.4%	Medium	3.2%	Medium	Higher
Latino	290	1.7%	Low	3.3%	Medium	Lower
Socioeconomically Disadvantaged	305	2.0%	Low	4.0%	Medium	Lower
Students with Disabilities	61	3.3%	Medium	5.4%	High	Lower

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>

As indicated in the table above, in 2022, the charter school’s percentage of students suspended at least once was lower than the state schoolwide and for the numerically significant student groups, except for the English Learner student group, which was higher.

h. Graduation Rate Indicator [HS Only]

Percentage of Graduated Students Schoolwide and Numerically Significant Subgroups:  
Not Applicable

i. Chronic Absenteeism Indicator

Percentage Schoolwide and Numerically Significant Student Groups:

New Los Angeles Charter – Chronic Absenteeism Indicator – CA School Dashboard Indicator						
Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
All Students	326	42.3%	Very High	30.0%	Very High	Higher
English Learners	86	40.7%	Very High	33.6%	Very High	Higher
Latino	285	40.0%	Very High	35.8%	Very High	Higher
Socioeconomically Disadvantaged	301	41.9%	Very High	37.4%	Very High	Higher
Students with Disabilities	61	54.1%	Very High	39.6%	Very High	Higher

Data Sources: California School Dashboard Research data files 2022 <https://www.cde.ca.gov/ta/ac/cm/>

As seen in the table above, in 2022, the charter school’s Chronic Absenteeism percentage was higher than the state schoolwide and for all numerically significant student groups.

The school attributes the majority of its Chronic Absenteeism rates due to COVID-19 and additional illnesses. However, in order to reduce Chronic Absenteeism, school leadership shared the charter school has designated the school’s Assistant Principal to communicate with families of students that are at-risk of being chronically absent, as well as provide parent education workshops about school attendance and academic success. The importance of student attendance is further communicated, according to school leadership, in parent engagement meetings such as Parent Advisory Committee meetings. Also, the school continues to use the Student Attendance Review Team (SART) protocols to improve student attendance and reduce chronic absenteeism.

j. English Learner Performance  
Reclassification Rates:

Year	Students Redesignated FEP	New Los Angeles Charter	State	School to State RFEP Comparison
2019-2020	2018-19 EL #	46	1,195,988	Lower
	2019-20 Reclass #	3	164,653	
	2019-20 Reclass Rate	6.5%	13.8%	
2020-2021	2019-20 EL #	53	1,148,024	Lower
	2020-21 Reclass #	0	79,667	
	2020-21 Reclass Rate	0.0%	6.9%	

Data Sources: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesreclass.asp>

In 2019-2020, New Los Angeles Charter’s reclassification rate was 6.5%, which was lower than the state’s reclassification rate of 13.8%. In 2020-2021, New Los Angeles Charter’s reclassification rate of 0.0% was lower than the state’s rate of 6.9%.

As of the writing of this report, the 2021-2022 reclassification rate data has not yet been published by the state.

In order to improve the reclassification of English Learner (EL) students to Fluent English Proficient (FEP) status, school leadership shared the school hired an EL Specialist to teach multiple levels of designated English Language Development (ELD). School leadership

also shared the school is working with a professional development partner, Ensemble Learning, to implement a scaffolded writing process targeting the academic growth of EL students as well as daily structured talk routines in all subject areas to develop speaking and listening skills of EL students.

New Los Angeles Charter adheres to the District’s reclassification criteria set forth in the *2018 Master Plan for English Learners and Standard English Learners*.

Long-term English Learners and “At-Risk” Rates:

English Learners	2020-21				2021-22			
	New Los Angeles Charter		State		New Los Angeles Charter		State	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
LTEL 6+ Years	63	29.4%	361,482	17.1%	75	38.3%	379,290	18.1%
At-Risk 4-5 Years	8	3.7%	214,740	10.1%	4	2.0%	211,055	10.1%

Data Sources: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

In 2020-2021, New Los Angeles Charter’s percentage of Long-term English Learners (LTELs) was 29.4%, compared to the state’s rate of 17.1%. In 2021-2022, the charter school’s percentage was 38.3%, compared to the state’s 18.1%. In 2020-2021, New Los Angeles Charter’s percentage of “At-Risk” was 3.7%, compared to the state’s 10.1%. In 2021-2022, the charter school had 2.0% “At-Risk” compared to the state’s 10.1%.

## 2. Annual Oversight Results

### a. Student Achievement and Educational Performance

New Los Angeles Charter has achieved the ratings of *Unsatisfactory* and *No Rating* in the category of Student Achievement and Educational Performance on its annual oversight evaluation reports for the last two years.

The rating of “1” (*Unsatisfactory*) in the 2020-2021 Annual Performance-Based Oversight Visit Report was due to the charter school’s 2019 Dashboard information which identified the Indicators of schoolwide ELA, schoolwide Math, schoolwide Suspension Rate, and schoolwide Chronic Absenteeism, as having performance colors of Orange. In addition, in 2019, none of the charter school’s numerically significant student groups had “Status/DFS” scores above the state in ELA and Math.

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 <b>Student Achievement and Educational Performance</b>	1 Unsatisfactory	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

New Los Angeles Charter has earned the rating of *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 <b>Governance</b>	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.

c. Organizational Management, Programs, and Operations

New Los Angeles Charter 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 <b>Organizational Management, Programs, and Operations</b>	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

New Los Angeles Charter 2021-2022 Enrollment by Ethnicity and Student Group																		
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 Disadvantaged	Students with Disabilities	Two or More Races	White
New Los Angeles Charter	320	91.3%	0.0%	0.6%	1.3%	7.2%	25.9%	0.0%	0.3%	0.3%	86.6%	0.0%	0.3%	2.2%	92.2%	18.8%	1.6%	0.3%
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%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

ii. Special Education

New Los Angeles Charter 2021-2022 Enrollment by Disability																		
School	OCT 2021 Enroll #	SpEd Enroll #	SpEd Enroll %	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
New Los Angeles Charter	320	60	18.8%	88.3%	11.7%	5	0	0	0	0	2	0	10	0	40	3	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

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.

According to 2021 CALPADS Fall 1 Certified Student Profile List Report, New Los Angeles Charter has an 18.8% Special Education enrollment, which is higher than the state's percentage of 12.7%, and higher than 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

Regarding the Board benchmark for the charter school specific to reclassification of English Learners to Fluent English Proficient (FEP) status, New Los Angeles Charter met the reclassification benchmark in two of four years. For 2021-2022, at the time of writing this report, the state has not published reclassification rates.

Students Redesignated FEP			
School Year	New Los Angeles Charter	Los Angeles Unified	Met the Benchmark
2017-2018	26.7%	20.1%	MET
2018-2019	29.8%	22.8%	MET
2019-2020	6.5%	15.8%	NOT MET
2020-2021	0.0%	6.4%	NOT MET

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesreclass.asp>

Regarding the Board benchmark for the charter school specific to CALPADS reporting, New Los Angeles Charter has consistently met the benchmark on an annual basis for “providing a plan to the CSD of the school’s system for accurate and timely reporting of reclassification in CALPADS in alignment with CALPADS submission windows each year of the charter term.”

For additional information and context, should the City Language Immersion Charter and the New Los Angeles Charter material revision requests be approved by the LAUSD Board of Education, New Los Angeles Charter School has shared its intent to include additional management-level positions in its central office to support New Los Angeles Charter, New Los Angeles Charter Elementary, and City Language Immersion Charter, as well as move New Los Angeles Charter Elementary to a private site within its community.

d. Fiscal Operations

New Los Angeles Charter has earned the ratings of *Proficient* and *Accomplished* in the category of Fiscal Operations on its annual oversight evaluation reports for the last two years and has no unresolved fiscal issues pending.

