

**MINUTES OF A MEETING OF
THE BOARD OF DIRECTORS OF
THE LOS ANGELES LEADERSHIP ACADEMY**

Tuesday, June 20, 2017

The following members of the Board of Directors (the “Board”) of The Los Angeles Leadership Academy (the “Academy”), pursuant to notice duly given or waived, attended the meeting at 2670 Griffin Avenue, Los Angeles, California, and constituted a quorum for the transaction of business in accordance with the California Nonprofit Public Benefit Corporation Law and the bylaws of the Academy (the “Bylaws”):

Sally Chou
Mona Field
Martin Frank
Rohan Gupta
Roger Lowenstein
David Nickoll¹
Diane Prins Sheldahl
Rick Rosen
Jonathan Torres

The following members of the Board were absent from the meeting:

Eric Barron
Justin Brimmer
Carol Ann Leif
Elizabeth Perez-LoPresti
Allan Rudnick
Christian Sarabia

Also in attendance at the invitation of the Board were: (i) Arina Goldring-Ravin, Executive Director; (ii) Kristin Dietz, Chief Financial Officer; (iii) Cynthia Cuprill, High School Principal; (iv) Marvin Jacobo, Middle School Principal; (v) Antonio Sanchez, Primary School Principal; (vi) Marina Pilyavskaya, Director of Finance; (vii) Tim Petty, the Academy’s Athletics Program Director; (viii) Tina Butler, Director of Student Support Services; and (ix) Jonathan Lee and Sebastian Bacon of Proskauer Rose LLP, outside counsel.

The meeting was called to order by Mr. Nickoll at approximately 5:11 p.m. Pacific time. Mr. Bacon acted as secretary for purposes of the meeting.

Introductory Remarks

Mr. Lowenstein began the meeting by describing the Board’s open communications procedures to the members of the public in attendance. Mr. Lowenstein noted that members of

¹ Attended a portion of the meeting as indicated.

the public who wish to address the Board may do so by indicating on the comment cards made available at the meeting whether they intend to address either (i) a specific agenda item, which comments would be heard at the time the Board addresses such item, or (ii) a non-agenda item, which comments would be heard during the period reserved for open communications. Mr. Lowenstein noted that members of the public have the right to remain anonymous while addressing the board. Mr. Lowenstein also noted that addresses by members of the public on any item would be limited to two minutes.

Open Communications

Mr. Lowenstein invited members of the public in attendance to address the Board on non-agenda items. The Board collected comment cards from members of the public in attendance with respect to specific agenda items.

The Board collected no comment cards from members of the public in attendance with respect to specific agenda items.

Approval of Minutes

Mr. Lowenstein made a presentation regarding the minutes of the meeting of the Board held on May 10, 2017 (the "Minutes"). The Minutes were approved as read.

Mr. Nickoll then joined the meeting.

Approval of 2017-2018 Board Meetings Calendar

Ms. Goldring-Ravin made a presentation regarding the proposed Board meeting calendar for the 2017-2018 school year.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit A.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres

Opposed (0): None.

Abstentions (0): None.

Approval of April Financials

Ms. Dietz made a presentation regarding the Academy's Financial Statements for the month of April 2017.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit B.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres

Opposed (0): None.

Abstentions (0): None.

Approval of the Annual Update to the Academy's Local Control Accountability Plan

Ms. Goldring-Ravin made a presentation regarding the proposed updates to the Academy's Local Control Accountability Plans, drafts of which were circulated to the Board prior to the meeting. Ms. Goldring-Ravin invited members of the public in attendance to address the Board regarding the proposed updates to the Academy's Local Control Accountability Plans. No members of the public addressed the Board.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit C.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Approval of 2017-2018 School Year Budget

Ms. Dietz made a presentation regarding the Academy's proposed budget for the 2017-2018 school year, a draft of which was circulated to the Board prior to the meeting. Ms. Dietz described certain assumptions, changes from the budget for the 2016-2017 school year and projects for the 2017-2018 school year.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit D.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Approval of Consolidated Applications for The Los Angeles Leadership Academy and The Los Angeles Leadership Primary Academy

Ms. Dietz made a presentation regarding the Academy's proposed consolidated application, a draft of which was circulated to the Board prior to the meeting.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit E.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Approval of Vendor Contracts

Ms. Goldring-Ravin made a presentation regarding the proposed entry by the Academy into contracts with certain proposed vendors to the Academy, copies of which were circulated to the Board prior to the meeting.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit F.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Ratification of Executive Director Employment Agreement

Ms. Prins Sheldahl made a presentation regarding the employment agreement for the Executive Director of the Academy (the "Employment Agreement"), a draft of which was circulated to the Board prior to the meeting. As required by clause (3) of subdivision (c) of section 54953 of the California Government Code (the "Code"), Ms. Prins Sheldahl orally reported a summary of a recommendation for a final action on the salaries, salary schedule, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1 of the Code, as set forth in Annex G, attached hereto. Discussion ensued, and Ms. Prins Sheldahl answered questions from the Board

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit G.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Appointment of Marvin Jacobo as Chief Operating Officer

Ms. Goldring-Ravin made a presentation regarding the appointment of Mr. Jacobo as Chief Operating Officer of the Academy.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit H.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.
Abstentions (0): None.

Approval of Revised Fiscal Policies

Ms. Goldring-Ravin made a presentation regarding the proposed amended fiscal policies of the Academy, copies of which had been distributed to the Board prior to the meeting.

After discussion, upon motion duly made and seconded, the Board unanimously approved the resolutions attached hereto as Exhibit I.

In Favor (9): S. Chou, M. Field, M. Frank, R. Gupta, R. Lowenstein, D. Nickoll, D. Prins Sheldahl, R. Rosen, J. Torres
Opposed (0): None.

Abstentions (0): None.

* * *

There being no further business to come before it, the meeting was, upon motion duly made and seconded, adjourned at approximately 6:32 p.m. Pacific time.

Respectfully submitted,

Sebastian Bacon
Secretary of the Meeting

Approved:

David Nickoll
Chairman of the Meeting

* * *

There being no further business to come before it, the meeting was, upon motion duly made and seconded, adjourned at approximately 6:32 p.m. Pacific time.

Respectfully submitted,



Sebastian Bacon
Secretary of the Meeting

Approved:

David Nickoll
Chairman of the Meeting

* * *

There being no further business to come before it, the meeting was, upon motion duly made and seconded, adjourned at approximately 6:32 p.m. Pacific time.

Respectfully submitted,

Sebastian Bacon
Secretary of the Meeting

Approved:



David Nickoll
Chairman of the Meeting

EXHIBIT A

Approval of Board Meeting Calendar for 2017-2018 School Year

WHEREAS, the Board of Directors (the “Board”) of The Los Angeles Leadership Academy (the “Academy”) has been presented with and reviewed the Academy’s proposed schedule of meetings of the Board for the 2017-2018 school year in the form attached hereto as Annex A (the “2017-2018 Board Meeting Calendar”); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the 2017-2018 Board Meeting Calendar.

NOW, THEREFORE, BE IT RESOLVED, that the 2017-2018 Board Meeting Calendar be, and hereby is, approved, with such changes, additions, deletions, amendments or modifications as any of the Executive Director or the Director of Finance of the Academy (collectively, the “Officers”) deems necessary, proper or advisable.