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 <b>Fiscal Operations</b>	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.

### 3. *Fiscal Management and Performance*

#### a. Fiscal Condition

New Los Angeles Charter's fiscal condition is positive and has been upward trending since the 2018-2019 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$2,722,932 and net income of \$620,265. The school's 2021-2022 Unaudited Actuals and its 2022-2023 First Interim project positive net assets and net income.

	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (Unaudited Actuals)	2022-2023 (First Interim)
Net Assets	\$1,838,315	\$2,102,667	\$2,722,932	\$2,826,335	\$3,563,070
Net Income/Loss	(\$570,267)*	\$264,352	\$620,265	\$103,403	\$514,933
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$221,802**

\* Per the charter operator, the reported net loss of (\$570,267), as reflected in the school's 2018-2019 independent audit report, was primarily due to a one-time cost, resulted from the write-off of the loan receivable, pertaining to the school's refinancing of the New Market Tax Credit loans through 5301 Washington LLC (a related party), in exchange for future lease reductions.

\*\*Per New Los Angeles Charter, the \$221,802 in 2022-2023 First Interim Prior Year Adjustments is primarily due to the hold harmless fund calculation at year-end reported in the 2021-2022 Unaudited Actual Report and the updated guidance on how to account for these funds.

#### b. 2020-2021 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

#### c. Other Significant Fiscal Information

According to New Los Angeles Charter School's independent audit report for the fiscal year ended June 30, 2021, New Los Angeles Charter School, its related entities, and its charter schools reported positive net assets of \$3,998,053 and net income of \$1,069,825. New Los Angeles Charter School, without its related entities and its charter schools, reported positive net assets of \$67,250 and net income of \$0.

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



## New Los Angeles Charter

### Academic Performance - English Language Arts

This report shows the performance levels for a single state indicator, English Language Arts, for all student groups. It shows the current year, Status level. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/files/enr.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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	8015	New Los Angeles Charter	All Students	310	-32.6	Low	-12.2	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-49.3	Low	--
				Asian	*	-	No Performance Level	63.0	Very High	--
				Black or African American	23	-23.7	No Performance Level	-57.7	Low	--
				English Learner	106	-81.6	Very Low	-61.2	Low	Lower
				Filipino	0	--	--	42.9	High	--
				Foster Youth	*	-	No Performance Level	-85.6	Very Low	--
				Homeless	*	-	No Performance Level	-62.9	Low	--
				Latino	272	-34.9	Low	-38.6	Low	Higher
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-29.1	Low	--
				Socioeconomically Disadvantaged	286	-34.6	Low	-41.4	Low	Higher
				Students with Disabilities	58	-103.6	Very Low	-97.3	Very Low	Lower
				Two or More Races	*	-	No Performance Level	25.1	High	--
				White	*	-	No Performance Level	21.9	High	--

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

English Language Arts Indicator Participation Rate By Student Group														
	All Students	American Indian or Alaska Native	Asian	Black or African American	English Learner	Filipino	Foster Youth	Homeless	Latino	Hawaiian or Pacific Islander	Socioeconomically Disadvantaged	Students with Disabilities	Two or More Races	White
Percent of students tested in 2022 **	99%	100%	100%	100%	100%		100%	100%	99%	100%	99%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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.

## New Los Angeles Charter

### Academic Performance - Math

This report shows the performance levels for a single state indicator, Mathematics, for all student groups. It shows the current year, Status level. Status levels range from Very High, High, Medium, Low, and Very Low for all state measures based on the 2021-22 school year data. A single (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a status level for each student group.

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/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										
RG	BD	Location Code	School	Student Group	Number of Students with Scores	School 2022 Average DFS	School 2022 Status Level	State 2022 Average DFS	State 2022 Status Level	School to State DFS Comparison
W	1	8015	New Los Angeles Charter	All Students	311	-93.1	Low	-51.7	Low	Lower
				American Indian or Alaska Native	*	-	No Performance Level	-90.4	Low	--
				Asian	*	-	No Performance Level	48.4	Very High	--
				Black or African American	23	-76.3	No Performance Level	-106.9	Very Low	--
				English Learner	106	-142.4	Very Low	-92.0	Low	Lower
				Filipino	0	--	--	2.7	High	--
				Foster Youth	*	-	No Performance Level	-126.3	Very Low	--
				Homeless	*	-	No Performance Level	-101.8	Very Low	--
				Latino	273	-95.2	Very Low	-83.4	Low	Lower
				Native Hawaiian or Pacific Islander	*	-	No Performance Level	-71.3	Low	--
				Socioeconomically Disadvantaged	287	-93.4	Low	-84.0	Low	Lower
				Students with Disabilities	58	-164.1	Very Low	-130.8	Very Low	Lower
				Two or More Races	*	-	No Performance Level	-9.9	Medium	--
				White	*	-	No Performance Level	-13.4	Medium	--

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. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, beginning with the 2022 Dashboard, California will assign the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS).

Mathematics Indicator Participation Rate By Student 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 2022 **	100%	100%	100%	100%	100%		100%	100%	100%	100%	100%	98%	100%	100%
Participation Rate Met 2022 *	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

\* 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 2022

## New Los Angeles Charter

### English Learner Progress Indicator (ELPI)

This report shows the percentage of current EL students making progress towards English language proficiency or maintaining the highest level. ELs take the ELPAC annually to measure their progress towards English language proficiency. The ELPAC has four performance levels. The four ELPAC performance levels are divided into six ELPI levels to determine whether ELs made progress toward English language proficiency. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) means that data is not currently available.

*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/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										
RG	BD	Location Code	School	Student Group	Number of English Learner Students	School 2022 Percentage of English Learners making progress towards English proficiency	School 2022 Status Level	State 2022 Percentage of English Learners making progress towards English proficiency	State 2022 Status Level	School to State ELPI Comparison
W	1	8015	New Los Angeles Charter	English Learner	79	50.6%	Medium	50.3%	Medium	Higher

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
School tested less than 95% of EL Students	No
<b>Note:</b> Schools that did not test at least 95 % of their English learner population on the ELPAC are assigned a "Low" Status, unless they have a "Very Low" Status.	

\* Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

2022 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.		
School		
New Los Angeles Charter		State
ELs Who Progressed at Least One ELPI Level	44.3%	47.5%
ELs Who Maintained ELPI Level 4	6.3%	2.8%
ELs Who Maintained ELPI Level 1, 2L, 2H, 3L, 3H	29.1%	31.4%
ELs Who Decreased at Least One ELPI Level	20.3%	18.3%