Annex A

2017-2018 Board Meeting Calendar

Board Calendar 2017-2018

Tuesday, September 19, 2017

Wednesday, November 15, 2017

Thursday, January 18, 2018

Tuesday, March 13, 2018

Wednesday, May 23, 2018

Thursday, June 21, 2018

Meetings will take place at 4:30 pm

EXHIBIT B

Approval of April Financials

WHEREAS, the Board has been presented with and reviewed a report prepared by EdTec Inc. regarding the Academy's financial statements for the month of April 2017 in the form attached hereto as Annex B (the "April Financials"); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve the April Financials.

NOW, THEREFORE, BE IT RESOLVED, that the April Financials be, and they hereby are approved.

Annex B

April Financials

Los Angeles Leadership Academy

April Financial Update



Presented on:
6/20/17

Kristin Dietz & Kelsey Wrobel

Financial Summary

Forecasted Operating Income of \$104K, a decrease of \$186K from the Approved Budget



	Approved Budget 11/16/16	Current Forecast	Variance (Budget vs. Current Forecast)
Revenue			
LCFF Entitlement	8,922,555	8,818,597	(103,958)
Federal Revenue	1,294,439	1,184,835	(109,604)
Other State Revenues	1,869,632	1,883,746	14,114
Local Revenues	845,298	903,893	58,596
Fundraising and Grants	42,500	140,136	97,636
Total Revenue	12,974,424	12,931,207	(43,217)
Expenses			
Compensation and Benefits	7,641,617	7,537,590	104,027
Books and Supplies	1,768,808	1,820,331	(51,523)
Services and Other Operating Expenditures	3,074,499	3,270,119	(195,620)
Depreciation	199,478	199,478	-
Total Expenses	12,684,401	12,827,518	(143,117)
Operating Income	290,023	103,689	(186,333)
Fund Balance			
Beginning Balance (Audited)	9,286,368	9,286,368	
Ending Fund Balance	9,576,391	9,390,057	

Decrease in LCFF due to actual P-2 ADA of 9 below budget

Federal lunch program reimbursements below budget, offset by decrease in food expense

Expense increases for SpEd contractors, Student Activities, prior-year STRS correction

2016-17 Forecast – LALA

Forecasted Operating Income of \$24K, an increase of \$4K from the Previous Forecast



	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast
Revenue			
LCFF Entitlement	5,038,183	5,036,970	(1,213)
Federal Revenue	728,558	671,362	(57,196)
Other State Revenues	1,092,542	1,089,936	(2,606)
Local Revenues	29,117	47,247	18,130
Fundraising and Grants	46,840	89,486	42,646
Total Revenue	6,935,240	6,935,000	(240)
Expenses			
Compensation and Benefits	4,011,807	4,015,137	(3,330)
Books and Supplies	1,014,742	936,786	77,955
Services and Other Operating Expenditures	1,761,294	1,831,230	(69,936)
Depreciation	127,417	127,417	-
Total Expenses	6,915,259	6,910,570	4,689
Operating Income	19,981	24,430	4,449
Fund Balance			
Beginning Balance (Audited)	5,669,380	5,669,380	
Ending Fund Balance	5,689,361	5,693,810	

Student meal program reimbursements and food cost below budget based on YTD trend (no material impact)

- Increase in Student Activities, partially offset by foundation contributions and fundraising
- Prior-year STRS correction payment of \$35K added to forecast

Expenses include \$40K for farm funded by prior-year gala revenue

2016-17 Forecast – LALA Primary

Forecasted Operating Income of \$79K,
a decrease of \$98K from the Approved Budget



	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast
Revenue			
LCFF Entitlement	3,785,824	3,781,627	(4,197)
Federal Revenue	569,263	513,473	(55,790)
Other State Revenues	800,035	793,811	(6,225)
Local Revenues	19,521	27,418	7,897
Fundraising and Grants	5,257	24,369	19,113
Total Revenue	5,179,900	5,140,698	(39,202)
Expenses			
Compensation and Benefits	2,754,148	2,829,180	(75,032)
Books and Supplies	908,629	883,360	25,269
Services and Other Operating Expenditures	1,268,086	1,276,838	(8,751)
Depreciation	72,061	72,061	-
Total Expenses	5,002,924	5,061,439	(58,514)
Operating Income	176,976	79,259	(97,717)
Fund Balance			
Beginning Balance (Audited)	3,615,585	3,615,585	
Ending Fund Balance	3,792,560	3,694,844	

Student meal program reimbursements and food cost below budget based on YTD trend.
Net Impact: -\$35K

Shared staff allocated to Primary from MS

2016-17 Forecast – Home Office

Home Office Expenses & Fees charged to schools increased by \$40K

	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast
Revenue			
Local Revenues	789,405	855,509	66,104
Total Revenue	789,405	855,509	66,104
Expenses			
Compensation and Benefits	665,002	693,274	(28,272)
Books and Supplies	185	185	-
Services and Other Operating Expenditures	124,218	162,051	(37,833)
Depreciation	-	-	-
Total Expenses	789,405	855,509	(66,104)
Operating Income	-	-	-

Cash Flow Forecast

LALA is expected to be cash flow positive for all months of the 16-17 school year.



- Total Cash Balance at 4/30/17 was \$3,513,297:
 - PacWest - \$3,299,309
 - 1st Century - \$101,695
 - Chase Fundraising accounts - \$112,294

- LALA is expected to end the year with cash of approximately \$3.4M

Cash Flow Forecast

4/30/17



	2016/17													Forecast	AP/AR
	Actual & Projected														
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Projected	Jun Projected			
Beginning Cash	3,029,358	3,194,655	2,847,254	2,487,540	2,256,680	2,257,160	2,466,966	2,889,674	2,970,805	3,301,114	3,513,298	3,597,405			
Revenue															
LCFF Entitlement	96,683	466,760	683,577	621,021	621,021	621,021	902,292	808,203	1,090,801	699,236	736,192	574,754	8,818,597	897,033	
Federal Income	9,653	19,306	12,870	94,530	70,280	307,501	83,834	126,398	101,811	13,770	80,580	68,554	1,184,835	195,747	
Other State Income	28,186	56,372	37,581	44,801	79,945	375,072	311,615	149,093	99,710	264,561	106,438	45,274	1,883,746	285,099	
Local Revenues	0	0	0	5,468	0	16,216	3,636	0	17,423	0	52,015	6,184	930,174	829,229	
Fundraising and Grants	1,059	-	5,000	3,318	-	2,688	6,000	1,048	3,728	23,500	33,757	33,757	113,855	-	
Total Revenue	135,580	542,438	739,029	769,139	771,247	1,322,499	1,307,379	1,084,742	1,313,472	1,001,067	1,008,983	728,524	12,931,207	2,207,107	
Expenses															
Compensation & Benefits	245,978	594,244	673,039	626,668	620,651	627,999	651,681	644,947	636,764	626,088	700,427	641,196	7,537,590	247,907	
Books & Supplies	299,849	209,853	233,312	115,685	111,664	117,217	127,019	67,603	287,988	92,845	60,844	80,717	1,820,331	15,735	
Services & Other Operating Expenses	131,372	190,100	236,283	203,126	209,866	167,609	205,556	246,099	258,160	201,164	163,604	201,658	3,270,119	855,521	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	677,199	994,198	1,142,634	945,479	942,181	912,825	984,256	958,650	1,182,912	920,096	924,875	923,571	12,628,040	1,119,164	
Operating Cash Inflow (Outflow)	(541,618)	(451,760)	(403,604)	(176,340)	(170,934)	409,674	323,122	126,093	130,560	80,971	84,108	(195,047)	303,167	1,087,944	
Revenues - Prior Year Accruals	972,447	75,204	99,436	36,522	91,085	3,078	9,198	-	-	226	-	-	-	-	
Expenses - Prior Year Accruals	(39,759)	-	-	-	-	-	-	-	121,397	-	-	-	-	-	
Accounts Payable - Current Year	(241,773)	29,155	(55,544)	(91,042)	80,329	(218,946)	90,388	(44,961)	78,352	127,487	-	-	-	-	
Other Balance Sheet Changes	16,000	-	-	-	-	16,000	-	-	-	3,500	-	-	-	-	
Ending Cash	3,194,655	2,847,254	2,487,540	2,256,680	2,257,160	2,466,966	2,889,674	2,970,805	3,301,114	3,513,298	3,597,405	3,402,358			

Consolidated Balance Sheet

4/30/17



	LALA	LALPA	Home Office	Total 4/30/17	Total 6/30/2016	YTD Change
Assets						
Cash Balances	2,537,635	1,558,413	(582,750)	3,513,297	3,029,358	483,940
Accounts Receivable	19,220	9,742	-	28,962	1,316,157	(1,287,195)
Prepays and Other Assets	84,040	2,000	-	86,040	89,540	(3,500)
Fixed Assets, Net	4,352,750	2,512,488	-	6,865,238	6,865,238	-
Due to/from other	36,436	16,454	(32,000)	20,890	52,890	(32,000)
Total Assets	\$7,030,081	\$4,099,096	\$(614,750)	\$10,514,427	\$11,353,182	\$(838,755)
Liabilities & Equity						
Accrued Expenses	481,790	398,381	95,787	975,958	1,140,876	(164,918)
Loans and other payables	927,000	-	-	927,000	927,000	-
Beginning Net Assets - Audited	5,669,217	3,614,685	1,404	9,285,306	8,633,932	651,374
Net Income (Loss) to Date	(47,927)	86,030	(711,941)	(673,837)	651,374	(1,325,211)
Total Liabilities & Equity	\$7,030,081	\$4,099,096	\$(614,751)	\$10,514,427	\$11,353,182	\$(838,755)

Los Angeles Leadership Academy - LALA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
Revenue								
LCFF Entitlement	3,870,305	5,123,143	5,038,183	5,036,970	(1,213)	(86,173)	1,166,665	77%
Federal Revenue	488,603	726,856	728,558	671,362	(57,196)	(55,494)	182,759	73%
Other State Revenues	795,551	1,093,150	1,092,542	1,089,936	(2,606)	(3,215)	294,384	73%
Local Revenues	24,585	10,000	29,117	47,247	18,130	37,247	22,662	52%
Fundraising and Grants	37,022	40,000	46,840	89,486	42,646	49,486	52,463	41%
Total Revenue	5,216,066	6,993,149	6,935,240	6,935,000	(240)	(58,149)	1,718,934	75%
Expenses								
Compensation and Benefits	3,229,566	4,122,381	4,011,807	4,015,137	(3,330)	107,244	785,570	80%
Books and Supplies	869,637	989,680	1,014,742	936,786	77,955	52,894	67,149	93%
Services and Other Operating Expenditures	1,164,789	1,707,053	1,761,294	1,831,230	(69,936)	(124,177)	666,441	64%
Depreciation	-	127,417	127,417	127,417	-	-	127,417	0%
Total Expenses	5,263,992	6,946,531	6,915,259	6,910,570	4,689	35,961	1,646,578	76%
Operating Income	(47,926)	46,618	19,981	24,430	4,449	(22,188)	72,356	
Fund Balance								
Beginning Balance (Audited)		5,669,380	5,669,380	5,669,380				
Ending Fund Balance	(47,926)	5,715,998	5,689,361	5,693,810				
Total ADA		512.1	504.79	504.79	0.00	(7)		

Los Angeles Leadership Academy - LALA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
REVENUE								
LCFF Entitlement								
8011 Charter Schools LCFF - State Aid	2,416,019	3,419,258	3,275,156	3,262,404	(12,751)	(156,854)	846,385	74%
8012 Education Protection Account Entitlement	561,649	731,527	721,156	732,694	11,538	1,167	171,045	77%
8019 State Aid - Prior Years	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Property Taxes	892,637	972,357	1,041,871	1,041,871	-	69,514	149,235	86%
SUBTOTAL - LCFF Entitlement	3,870,305	5,123,143	5,038,183	5,036,970	(1,213)	(86,173)	1,166,665	77%
8100 Federal Revenue								
8181 Special Education - Entitlement	84,612	98,749	97,349	97,349	-	(1,400)	12,737	87%
8220 Child Nutrition Programs	200,447	426,670	426,670	369,474	(57,196)	(57,196)	169,027	54%
8291 Title I	201,435	198,333	201,435	201,435	-	3,102	-	100%
8292 Title II	2,109	2,377	2,377	2,377	-	-	268	89%
8293 Title III	-	727	727	727	-	-	727	0%
SUBTOTAL - Federal Income	488,603	726,856	728,558	671,362	(57,196)	(55,494)	182,759	73%
8300 Other State Revenues								
8319 Other State Apportionments - Prior Years	8,001	-	8,001	8,001	-	8,001	-	100%
8381 Special Education - Entitlement (State)	247,065	288,346	284,257	284,257	-	(4,088)	37,192	87%
8520 Child Nutrition - State	16,399	36,238	36,238	30,210	(6,028)	(6,028)	13,811	54%
8545 School Facilities Apportionments	218,191	384,038	378,593	378,593	-	(5,445)	160,402	58%
8550 Mandated Cost Reimbursements	122,226	119,929	122,226	122,226	-	2,296	(0)	100%
8560 State Lottery Revenue	49,926	96,777	95,405	95,405	-	(1,372)	45,479	52%
8590 All Other State Revenue	133,744	167,822	167,822	171,244	3,421	3,421	37,500	78%
SUBTOTAL - Other State Income	795,551	1,093,150	1,092,542	1,089,936	(2,606)	(3,215)	294,384	73%
8600 Other Local Revenue								
8690 Other Local Revenue	-	-	-	22,662	22,662	22,662	22,662	0%
8699 All Other Local Revenue	5,468	10,000	10,000	5,468	(4,532)	(4,532)	-	100%
8714 Option 3 Step Grants	19,117	-	19,117	19,117	-	19,117	-	100%
SUBTOTAL - Local Revenues	24,585	10,000	29,117	47,247	18,130	37,247	22,662	52%
8800 Donations/Fundraising								
8802 Donations - Private	26,080	40,000	40,000	71,355	31,355	31,355	45,275	37%
8803 Fundraising	10,942	-	6,840	18,131	11,291	18,131	7,189	60%
SUBTOTAL - Fundraising and Grants	37,022	40,000	46,840	89,486	42,646	49,486	52,463	41%
TOTAL REVENUE	5,216,066	6,993,149	6,935,240	6,935,000	(240)	(58,149)	1,718,934	75%