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter

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. Due to the restrictions imposed by Assembly Bill 130, California is required to only report current year data (or Status) for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Chronic Absenteeism Indicator in comparison to other state measures, and the goal is to have a low rate of student absence. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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/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										
RG	BD	Location Code	School	Student Group	Number of students enrolled who meet criteria	School 2022 Chronic Absenteeism Percentage	School 2022 Status Level	State 2022 Chronic Absenteeism Percentage	State 2022 Status Level	School to State Chronic Absenteeism Percentage Comparison
W	1	8015	New Los Angeles Charter	All Students	326	42.3%	Very High	30.0%	Very High	Higher
				American Indian or Alaska Native	*	--	No Performance Level	42.9%	Very High	--
				Asian	*	--	No Performance Level	11.5%	High	--
				Black or African American	23	65.2%	No Performance Level	42.9%	Very High	--
				English Learner	86	40.7%	Very High	33.6%	Very High	Higher
				Filipino	0	--	--	16.2%	High	--
				Foster Youth	*	--	No Performance Level	42.1%	Very High	--
				Homeless	*	--	No Performance Level	45.1%	Very High	--
				Latino	285	40.0%	Very High	35.8%	Very High	Higher
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	43.9%	Very High	--
				Socioeconomically Disadvantaged	301	41.9%	Very High	37.4%	Very High	Higher
				Students with Disabilities	61	54.1%	Very High	39.6%	Very High	Higher
				Two or More Races	*	--	No Performance Level	25.1%	Very High	--
				White	*	--	No Performance Level	21.9%	Very High	--

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter

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. Due to the restrictions imposed by Assembly Bill 130, California is required to report current year data (or Status) only for the 2022 Dashboard. Results will fall into one of five Status levels, ranging from "Very High" to "Very Low." Note: The Status levels are reversed for the Suspension Rate Indicator in comparison to other state measures, and the goal is to have a low rate of student suspension. An asterisk (\*) and a single dash (-) shows that the student group has fewer than 11 students, for that reason the Status and Status level are not reported for privacy reasons. For student groups with 11-29 students, the Status is reported but the Status level is not reported. A double dash (--) 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										
RG	BD	Location Code	School	Student Group	Number of Students	School 2022 Percentage of Students suspended at least once	School 2022 Status Level	State 2022 Percentage of Students suspended at least once	State 2022 Status Level	School to State Suspension Rate Percentage Comparison
W	1	8015	New Los Angeles Charter	All Students	331	1.8%	Low	3.1%	Medium	Lower
				American Indian or Alaska Native	*	--	No Performance Level	6.4%	High	--
				Asian	*	--	No Performance Level	0.9%	Very Low	--
				Black or African American	23	4.3%	No Performance Level	7.9%	High	--
				English Learner	87	3.4%	Medium	3.2%	Medium	Higher
				Filipino	0	--	--	1.2%	Low	--
				Foster Youth	*	--	No Performance Level	12.4%	Very High	--
				Homeless	*	--	No Performance Level	5.5%	High	--
				Latino	290	1.7%	Low	3.3%	Medium	Lower
				Native Hawaiian or Pacific Islander	*	--	No Performance Level	4.5%	Medium	--
				Socioeconomically Disadvantaged	305	2.0%	Low	4.0%	Medium	Lower
				Students with Disabilities	61	3.3%	Medium	5.4%	High	Lower
				Two or More Races	*	--	No Performance Level	2.9%	Medium	--
				White	*	--	No Performance Level	2.6%	Medium	--

Data Sources: California School Dashboard Research data files 2022

## New Los Angeles Charter

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. 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/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.

2021-2022 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	8015	New Los Angeles Charter	320	91.3%	0.0%	0.6%	1.3%	7.2%	25.9%	0.0%	0.3%	0.3%	86.6%	0.0%	0.3%	2.2%	92.2%	18.8%	1.6%	0.3%
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%	9.7%

2020-2021 Enrollment by Ethnicity and Student Group																					
RG	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 Disadvantaged	Students with Disabilities	Two or More Races	White
W	1	8015	New Los Angeles Charter	321	91.0%	0.0%	0.6%	0.9%	5.3%	23.4%	0.0%	0.3%	0.3%	91.6%	0.0%	0.3%	0.0%	92.2%	15.9%	0.9%	0.3%
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/filesenr.asp>

## New Los Angeles Charter

## 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.**

RG	BD	Loc Code	School	Year	Students Redesignated FEP	School	State	School to State RFEP Comparison
W	1	8015	New Los Angeles Charter	2019-2020	2018-2019 Number of English Language Learners	46	1,195,988	Lower
					2019-2020 Number of Students Reclassified	3	164,653	
					2019-2020 Reclassification Rate	6.5%	13.8%	
				2020-2021	2019-2020 Number of English Language Learners	53	1,148,024	Lower
					2020-2021 Number of Students Reclassified	0	79,667	
					2020-2021 Reclassification 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>

## New Los Angeles Charter

## Long-Term English Learners (LTEL) and "At-Risk"

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.

RG	BD	Loc Code	School	English Learners	2020-2021				2021-2022			
					School		State		School		State	
					Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
W	1	8015	New Los Angeles Charter	LTEL 6+ Years	63	29.4%	361,482	17.1%	75	38.3%	379,290	18.1%
				At-Risk 4-5 Years	8	3.7%	214,740	10.1%	4	2.0%	211,055	10.1%
				EL 0-3 Years	4	1.9%	463,337	21.9%	4	2.0%	497,471	23.8%
				EL 4+ Years Not At-Risk or LTEL	0	0.0%	22,731	1.1%	0	0.0%	39,832	1.9%
				EL total	75	35.0%	1,062,290	50.2%	83	42.3%	1,127,648	53.9%
				RFEP	139	65.0%	1,053,625	49.8%	113	57.7%	963,056	46.1%
				Total (Ever)	214	100.0%	2,115,915	100.0%	196	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>



**New Los Angeles Charter  
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 Student Group 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/ds/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cmv/>. 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.

2021-2022 Special Education Enrollment						
RG	BD	Loc Code	School	OCT 2021 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	8015	New Los Angeles Charter	320	60	18.8%
<b>Statewide</b>				<b>#####</b>	<b>745,513</b>	<b>12.7%</b>
<b>Los Angeles Unified</b>				<b>548,338</b>	<b>74,435</b>	<b>13.6%</b>

2020-2021 Special Education Enrollment						
RG	BD	Loc Code	School	OCT 2020 Enroll #	Sp Ed Enroll #	Sp Ed Enroll %
W	1	8015	New Los Angeles Charter	321	51	15.9%
<b>Statewide</b>				<b>#####</b>	<b>749,295</b>	<b>12.5%</b>
<b>Los Angeles Unified</b>				<b>574,996</b>	<b>79,753</b>	<b>13.9%</b>

2021-2022 Special Education Enrollment																		
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	8015	New Los Angeles Charter	88.3%	11.7%	5	0	0	0	0	2	0	10	0	40	3	0	0
<b>Los Angeles Unified</b>				<b>69.2%</b>	<b>30.8%</b>	<b>14,986</b>	<b>4</b>	<b>240</b>	<b>1,278</b>	<b>1</b>	<b>1,052</b>	<b>3,564</b>	<b>10,139</b>	<b>1,429</b>	<b>29,207</b>	<b>12,183</b>	<b>69</b>	<b>267</b>
2020-2021 Special Education Enrollment																		
RG	BD	Loc Code	School	% High Incidence	% Low Incidence	# AUT	# DB	# DEAF	# ED	# EMD	# HOH	# ID	# OHI*	# OI	# SLD*	# SLI*	# TBI	# VI
W	1	8015	New Los Angeles Charter	84.3%	15.7%	4	0	1	1	0	2	0	12	0	29	2	0	0
<b>Los Angeles Unified</b>				<b>69.5%</b>	<b>30.5%</b>	<b>15,545</b>	<b>32</b>	<b>444</b>	<b>1,268</b>	<b>157</b>	<b>1,239</b>	<b>3,595</b>	<b>10,830</b>	<b>1,681</b>	<b>31,987</b>	<b>12,593</b>	<b>71</b>	<b>311</b>

Key			
AUT	Autism	OHI	Other Health Impairment
DB	Deaf-Blindness	OI	Orthopedic Impairment
DEAF	Deafness	SLD	Specific Learning Disability
ED	Emotional Disturbance	SLI	Speech or Language Impairment
EMD	Established Medical Disability	TBI	Traumatic Brain Injury
HOH	Hard of Hearing	VI	Visual Impairment
ID	Intellectual Disability		

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ds/filesenr.asp> and CALPADS County Authorizing LEA Report 1.1 Enrollment by Primary Status.