Los Angeles Leadership Academy - LALA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	1,531,683	2,032,356	2,007,573	2,053,806	(46,233)	(21,450)	522,123 75%
1103	Teacher - Substitute Pay	1,173	-	1,154	1,933	(779)	(1,933)	760 61%
1300	Certificated Supervisor & Administrator Salaries	369,292	424,913	417,328	417,328	-	7,585	48,036 88%
1900	Certificated Other Salaries	111,506	154,205	138,291	109,216	29,075	44,989	(2,290) 102%
1950	Other Cert - Prior Year Salary Audit	-	24,701	24,701	-	24,701	24,701	-
	SUBTOTAL - Certificated Employees	2,013,654	2,636,174	2,589,047	2,582,283	6,764	53,891	568,629 78%
2000	Classified Salaries							
2100	Classified Instructional Aide Salaries	204,684	223,114	239,818	234,979	4,839	(11,865)	30,295 87%
2400	Classified Clerical & Office Salaries	96,556	105,200	102,570	119,308	(16,738)	(14,108)	22,752 81%
2900	Classified Other Salaries	11,630	18,528	18,528	14,422	4,106	4,106	2,792 81%
2930	Other Classified - Maintenance/grounds	130,830	145,087	145,087	138,259	6,828	6,828	7,429 95%
	SUBTOTAL - Classified Employees	443,700	491,929	506,003	506,969	(966)	(15,040)	63,268 88%
3000	Employee Benefits							
3100	STRS	251,283	331,631	325,557	324,608	949	7,023	73,325 77%
3300	OASDI-Medicare-Alternative	78,174	75,990	76,367	76,331	36	(341)	(1,843) 102%
3400	Health & Welfare Benefits	338,839	468,994	396,774	408,033	(11,259)	60,961	69,194 83%
3500	Unemployment Insurance	34,043	34,768	36,070	35,099	971	(331)	1,056 97%
3600	Workers Comp Insurance	69,873	82,895	81,988	81,814	174	1,081	11,941 85%
	SUBTOTAL - Employee Benefits	772,212	994,278	916,756	925,885	(9,129)	68,393	153,673 83%
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	82,300	72,375	82,300	82,300	-	(9,925)	- 100%
4200	Books & Other Reference Materials	11,143	10,000	10,000	11,143	(1,143)	(1,143)	- 100%
4315	Custodial Supplies	13,414	20,157	17,157	14,657	2,500	5,500	1,244 92%
4320	Educational Software	54,164	46,171	55,753	54,164	1,590	(7,993)	- 100%
4325	Instructional Materials & Supplies	38,477	28,659	37,128	38,803	(1,675)	(10,144)	326 99%
4330	Office Supplies	47,772	43,990	43,990	50,760	(6,770)	(6,770)	2,988 94%
4350	Uniforms	8,312	12,360	8,312	9,047	(735)	3,313	735 92%
4352	ASES	91,490	92,822	92,822	92,822	-	-	1,333 99%
4400	Noncapitalized Equipment	163,496	157,718	163,738	158,091	5,647	(374)	(5,404) 103%
4410	Classroom Furniture, Equipment & Supplies	5,965	5,000	5,760	5,965	(205)	(965)	- 100%
4710	Student Food Services	353,095	497,771	497,771	419,000	78,771	78,771	65,905 84%
4720	Other Food	12	2,658	12	35	(23)	2,623	23 35%
	SUBTOTAL - Books and Supplies	869,637	989,680	1,014,742	936,786	77,955	52,894	67,149 93%

Los Angeles Leadership Academy - LALA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000 Services & Other Operating Expenses								
5200 Travel & Conferences	21,670	20,000	21,587	27,067	(5,480)	(7,067)	5,397	80%
5300 Dues & Memberships	7,495	11,493	11,493	7,541	3,952	3,952	46	99%
5400 Insurance	56,578	67,866	67,866	67,866	-	-	11,288	83%
5605 Equipment Leases	37,183	53,080	45,080	29,746	15,334	23,334	(7,437)	125%
5610 Rent	440,000	528,000	528,000	528,000	-	-	88,000	83%
5615 Repairs and Maintenance - Building	2,245	11,115	2,245	2,637	(392)	8,478	392.04	85%
5805 Administrative Fees	-	467,464	442,494	464,817	(22,323)	2,647	464,817	0%
5807 Family Outreach	780	7,431	2,431	1,854	577	5,577	1,074.8	42%
5809 Banking Fees	-	444	444	-	444	444	-	
5813 College Readiness Expense	12,581	16,636	13,636	12,581	1,055	4,055	-	100%
5815 Consultants - Instructional	24,695	35,000	31,500	29,308	2,193	5,693	4,613	84%
5820 Consultants - Non Instructional	5,958	15,330	10,330	9,897	434	5,434	3,939	60%
5824 District Oversight Fees	43,135	51,231	50,382	50,370	12	862	7,235	86%
5836 Fingerprinting	852	630	724	852	(128)	(222)	-	100%
5843 Interest - Loans Less than 1 Year	-	-	-	10	(10)	(10)	10	0%
5845 Legal Fees	12,833	15,000	15,000	12,833	2,167	2,167	-	100%
5851 Marketing and Student Recruiting	1,902	2,500	2,500	1,902	598	598	-	100%
5860 Printing and Reproduction	1,152	6,551	6,551	4,544	2,007	2,007	3,392	25%
5861 Prior Yr Exp (not accrued)	-	-	-	35,057	(35,057)	(35,057)	35,057	0%
5863 Professional Development	48,249	64,000	54,000	48,796	5,204	15,204	547	99%
5866 Van Expenses	431	3,448	3,448	431	3,017	3,017	-	100%
5869 Special Education Contract Instructors	141,719	85,000	150,000	150,000	-	(65,000)	8,281	94%
5872 Special Education Encroachment	66,335	77,419	76,321	76,321	-	1,098	9,986	87%
5875 Staff Recruiting	(181)	1,697	1,697	-	1,697	1,697	181	
5877 Student Activities	72,688	10,000	62,518	87,539	(25,021)	(77,539)	14,851	83%
5878 Student Assessment	9,411	10,128	10,128	9,960	168	168	549	94%
5881 Student Information System	3,566	4,352	4,352	3,566	785	785	-	100%
5884 Substitutes	68,300	64,972	64,972	76,648	(11,676)	(11,676)	8,348	89%
5887 Technology Services	65,521	57,357	61,357	70,009	(8,653)	(12,653)	4,488	94%
5893 Transportation - Student	144	477	477	342	135	135	198	42%
5900 Communications	16,603	14,550	15,878	16,853	(975)	(2,303)	249	99%
5915 Postage and Delivery	2,943	3,883	3,883	3,883	-	-	940	76%
SUBTOTAL - Services & Other Operating Exp.	1,164,789	1,707,053	1,761,294	1,831,230	(69,936)	(124,177)	666,441	64%
6900 Total Depreciation (includes Prior Years)	-	127,417	127,417	127,417	-	-	127,417	0%
TOTAL EXPENSES including Depreciation	5,263,992	6,946,531	6,915,259	6,910,570	4,689	35,961	1,646,578	76%

Los Angeles Leadership Academy - LALPA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
Revenue							
LCFF Entitlement	2,740,313	3,799,412	3,785,824	3,781,627	(4,197)	1,041,314	72%
Federal Revenue	351,351	567,583	569,263	513,473	(55,790)	162,122	68%
Other State Revenues	651,384	776,482	800,035	793,811	(6,225)	142,427	82%
Local Revenues	18,157	5,000	19,521	27,418	7,897	9,261	66%
Fundraising and Grants	9,318	2,500	5,257	24,369	19,113	15,051	38%
Total Revenue	3,770,523	5,150,977	5,179,900	5,140,698	(39,202)	1,370,175	73%
Expenses							
Compensation and Benefits	2,131,581	2,825,341	2,754,148	2,829,180	(75,032)	697,599	75%
Books and Supplies	793,213	778,942	908,629	883,360	25,269	90,147	90%
Services and Other Operating Expenditures	759,699	1,231,227	1,268,086	1,276,838	(8,751)	517,139	59%
Depreciation	-	72,061	72,061	72,061	-	72,061	0%
Total Expenses	3,684,493	4,907,572	5,002,924	5,061,439	(58,514)	1,376,946	73%
Operating Income	86,030	243,405	176,976	79,259	(97,717)	(6,771)	
Fund Balance							
Beginning Balance (Audited)		3,615,585	3,615,585	3,615,585			
Ending Fund Balance	86,030	3,858,990	3,792,560	3,694,844			
Total Enrolled		414	414	414			
Average ADA %		96.00%	96.0%	96.0%			
Total ADA		397.4	395.8	395.8			

Los Angeles Leadership Academy - LALPA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
REVENUE							
LCFF Entitlement							
8011 Charter Schools LCFF - State Aid	1,673,706	2,537,063	2,463,536	2,451,252	(12,285)	777,546	68%
8012 Education Protection Account Entitlement	392,459	507,630	505,472	513,559	8,088	121,100	76%
8096 Charter Schools in Lieu of Property Taxes	674,148	754,719	816,816	816,816	-	142,668	83%
SUBTOTAL - LCFF Entitlement	2,740,313	3,799,412	3,785,824	3,781,627	(4,197)	1,041,314	72%
8100 Federal Revenue							
8181 Special Education - Entitlement	63,778	76,646	76,320	76,320	-	12,542	84%
8220 Child Nutrition Programs	155,813	343,730	343,730	287,939	(55,790)	132,126	54%
8291 Title I	130,315	128,309	130,315	130,315	-	-	100%
8292 Title II	1,445	1,539	1,539	1,539	-	94	94%
8293 Title III	-	17,359	17,359	17,359	-	17,359	0%
SUBTOTAL - Federal Income	351,351	567,583	569,263	513,473	(55,790)	162,122	68%
8300 Other State Revenues							
8319 Other State Apportionments - Prior Years	5,325	-	5,325	5,325	-	-	100%
8381 Special Education - Entitlement (State)	186,231	223,806	222,855	222,855	-	36,624	84%
8520 Child Nutrition - State	12,148	28,671	28,671	22,447	(6,225)	10,298	54%
8545 School Facilities Apportionments	251,034	262,500	280,500	280,500	-	29,466	89%
8550 Mandated Cost Reimbursements	75,388	73,888	75,388	75,388	-	(0)	100%
8560 State Lottery Revenue	33,023	75,116	74,797	74,797	-	41,773	44%
8590 All Other State Revenue	88,234	112,500	112,500	112,500	-	24,266	78%
SUBTOTAL - Other State Income	651,384	776,482	800,035	793,811	(6,225)	142,427	82%
8600 Other Local Revenue							
8690 Other Local Revenue	3,636	-	5,000	12,897	7,897	9,261	28%
8714 Option 3 Step Grants	14,521	-	14,521	14,521	-	-	100%
SUBTOTAL - Local Revenues	18,157	5,000	19,521	27,418	7,897	9,261	66%
8800 Donations/Fundraising							
8802 Donations - Private	713	2,500	2,500	11,784	9,284	11,071	6%
8803 Fundraising	8,605	-	2,757	12,585	9,829	3,981	68%
SUBTOTAL - Fundraising and Grants	9,318	2,500	5,257	24,369	19,113	15,051	38%
TOTAL REVENUE	3,770,523	5,150,977	5,179,900	5,140,698	(39,202)	1,370,175	73%

Los Angeles Leadership Academy - LALPA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
EXPENSES							
Compensation & Benefits							
1000 Certificated Salaries							
1100 Teachers Salaries	952,709	1,355,330	1,294,026	1,309,388	(15,362)	356,680	73%
1103 Teacher - Substitute Pay	16,150	-	11,970	18,620	(6,650)	2,470	87%
1300 Certificated Supervisor & Administrator Salaries	171,949	204,289	204,289	204,289	-	32,340	84%
1900 Certificated Other Salaries	10,097	29,975	11,241	40,316	(29,075)	30,219	25%
1950 Other Cert - Prior Year Salary Audit	-	16,531	16,531	-	16,531	-	
SUBTOTAL - Certificated Employees	1,150,904	1,606,125	1,538,057	1,572,613	(34,556)	421,709	73%
2000 Classified Salaries							
2100 Classified Instructional Aide Salaries	122,529	148,346	133,730	133,730	-	11,201	92%
2400 Classified Clerical & Office Salaries	74,696	106,320	96,511	96,511	-	21,815	77%
2900 Classified Other Salaries	130,811	189,262	167,595	179,110	(11,515)	48,299	73%
2930 Other Classified - Maintenance/grounds	86,139	101,945	101,945	120,258	(18,313)	34,119	72%
SUBTOTAL - Classified Employees	414,174	545,873	499,781	529,608	(29,827)	115,434	78%
3000 Employee Benefits							
3100 STRS	144,065	202,050	195,374	200,200	(4,826)	56,135	72%
3300 OASDI-Medicare-Alternative	49,425	65,118	60,823	63,661	(2,838)	14,235	78%
3400 Health & Welfare Benefits	308,393	322,456	379,890	379,890	-	71,497	81%
3500 Unemployment Insurance	22,036	26,691	25,823	27,001	(1,178)	4,966	82%
3600 Workers Comp Insurance	42,583	57,028	54,400	56,207	(1,807)	13,624	76%
SUBTOTAL - Employee Benefits	566,503	673,344	716,310	726,959	(10,649)	160,456	78%
4000 Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	205,552	90,000	210,000	210,000	-	4,448	98%
4200 Books & Other Reference Materials	1,430	7,735	2,264	1,430	834	-	100%
4315 Custodial Supplies	7,502	8,124	8,124	8,124	-	622	92%
4320 Educational Software	11,289	12,000	12,000	11,289	711	-	100%
4325 Instructional Materials & Supplies	29,395	32,039	32,039	32,039	-	2,644	92%
4330 Office Supplies	42,664	35,000	41,098	45,098	(4,000)	2,435	95%
4350 Uniforms	1,025	1,545	1,545	1,586	(41)	561.00	65%
4352 ASES	89,577	112,500	112,500	112,500	-	22,923	80%
4400 Noncapitalized Equipment	78,750	73,038	78,426	78,750	(324)	-	100%
4410 Classroom Furniture, Equipment & Supplies	24,543	22,112	25,782	24,543	1,239	-	100%
4710 Student Food Services	301,486	384,849	384,849	358,000	26,849	56,514	84%
SUBTOTAL - Books and Supplies	793,213	778,942	908,629	883,360	25,269	90,147	90%