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Board of Education Report**  
**DESEGREGATION IMPACT STATEMENT (DIS)**  
**NEW LOS ANGELES CHARTER**  
**BOARD OF EDUCATION REPORT 194-22/23**  
**March 21, 2023**

**I. Category of Proposed Action:**

The proposed action would amend the charter for New Los Angeles Charter (“Charter School”), located in Board District 1 and Region West, to add admissions preferences and update its organizational structure.

**II. Summary Description of Current District Practice:**

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state’s classification of High, Middle or Low for a charter school’s performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

**III. Proposed Change:**

The approval of this request for material revision would amend the charter to add admissions preferences and update its organizational structure.

**IV. Effects of This Proposal:**

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

**V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:**

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

**VI. If proposed action affects negatively any desegregation program, list other option(s) identified:**

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District’s Court-ordered Integration Program.

PREPARED BY:

ERIK ELWARD, Ed.D.  
 Specialist  
 Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
 Executive Director  
 Student Integration Services

## ATTACHMENT D

**MATERIAL REVISION TO CHARTER OF  
NEW LOS ANGELES CHARTER**

This Material Revision to the Charter of New Los Angeles Charter (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and New Los Angeles Charter School (“NLACS”), a California non-profit corporation, operating a California public charter school known as New Los Angeles Charter (“Charter School” and/or “New LAC”). District and NLACS 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 New LAC which was originally authorized by the LAUSD Board of Education (“Board of Education”) on **April 22, 2008** and last renewed on October 3, 2017 for a five-year term from 2018 to 2023 (“Charter”). However, Assembly Bill 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, 2025.

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented in the 2023-2024 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, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 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**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

D. **WHEREAS**, changes to the admission preferences and procedures constitute a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”);

E. **WHEREAS**, as memorialized in the Charter, the Charter School is approved by the Board of Education to serve students in grades 6-8, and to provide admission preferences to 4 (four) categories of students. (See New LAC Charter, page 72);

F. **WHEREAS**, the Charter School’s governing board convened a meeting on December 7, 2022 and adopted a resolution (“Resolution”) to materially revise the Charter, subject to Board of Education approval, to make changes to the Charter School’s admission preferences due to a proposed transfer of the governance and operations of City Language

Immersion Charter (“CLIC”) to NLACS. CLIC is a LAUSD-authorized charter school currently governed and operated by City Charter Schools (“CCS”). The Resolution is attached herewith as **Attachment A** and part of this Material Revision.;

G. **WHEREAS**, the Resolution states that: “in light of CCS’s planned cessation of governance and operation of its middle and elementary school charters, and [[NLACS]’] desire to support those students who attend CCS’s schools, the [NLACS] Board finds it in the best interest of [NLACS] and in furtherance of its educational and charitable purposes to revise its [New LAC Charter] to provide an additional admissions preference so that students from all elementary schools operated by NLACS will receive preference at [New LAC], and that due to the fact that the CLIC merger will not become effective until July 1, 2023, after the lottery for the 2023-24 school year is conducted, include a one-time admission preference for CCS students currently enrolled at CCS’s charter schools during the spring 2023 admissions cycle for the 2023-24 school year.”;

H. **WHEREAS**, representatives of both NLACS and CCS submitted a joint correspondence to the District in support of this Material Revision, dated December 9, 2022 (“December 2022 Correspondence”) and a separate material revision application submitted by CLIC.<sup>1</sup> The December 2022 Correspondence explained that:

“...the [CCS Board] has decided to shut down operations at the end of the 2022-23 school year. [CCS] plans to close our small middle school, [The City], and have the elementary school, [CLIC] merge with [NLACS] starting July 1, 2023. Both the [CCS Board] and the [NLACS Board] have approved this merger, as indicated in board resolutions, pending the approval of the LAUSD Board of Education. [NLACS] also desires to acquire the facilities utilized by CLIC through a purchase and sale agreement, to be addressed in a subsequent Material Revision.”

The December 2022 Correspondence is attached herewith as **Attachment B** and part of this Material Revision;

I. **WHEREAS**, on December 7, 2022, CCS and NLACS executed a document entitled “Non-Binding Term Sheet for City Charter School’s transfer of its CLIC charter school, ownership of facility at 4001 Venice Blvd., and lease rights to facility at 5753 Obama Blvd, to New Los Angeles Charter School” (“Term Sheet”), whereby CCS and NLACS contemplate, among other things, to proceed in good faith on an exclusive basis toward execution of a definitive transfer agreement, with the principal terms of the Term Sheet being memorialized in that transfer agreement. The Term Sheet is attached herewith as **Attachment C** and part of this Material Revision; and

J. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws.

---

<sup>1</sup> Concurrent with the submission of this Material Revision, CLIC submitted a material revision application to the District seeking to have NLACS assume operations and governance of CLIC. If the Board of Education does not approve the material revision of CLIC and instead takes specific action to deny CLIC’s proposed material revision, Charter School’s proposed admission preferences as described in this Material Revision and presented in Charter School’s material revision application, shall become void and have no force and effect.

**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. **Element 8 - Admission Policies and Procedures**: Provisions in Element 8 shall be revised to align with current NLACS admission policies and procedures, including the use of SchoolMint, consistent with Education Code section 47605(e) and to adopt the [last] November 24, 2020, LAUSD Board-authorized NLACS' charter school, New Los Angeles Elementary. In addition, Element 7 shall be revised as follows:

- The admission preferences listed on page 72 of the Charter, in subsection 2 of the section titled "Lottery Preferences and Procedures" shall be revised to include students from CCS' operated charter schools. Therefore, the admissions preferences currently on page 72 of the Charter shall be deleted in its entirety and replaced with the following preferences and provision:
  - a. "Students who reside in the boundaries of the District;
  - b. Siblings of students currently enrolled at the Charter School, or who culminated the year prior;
  - c. Students enrolled at New Los Angeles Charter Elementary or CLIC. During the Spring 2023 admissions process and lottery for New LAC for the 2023-24 school year ONLY, a **one-time** admission preference shall be granted to students currently enrolled at The City, in recognition of CCS's closure of The City.
  - d. Children of New LAC staff (no more than 10% of total enrollment).
  - e. All other students.

No other admissions exemptions or preferences will be assigned. The NLACS Board may review and revise this preference policy as necessary for the well-being of the school. Any such revision constitutes material revision that would be submitted to the District for approval."

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 incorporated and attached herewith as **Attachment D** and incorporated by reference 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 E** and incorporated by reference as 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 Parties agree that the approval of this Material Revision shall be contingent upon all applicable legal, Charter and District requirements being met necessary to transfer the ownership, control, operations, governance and/or assets from CCS to NLACS including but not limited to, compliance with the California Corporations Code, the Charter Schools Act and the terms set forth in the applicable Articles of Incorporation, Bylaws and the transfer agreement or other contractual arrangements, as referenced in Recital H of this Material Revision.

8. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

9. 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: March \_\_, 2023

NEW LOS ANGELES CHARTER SCHOOL

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of New Los Angeles Charter School

DATED: March \_\_, 2023

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

Title: \_\_\_\_\_

Authorized Representative of Los Angeles Unified School District

**Attachments:**

Attachments for perusal at the following link:

[https://drive.google.com/drive/folders/1cCVvNI3AbczeMcREi8xpyWrd5A9JRZB?usp=share\\_link](https://drive.google.com/drive/folders/1cCVvNI3AbczeMcREi8xpyWrd5A9JRZB?usp=share_link)

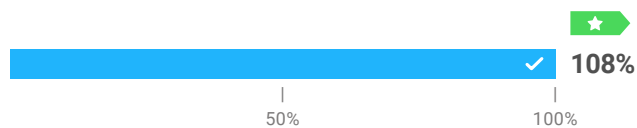
- A. NLACS Resolution.
- B. December 2022 Correspondence.
- C. Term Sheet.
- D. Updated New LAC's Budget, Financial, and Cash Flow Projections.
- E. Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (FSDRL) updated August 11, 2020.

# Diagnostic Growth

**School** New Los Angeles Middle School  
**Subject** Math  
**Academic Year** 2021 - 2022  
**Comparison Diagnostic** Final Diagnostic

Students Assessed/Total: **318/324**

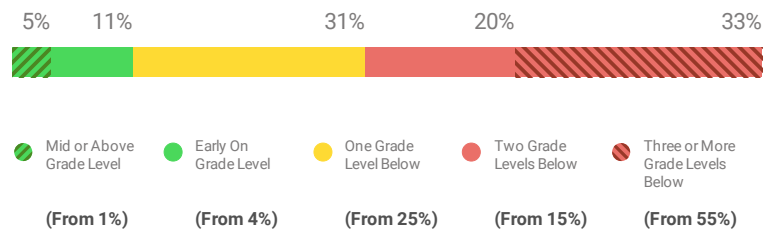
## Progress to Annual Typical Growth (Median)



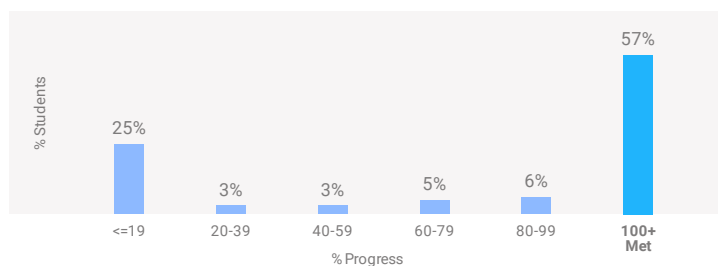
The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

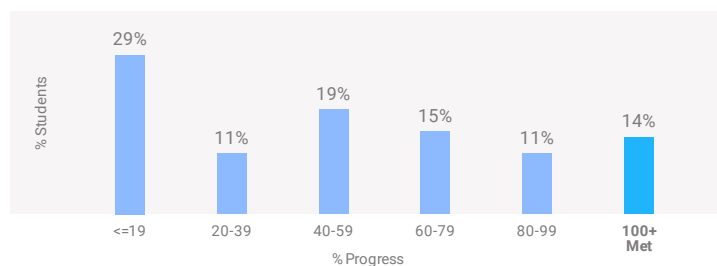
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	107%	59%	50%	10%	65%	108/109
Grade 7	92%	47%	42%	16%	51%	108/108
Grade 8	132%	64%	52%	16%	60%	102/107



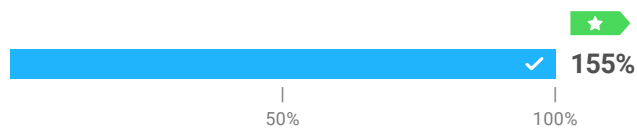
# Diagnostic Growth

School  
Subject  
Academic Year  
Comparison Diagnostic

New Los Angeles Middle School  
Reading  
2021 - 2022  
Final Diagnostic

Students Assessed/Total: 318/324

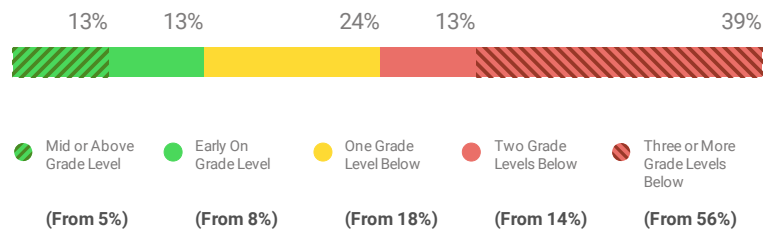
## Progress to Annual Typical Growth (Median)



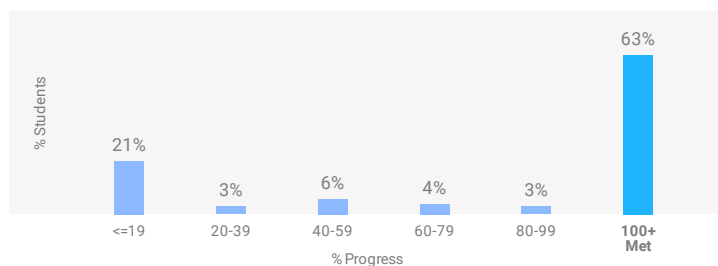
The median percent progress towards Typical Growth for this school is 155%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

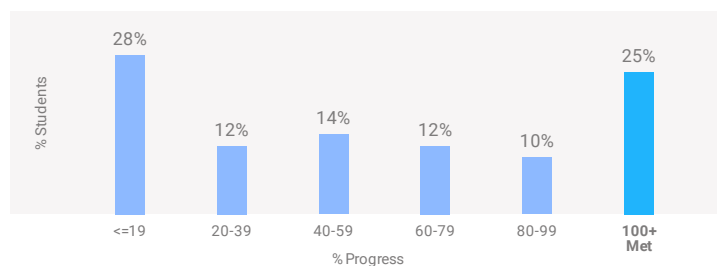
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	171%	67%	70%	32%	61%	108/109
Grade 7	174%	65%	59%	26%	58%	108/108
Grade 8	111%	56%	40%	17%	59%	102/107

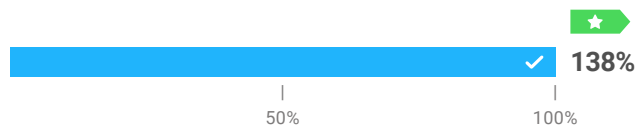
# Diagnostic Growth

School  
Subject  
Academic Year  
English Learner  
Comparison Diagnostic

New Los Angeles Middle School  
Reading  
2021 - 2022  
Yes - English Learner  
Final Diagnostic

Students Assessed/Total: **86/87**

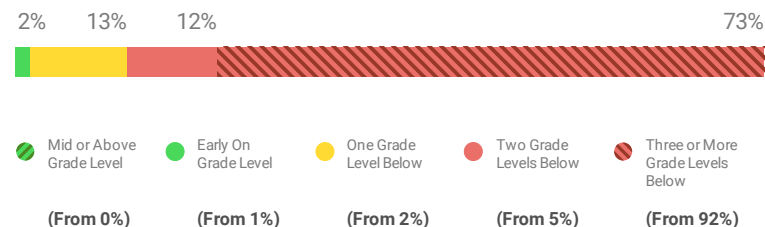
## Progress to Annual Typical Growth (Median)