Los Angeles Leadership Academy - LALPA

Budget vs. Actuals

	Actual YTD	Approved Budget 11/16/16	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
5000 Services & Other Operating Expenses							
5200 Travel & Conferences	17,755	10,000	17,629	20,654	(3,026)	2,900	86%
5300 Dues & Memberships	3,775	5,736	6,936	3,760	3,176	(15)	100%
5400 Insurance	28,289	36,543	36,543	36,543	-	8,254	77%
5605 Equipment Leases	3,832	17,614	17,614	17,614	-	13,782	22%
5610 Rent	306,000	350,000	374,000	374,000	-	68,000	82%
5615 Repairs and Maintenance - Building	-	13,545	1,000	375	625	375	0%
5805 Administrative Fees	-	362,834	346,911	364,412	(17,501)	364,412	0%
5807 Family Outreach	-	3,727	3,727	-	3,727	-	
5809 Banking Fees	-	117	117	-	117	-	
5820 Consultants - Non Instructional	4,900	7,957	7,957	8,960	(1,003)	4,060	55%
5824 District Oversight Fees	31,156	37,994	37,858	37,816	42	6,660	82%
5836 Fingerprinting	470	374	573	470	103	-	100%
5839 Fundraising Expenses	-	-	-	135	(135)	135	0%
5843 Interest - Loans Less than 1 Year	-	-	10,926	5	10,921	5	0%
5851 Marketing and Student Recruiting	342	3,713	3,713	342	3,371	-	100%
5860 Printing and Reproduction	1,215	4,901	4,901	1,893	3,008	678	64%
5861 Prior Yr Exp (not accrued)	-	187	187	-	187	-	
5863 Professional Development	34,386	53,000	43,603	33,771	9,832	(615)	102%
5866 Van Expenses	371	1,857	1,857	371	1,485	-	100%
5869 Special Education Contract Instructors	158,167	175,100	175,100	175,100	-	16,933	90%
5872 Special Education Encroachment	50,002	60,091	59,835	59,835	-	9,833	84%
5874 Sports	-	-	-	5,276	(5,276)	5,276	0%
5875 Staff Recruiting	-	1,273	1,273	-	1,273	-	
5877 Student Activities	5,783	2,500	5,679	12,829	(7,149)	7,046	45%
5878 Student Assessment	4,303	9,096	9,096	4,303	4,793	-	100%
5881 Student Information System	1,783	2,343	2,343	1,783	560	-	100%
5884 Substitutes	65,624	31,312	59,351	72,149	(12,798)	6,525	91%
5887 Technology Services	31,040	29,454	29,454	33,255	(3,800)	2,215	93%
5893 Transportation - Student	-	212	212	-	212	-	
5900 Communications	8,662	7,275	8,299	9,059	(760)	397	96%
5915 Postage and Delivery	1,846	1,273	1,392	2,128	(736)	282.39	87%
SUBTOTAL - Services & Other Operating Exp.	759,699	1,231,227	1,268,086	1,276,838	(8,751)	517,139	59%
6900 Total Depreciation (includes Prior Years)	-	72,061	72,061	72,061	-	72,061	0%
TOTAL EXPENSES including Depreciation	3,684,493	4,907,572	5,002,924	5,061,439	(58,514)	1,376,946	73%

Los Angeles Leadership Academy - Home Office

Budget vs. Actuals

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
Revenue							
Local Revenues	4	830,298	789,405	855,509	66,104	855,505	0%
Total Revenue	4	830,298	789,405	855,509	66,104	855,505	0%
Expenses							
Compensation and Benefits	586,912	693,895	665,002	693,274	(28,272)	106,361	85%
Books and Supplies	185	185	185	185	-	-	100%
Services and Other Operating Expenditures	124,848	136,218	124,218	162,051	(37,833)	37,203	77%
Depreciation	-	-	-	-	-	-	-
Total Expenses	711,945	830,298	789,405	855,509	(66,104)	143,564	83%
Operating Income	(711,941)	-	-	-	-	711,941	
Fund Balance							
Beginning Balance (Audited)		1,404	1404	1,404			
Ending Fund Balance	(711,941)	1,404	1,404	1,404			
Capital Outlay							
	-	-	-	-			
8600 Other Local Revenue							
8660 Interest	4	-	-	-	-	(4)	
8781 CMO Shared Management Fee	-	830,298	789,405	829,229	39,824	829,229	0%
SUBTOTAL - Local Revenues	4	830,298	789,405	855,509	66,104	855,505	0%
Hidden							
8800 Donations/Fundraising							
8802 Donations - Private	-	-	-	-	-	-	
SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-	
TOTAL REVENUE	4	830,298	789,405	855,509	66,104	855,505	0%
EXPENSES							
Compensation & Benefits							
1000 Certificated Salaries							
1300 Certificated Supervisor & Administrator Salaries	169,875	187,789	187,789	201,173	(13,385)	31,298	84%
1950 Other Cert - Prior Year Salary Audit	10,000	10,000	10,000	10,000	-	-	100%
SUBTOTAL - Certificated Employees	179,875	197,789	197,789	211,173	(13,385)	31,298	85%

Los Angeles Leadership Academy - Home Office

Budget vs. Actuals

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Previous vs. Current Forecast	Forecast Remaining	% of Forecast Spent
2000 Classified Salaries							
2300 Classified Supervisor & Administrator Salaries	123,839	171,560	131,960	140,732	(8,772)	16,893	88%
2400 Classified Clerical & Office Salaries	100,580	127,400	127,400	121,880	5,520	21,300	83%
2900 Classified Other Salaries	68,236	70,200	70,200	71,401	(1,201)	3,164	96%
SUBTOTAL - Classified Employees	292,656	369,160	329,560	334,013	(4,453)	41,357	88%
3000 Employee Benefits							
3100 STRS	21,769	24,882	24,882	26,566	(1,684)	4,796	82%
3300 OASDI-Medicare-Alternative	13,667	31,144	28,114	28,649	(535)	14,982	48%
3400 Health & Welfare Benefits	61,861	52,750	67,536	75,509	(7,973)	13,648	82%
3500 Unemployment Insurance	5,463	3,147	3,147	2,916	230	(2,546)	187%
3600 Workers Comp Insurance	11,621	15,024	13,975	14,447	(473)	2,826	80%
SUBTOTAL - Employee Benefits	114,381	126,946	137,653	148,087	(10,434)	33,706	77%
4000 Books & Supplies							
4330 Office Supplies	185	185	185	185	-	-	100%
SUBTOTAL - Books and Supplies	185	185	185	185	-	-	100%
5000 Services & Other Operating Expenses							
5200 Travel & Conferences	2,126.48	10,000	5,000	2,126	2,874	-	100%
5300 Dues & Memberships	595.75	1,736	1,736	596	1,140	-	100%
5803 Accounting Fees	15,050.00	20,600	20,600	20,600	-	5,550	73%
5809 Banking Fees	1,944.85	1,910	1,910	398	1,512	(1,546.95)	489%
5812 Business Services	50,840.00	61,200	61,200	74,040	(12,840)	23,200	69%
5820 Consultants - Non Instructional	-	1,244	1,244	-	1,244	-	-
5836 Fingerprinting	108.00	-	-	108	(108)	-	100%
5839 Fundraising Expenses	20,280.56	-	-	26,281	(26,281)	6,000	77%
5845 Legal Fees	7,950.39	5,000	5,000	7,950	(2,950)	-	100%
5857 Payroll Fees	19,703.12	19,570	19,570	23,703	(4,133)	4,000	83%
5863 Professional Development	4,670.00	10,000	6,000	4,670	1,330	-	100%
5866 Van Expenses	-	67	67	-	67	-	-
5899 Miscellaneous Operating Expenses	23.86	-	-	24	(24)	-	100%
5900 Communications	1,229.04	4,845	1,845	1,229	616	-	100%
5915 Postage and Delivery	325.76	46	46	326	(279)	-	100%
SUBTOTAL - Services & Other Operating Exp.	124,848	136,218	124,218	162,051	(37,833)	37,203	77%
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	711,945	830,298	789,405	855,509	(66,104)	143,564	83%

EXHIBIT C

Approval of the Academy's Local Control Accountability Plan

WHEREAS, the Board has been presented with and reviewed the annual update to the Local Control Accountability Plans for the Academy and The Los Angeles Primary Leadership Academy, as required by the California State Board of Education, in the forms attached hereto as Annex C (the "LCAPs"); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the LCAPs.

NOW, THEREFORE, BE IT RESOLVED, that the LCAPs be, and hereby is, approved, with such changes, additions, deletions, amendments or modifications as any of the Officers deems necessary, proper or advisable.

Annex C

LCAPs

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Los Angeles Leadership Academy		
Contact Name and Title	Arina Goldring-Ravin Executive Director	Email and Phone	agoldring@laleadership.org 213-381-8484

2017-20 Plan Summary

THE STORY*

Briefly describe the students and community and how the LEA serves them.

The Los Angeles Leadership Academy (hereafter “LALA”) serves urban secondary students grades 6-12 in the northeast Los Angeles community of Lincoln Heights. According to U.S. Census data, the community is approximately 70% Latino with one of the highest populations of residents aged 10-18 in Los Angeles County. The needs of secondary students in this community include improved English language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents.

LALA has made intensive efforts to create an environment and an instructional program that meet the specific needs of its student population and its significant subgroups of Latino students, English learners (“EL”) and socioeconomically disadvantaged students. To begin, research shows that traditional instructional strategies such as whole class lectures, which involve passive receipt of instruction from an authority figure, reduce self-esteem, reinforce social inequality, and require mere demonstration of low-level question-response skills, rather than promoting critical thinking skills based on the interplay of ideas. Much of the poor performance of Latino students is attributable to use of these traditional teaching strategies. Far more effective in improving the achievement of Latino students are culturally responsive teaching, cooperative learning, instructional conversations, student-centered, cognitively-guided instruction, and technology-enriched instruction. LALA implements these strategies in classrooms. Plainly, integration of non-traditional instructional formats and learning opportunities is an essential step in narrowing the achievement gap for LALA’s Latino students. In addition to LALA’s progressive curriculum and instruction, the needs of ELs are met through planned, standards-based English language development (“ELD”), including the use of Specially Designed Academic Instruction in English (“SDAIE”) and other effective ELD strategies.

Likewise, LALA meets the needs of socio-economically disadvantaged students by

establishing systems that address key factors affecting achievement. Research notes that high-poverty, high-achieving schools shared common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. These principles underlie a number of the school's practices and programs.

* Adapted from 2017 LALA Charter Renewal Petition

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP represents a refinement of the previous 2016-2017 LCAP. First, it continues and improves upon the two goals of increasing student's literacy and math performance from last year. Second, it clarifies the remaining goals, expanding LALA's focus on professional development to a broader concern with instruction. Conversely, the new LCAP condenses last year's goals regarding school climate, basic services and parental involvement from last year into a single goal on the social and physical conditions of the school. Lastly, this year's LCAP includes a new goal that aims to close the achievement gap between the school's significant subgroups and the general population.

Aside from this broader restructuring of LCAP goals, this plan seeks to continue or initiate a number of key actions that should yield significant results. The school looks to improve upon its instructional program by further developing the professional competencies of its faculty and staff, especially their ability to leverage the school's recent technological investments into better academic outcomes. The school also seeks to expand its focus beyond the mere academic to a more encompassing "whole school, whole community, whole child" framework to meet the socio-emotional needs of our students. Lastly, the school will continue to improve on the academic achievement of its significant student subpopulations by way of additional instructional minutes, increased academic support, and adaptive digital content.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

LALA is most proud of the progress it has made in elevating student performance in English and math. LALA's students saw growth on NWEA's Measures of Academic Progress (MAP) ELA and math assessments, the Common-Core aligned computer-adaptive tests used as internal benchmarks. LALA is especially proud of the progress shown by its Latino, low-income, and special education students at its middle school, who have thus far met all the growth targets set by NWEA; similarly, LALA is proud of the high school's sustained performance on the CAASPP ELA assessments, which has outpaced the performance of comparable schools in the two years the tests have been administered. LALA attributes both developments to its continued Common Core instruction and substantial investments in instructional technology, especially the use of computer-based intervention

programs. LALA aims to continue the improvement of its curriculum and instruction and maximize the opportunities presented by its improved technology resources.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

After an analysis of the data, LALA has identified a number of areas in need of improvement. The California School Dashboard shows LALA’s graduation rate (9-12) at a red level and LALA’s suspension rate and ELA performance (3-8) at orange levels. An analysis of internal NWEA benchmark data confirms the need to focus on math and English language arts for all students, but especially our significant subpopulations. LALA addresses these needs in the new LCAP by aligning its new goals to these metrics. Among other issues, goal 1 concerns itself with improving the graduation rate, goal 2 with the school’s suspension rate, goal 3 with the performance of significant subpopulations, and goals 4 and 5 dealing with ELA and math performance respectively. The new LCAP goals begin on p. 39 of this document.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The California School Dashboard shows that EL and socioeconomically disadvantaged students perform two performance levels (red) below the performance of all students (yellow) in math. LALA’s plan to address this gap is spread across three goals in the new LCAP: goal 1 (p. 39), goal 3 (p. 62), and goal 5 (p. 77). A summary of LALA’s planned efforts can be read in following section (“Increased or Improved Services”).

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

LALA will improve services for low-income, EL students, and foster youth in a number of ways. While LALA does not have a significant number of foster youth, the school has designated a lead to ensure the provisions of McKinney-Vento are appropriately enacted. LALA’s approach to addressing the needs of low-income and EL students include the use of technology for both monitoring and intervention, increased teacher professional development that focuses specifically on these student populations, and the provision of academic, social and emotional support through a multi-tiered system of support (MTSS). Additionally, EL students will receive increased ELA instructional minutes in the form of designated ELD time and additional

paraprofessional support.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 6,891,946
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 5,806,096

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in 2017-218 LCAP plan consist primarily of those costs related to the operation of the LEA home office, including administrative and office expenses; accounting, audit, and legal services; and marketing and sport program expenses.