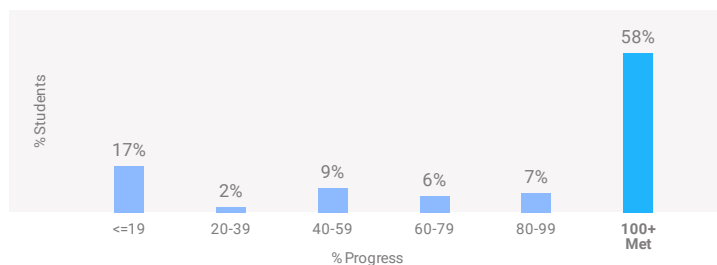
The median percent progress towards Typical Growth for this school is 138%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

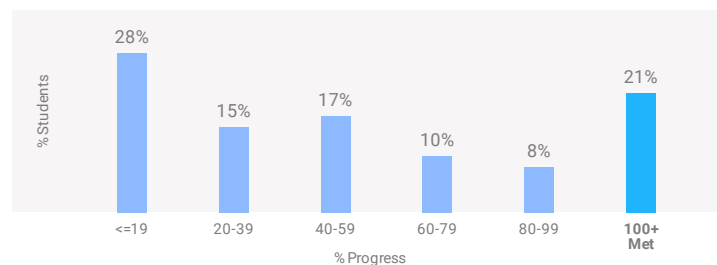
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	132%	53%	49%	30%	60%	30/31
Grade 7	159%	67%	54%	19%	56%	36/36
Grade 8	111%	50%	40%	10%	65%	20/20



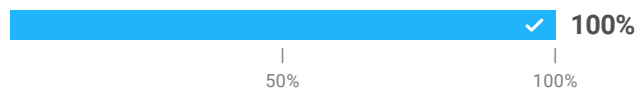
# Diagnostic Growth

School  
Subject  
Academic Year  
English Learner  
Comparison Diagnostic

New Los Angeles Middle School  
Math  
2021 - 2022  
Yes - English Learner  
Final Diagnostic

Students Assessed/Total: **86/87**

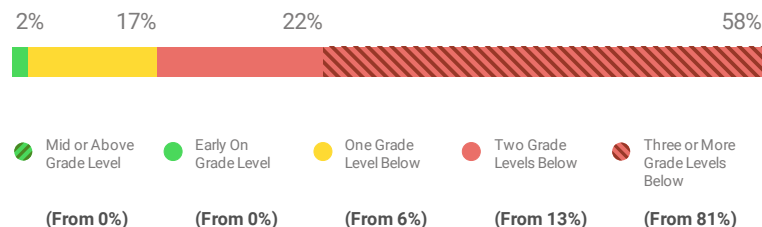
## Progress to Annual Typical Growth (Median)



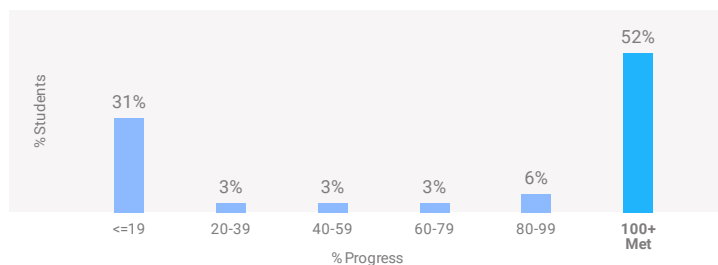
The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

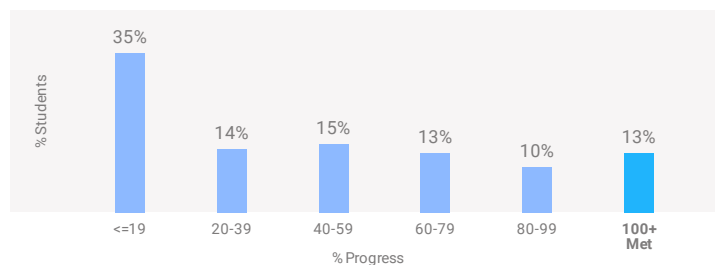
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	121%	63%	54%	7%	70%	30/31
Grade 7	39%	39%	15%	17%	39%	36/36
Grade 8	113%	60%	44%	15%	75%	20/20

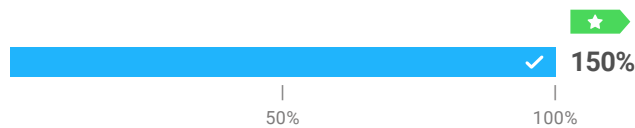


# Diagnostic Growth

**School** New Los Angeles Middle School  
**Subject** Reading  
**Academic Year** 2021 - 2022  
**Hispanic or Latino** Yes - Hispanic or Latino  
**Comparison Diagnostic** Final Diagnostic

Students Assessed/Total: 272/276

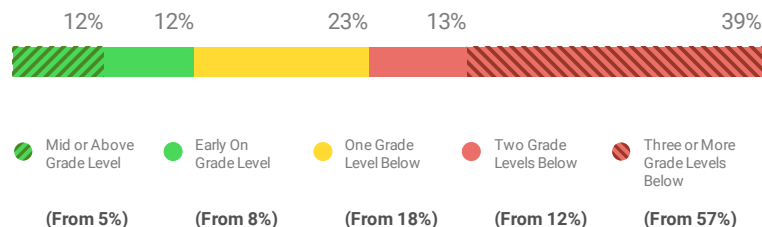
## Progress to Annual Typical Growth (Median)



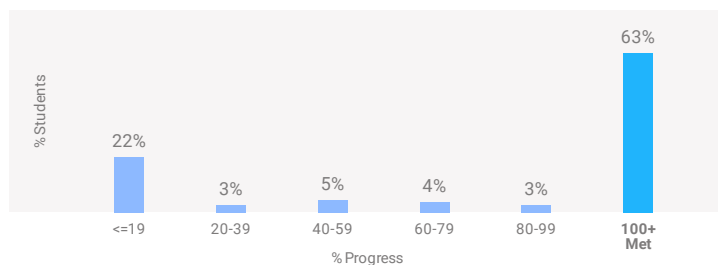
The median percent progress towards Typical Growth for this school is 150%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

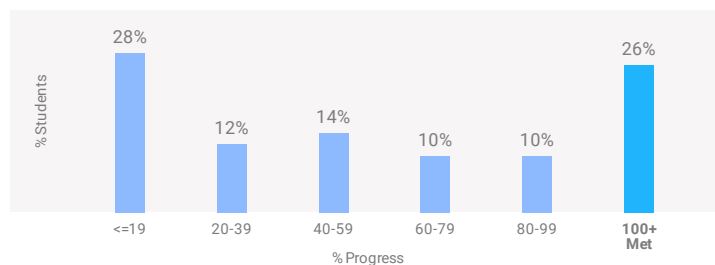
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	164%	69%	71%	33%	62%	85/86
Grade 7	166%	64%	56%	28%	56%	94/94
Grade 8	111%	55%	40%	17%	57%	93/96

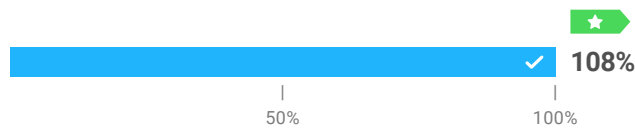


# Diagnostic Growth

**School** New Los Angeles Middle School  
**Subject** Math  
**Academic Year** 2021 - 2022  
**Hispanic or Latino** Yes - Hispanic or Latino  
**Comparison Diagnostic** Final Diagnostic

Students Assessed/Total: **272/276**

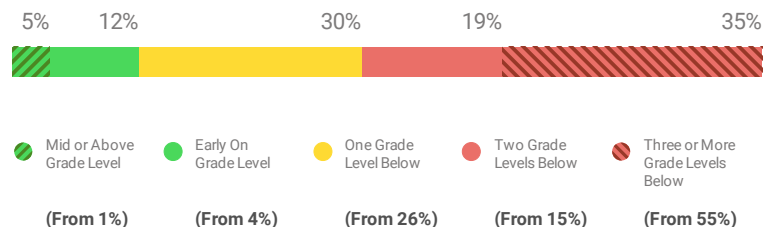
## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

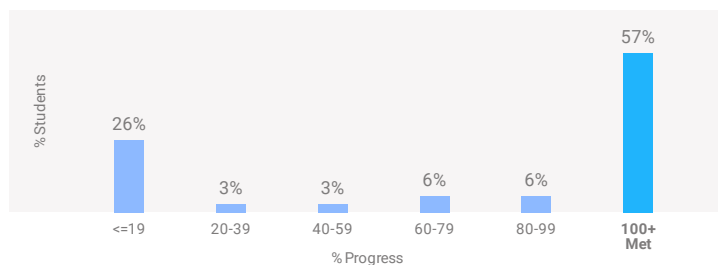
[Learn More About Growth](#)

## Current Placement Distribution

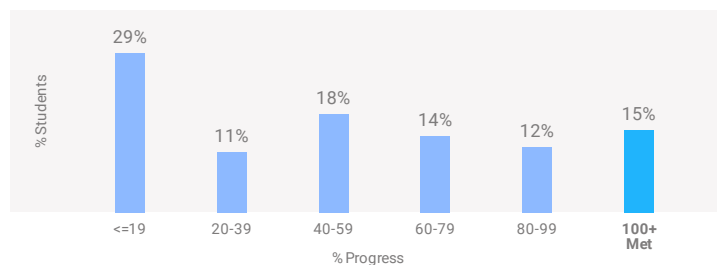


Mid or Above Grade Level (From 1%)  
 Early On Grade Level (From 4%)  
 One Grade Level Below (From 26%)  
 Two Grade Levels Below (From 15%)  
 Three or More Grade Levels Below (From 55%)

## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	113%	62%	51%	12%	67%	85/86
Grade 7	92%	48%	42%	16%	50%	94/94
Grade 8	125%	62%	48%	16%	58%	93/96



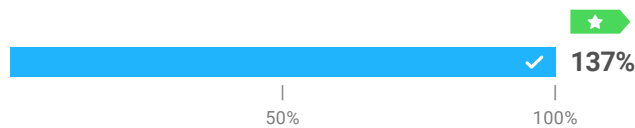
# Diagnostic Growth

School  
Subject  
Academic Year  
Special Education  
Comparison Diagnostic

New Los Angeles Middle School  
Reading  
2021 - 2022  
Yes - Special Education  
Final Diagnostic

Students Assessed/Total: 53/56

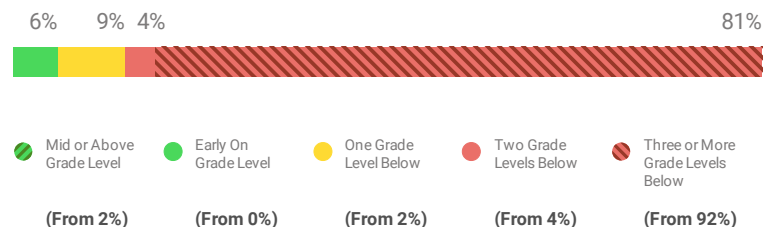
## Progress to Annual Typical Growth (Median)



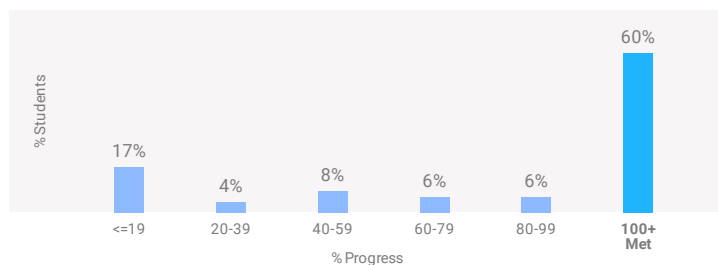
The median percent progress towards Typical Growth for this school is 137%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

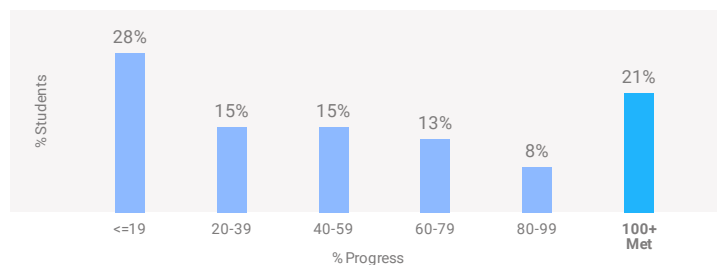
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	184%	68%	69%	32%	58%	19/20
Grade 7	188%	60%	64%	20%	53%	15/15
Grade 8	100%	53%	36%	11%	53%	19/21



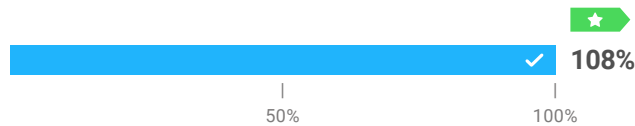
# Diagnostic Growth

School  
Subject  
Academic Year  
Special Education  
Comparison Diagnostic

New Los Angeles Middle School  
Math  
2021 - 2022  
Yes - Special Education  
Final Diagnostic

Students Assessed/Total: 55/56

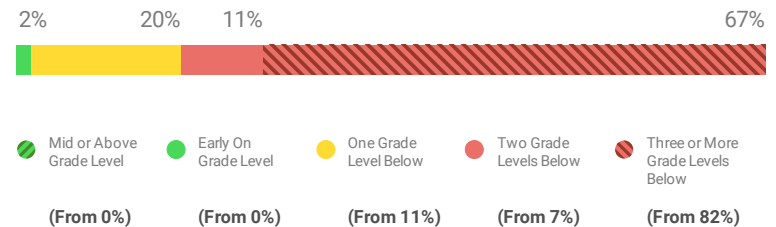
## Progress to Annual Typical Growth (Median)



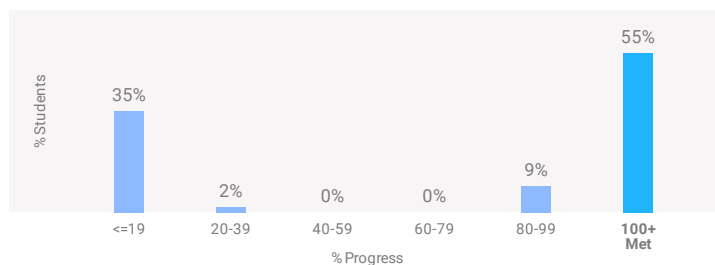
The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

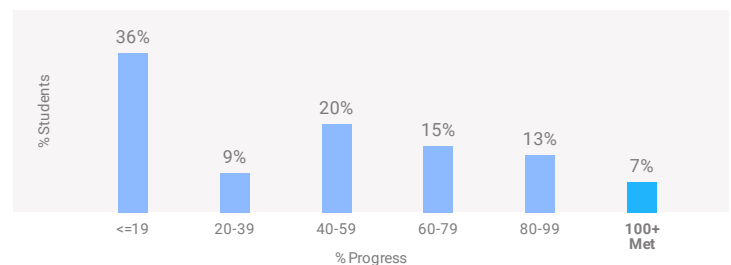
## Current Placement Distribution



## Distribution of Progress to Annual Typical Growth



## Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	133%	68%	57%	5%	74%	19/20
Grade 7	92%	47%	36%	7%	47%	15/15
Grade 8	83%	48%	32%	10%	48%	21/21



# Public Notice of Bargaining Union Initial Proposals



# TAB 16



## Board of Education Report

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**File #:** UIP-005-22/23, **Version:** 1

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Associated Administrators of Los Angeles Initial Bargaining Proposals for 2023 Successor (UIP 005-22/23)

Initial proposals from collective bargaining representatives are made public before negotiations begin.

**INTEROFFICE CORRESPONDENCE**  
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Office of General Counsel

**TO:** Michael McLean  
Executive Officer of the Board

**DATE:** March 8, 2023

**FROM:**   
Anthony DiGrazia, Director  
Office of Labor Relations

**SUBJECT: ASSOCIATED ADMINISTRATORS OF LOS ANGELES INITIAL BARGAINING PROPOSALS FOR 2023 SUCCESSOR**

Associated Administrators of Los Angeles (AALA) has informed the Office of Labor Relations of their intention to present Initial Proposals for Negotiations. AALA will present the attached proposals to the Board.

Please place this item on the Agenda for the next Board meeting.

Thank you.

Attachment



## ASSOCIATED ADMINISTRATORS OF LOS ANGELES

1910 W. Sunset Blvd., Suite 850  
 Los Angeles, CA 90026  
 (213) 484-2226  
 FAX (213) 484-0201  
 www.aala.us

COPY

**EMAIL & CERTIFIED MAIL**

Nery X. Paiz  
 President

February 28, 2023

## ADULT DEPARTMENT

Anna E. Madrid  
 Vice President

Julio A. Melara  
 Vladimir Tigno  
 Directors

## ELEMENTARY DEPARTMENT

Richard Guillen  
 Vice President

Elvira Juarez  
 Manuel Nava  
 Directors

## SECONDARY DEPARTMENT

Phillip Koch  
 Vice President

Karen Fattal  
 Dr. Alex Placencio  
 Directors

## SCHOOL SUPPORT ADMINISTRATORS

Kevin Kilpatrick  
 Vice President

Dr. Rafael Gaeta  
 Brenda Pensamiento  
 Directors

## UNIT J CLASSIFIED DEPARTMENT

Walter Contreras  
 Vice President

Manuel Montenegro  
 Director

## EARLY EDUCATION DEPARTMENT

Dr. Ayanna Davis  
 Vice President

Scarlett Ramirez  
 Viken Kazarian  
 Directors

## STAFF

Juan A. Flecha  
 Chief of Staff

Dan Isaacs  
 Steve Quon  
 Administrators

## CONSULTANTS

Charlotte Lerchenmuller  
 Michael Perez  
 Jane Pollock  
 Maria Elena Rico

## FIELD REPRESENTATIVES

Michelle Bennett  
 Doris Dillard  
 Rosa Maria Hernandez

## STRATEGIST

David Tokofsky

Jackie Goldberg, President  
 LAUSD Board of Education  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017

Alberto Carvalho, Superintendent  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017

RE: Associated Administrators of Los Angeles Initial Proposals  
 Successor Agreement Negotiations 2023

Dear Board President Goldberg:

Associated Administrators of Los Angeles hereby submits its initial proposals in connection with upcoming negotiations for a successor Agreement.

In the event you have any questions regarding the attached proposals, please do not hesitate to contact the undersigned.

Sincerely yours,

Nery X. Paiz  
 President  
 Associated Administrators of Los Angeles



c: Michael McLean, Board Secretariat  
 Kristen Murphy, Chief of Staff  
 ✓ Tony Di Grazia, Director, Office of Labor Relations

LOS ANGELES UNIFIED SCHOOL DISTRICT

ASSOCIATED ADMINISTRATORS OF LOS ANGELES

INITIAL PROPOSALS  
FOR 2023 SUCCESSION AGREEMENT NEGOTIATIONS

Issues regarding promotion and retention

*To be referenced in Article IV, General Provisions.*

Improved working conditions of affected members

*As referenced in part in Article VII, Evaluation and Due Process.*

Adequate notice to secure representation

*As referenced in part in Article VIII, Grievance and Arbitration Procedures.*

Recognition of retired administrators as represented alumni members of AALA

*As referenced in part in Article IX of Administrative Assignments and Transfers.*

Clarification of the Workday/Work Week and related matters and pay for extra work

*As referenced in Article X, Duties, Responsibilities and Hours.*

Updated contractual language regarding personal necessity absences

*As referenced in Article XI, Leaves and Absences.*

Improved compensation package

*As referenced in Article XII, Salaries.*

Term of Agreement: AALA proposes a three (3) year agreement effective July 1, 2021.

Re-openers are subject to negotiations between the parties.

**Associated Administrators of Los Angeles reserves the right to, modify, delete, or revise the foregoing, and to submit additional proposals.**



## ASSOCIATED ADMINISTRATORS OF LOS ANGELES

1910 W. Sunset Blvd., Suite 850  
 Los Angeles, CA 90026  
 (213) 484-2226  
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 www.aala.us

COPY

**EMAIL & CERTIFIED MAIL**

Nery X. Paiz  
 President

## ADULT DEPARTMENT

Anna E. Madrid  
 Vice President

Julio A. Melara  
 Vladimir Tigno  
 Directors

## ELEMENTARY DEPARTMENT

Richard Guillen  
 Vice President

Elvira Juarez  
 Manuel Nava  
 Directors

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 Vice President

Scarlett Ramirez  
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 Directors

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 Chief of Staff

Dan Isaacs  
 Steve Quon  
 Administrators

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Charlotte Lerchenmuller  
 Michael Perez  
 Jane Pollock  
 Maria Elena Rico

## FIELD REPRESENTATIVES

Michelle Bennett  
 Doris Dillard  
 Rosa Maria Hernandez

## STRATEGIST

David Tokofsky

February 28, 2023

Jackie Goldberg, President  
 LAUSD Board of Education  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017

Alberto Carvalho, Superintendent  
 Los Angeles Unified School District  
 333 South Beaudry Avenue, 24<sup>th</sup> Floor  
 Los Angeles, California 90017

RE: Associated Administrators of Los Angeles Initial Proposals  
 Successor Agreement Negotiations 2023

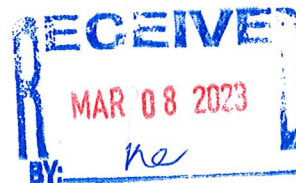
Dear Board President Goldberg:

Associated Administrators of Los Angeles hereby submits its initial proposals in connection with upcoming negotiations for a successor Agreement.

In the event you have any questions regarding the attached proposals, please do not hesitate to contact the undersigned.

Sincerely yours,

Nery X. Paiz  
 President  
 Associated Administrators of Los Angeles



c: Michael McLean, Board Secretariat  
 Kristen Murphy, Chief of Staff  
 ✓ Tony Di Grazia, Director, Office of Labor Relations

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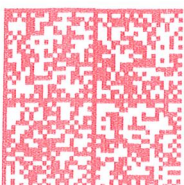


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OF LOS ANGELES**

1910 W. SUNSET BLVD. SUITE 850  
LOS ANGELES, CA 90026



**LOS ANGELES UNIFIED SCHOOL DISTRICT**



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Mr. Anthony DiGrazia, Director  
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