\$ 5,287,753

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<h3 style="margin: 0;">TO INCREASE ENGLISH LITERACY</h3>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC ELA: 48% will meet or exceed standards in English Language Arts / Literacy
2. Reclassification rate: 12%
3. NWEA: 60% meet growth targets in Language and Reading with students meeting the 50th percentile nationwide

ACTUAL

1. **Not met.** 2015-2016 CAASPP results indicate 40% of LALA students met or exceeded ELA standards. Overall results by grade are reported below:

	% Exceeded	% Met	% Near Met	% Not Met
6 th	6	21	24	49
7 th	5	29	36	31
8 th	7	40	27	26
11 th	9	52	24	15
All	6	34	29	30

Performance in key areas is reported below by grade. Results for 2016-2017 TBA in late summer 2017.

	% Above	% Near	% Below
Reading			
6 th	9	36	56
7 th	10	41	50
8 th	15	47	37
11 th	15	65	20
All	12	46	42

Writing			
6 th	7	34	59
7 th	13	59	28
8 th	19	58	23
11 th	30	47	23
All	16	51	32
Listening			
6 th	7	64	29
7 th	9	71	20
8 th	13	70	17
11 th	7	76	17
All	10	70	20
Research			
6 th	10	61	29
7 th	14	58	28
8 th	16	56	28
11 th	35	57	7
All	17	58	25

2. **Met.** As of 13 March 2017, LALA has reclassified 16 of 116 EL students for a rate of 14%.
3. **Met.** During the 2017 NWEA Winter Session, 60% (239 of 400) of students with valid growth projections for MAP: Reading 6+ met their targets in grades 6-11 (high school seniors do not receive a growth target).

	6	7	8	9	10	11	Total
Met target	45/94 (48%)	40/78 (51%)	77/95 (81%)	42/64 (66%)	25/57 (44%)	10/12 (83%)	239/400 (60%)

In terms of percentile rank, only the middle school grades (6-8) do not have 50% of its students in at least the average range (defined by NWEA as the 41st percentile), although 48% of 8th graders have achieved at least this mark. Students' percentile rank in reading is reported by range and grade below (Note: no normative standards have been established seniors):

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	40%	25%	22%	10%	2%
7 th	39%	27%	14%	16%	4%
8 th	23%	28%	23%	13%	12%

9 th	30%	22%	20%	17%	11%
10 th	21%	15%	32%	24%	8%
11 th	6%	13%	21%	29%	31%

Similarly, 65% (221 of 338) met their targets for MAP: Language 2-12. Rates by grade are reported below:

	6	7	8	9	10	11	Total
Met target	44/94 (47%)	32/78 (41%)	79/94 (84%)	31/62 (50%)	28/42 (67%)	7/8 (88%)	221/338 (65%)

In terms of percentile rank on the language assessment, only grades 6, 7, and 9 do not have 50% of their students in the 41st percentile or above. Percentage of students in each percentile band are reported below by grade:

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	40%	22%	25%	11%	1%
7 th	47%	22%	19%	8%	4%
8 th	22%	26%	21%	20%	10%
9 th	34%	25%	16%	13%	12%
10 th	27%	13%	25%	22%	13%
11 th	10%	23%	19%	27%	21%

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in English/Language Arts Literacy through....

1. Challenging content lessons reflecting CCSS
2. Prescriptive and diagnostic software

ACTUAL

1. Leadership teams at the middle and high schools review and comment on weekly lesson plans, which must address the Common Core standards and use

3. Comprehensive intervention support through tutoring and digital content
4. All teachers will have demonstrated subject area competency and will have completed
5. A broad course of study as outlined by our charter
6. 3 additional instructional aides added to the classroom
7. Small class sizes (28 or less)
8. Accelerated Reader to diagnose and improve reading levels
9. IXL online to diagnose and improve Math and English Skills

- adopted Common Core instructional materials.
2. LALA provides teachers access to the web-based Smarter Balanced Academic Consortium (SBAC) interim comprehensive and block assessments, which can be used for diagnostic purposes. ELA teachers at the middle and high schools use the web-based McGraw-Hill StudySync curriculum, which allows for differentiation and personalized learning.
3. Both the middle and high schools offer intervention or universal access periods during the school day, where students receive intervention and tutoring. The middle school uses the web-based program Achieve3000 for ELA intervention.
4. All teachers have demonstrated subject area competency. All teachers have completed, are completing, or are within the grace-period to enroll in an induction program.
5. LALA offers instruction in the areas of study as outlined in the E.C. Section 51220 and 51210, as applicable: English, social sciences, foreign languages, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. LALA also offers a number of social justice themed courses at the high school that address our social justice mission (as articulated in its charter).
6. After an analysis of staffing needs, only two additional instructional aides were added to the middle school.
7. All classes have less than 28 students, with the exception of P.E.
8. Neither the middle nor high school use Accelerated Reader. The middle school uses Achieve3000 in place of Accelerated Reader to diagnose and improve reading levels.
9. IXL is no longer used to support English language development. At the middle school, it has been replaced with Achieve3000.

<p>Internal Assessments: Students will take NWEA Fall, Winter, and Spring. Baseline data was established in Spring 2015. Year one goal is that 65% of students will meet their RIT growth target.</p>	<p>Both middle and high school have completed the NWEA Fall and Winter Testing Sessions. They are scheduled to administer the Spring assessments in May 2017.</p>
---	---

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>Certificated employees (includes teachers, administrators, and all other certificated): \$2,620,312</p>	<p>Certificated salaries (1000): \$2,582,283</p>
<p>Books, instructional materials, educational software: \$70,742</p>	<p>Employee benefits (3000): \$918,021</p>
<p>Non-capitalized equipment: \$30,000</p>	<p>Approved textbooks and core curricula materials (4100): \$82,300</p>
<p>Classified salaries, including instructional aides, classified supervisor and administration, clerical and office, classified other, EXCLUDES maintenance/grounds [included in Basic Services Goal budget]: \$317,289</p>	<p>Books and other reference materials (4200): \$10,000</p>
	<p>Educational software (4320): \$55,753</p>
	<p>Non-capitalized equipment (4400): \$160,311</p>
	<p>Classified salaries (2000) excluding maintenance/grounds (2930): \$360,916</p>
	<p>Student assessment (5878): \$10,128</p>

Action

2

Actions/Services

PLANNED	ACTUAL
<p>EL Support:</p> <ol style="list-style-type: none"> (MS Only) ELD teacher was hired to teach two sections of ELD and co-teaches in three classes where EL students are clustered (MS and HS) Rosetta Stone English provided for 30 minutes a day (MS and HS) An intervention period was 	<ol style="list-style-type: none"> Rather than one ELD teacher, the middle school added five single semester sections of ELD to the master schedule. Rosetta Stone is used by the high school ELD teacher as part of a rotating station format. Rosetta Stone is not in use at the middle school but other digital resources are used, most prominently

<p>built into the master schedule where EL students are clustered and additional direct ELD instruction by our ELD teacher</p> <ol style="list-style-type: none"> 4. (HS) English 9 teacher has an ELD period 5. (MS and HS) Paraprofessionals added for push-in support 	<p>BrainPop ESL.</p> <ol style="list-style-type: none"> 3. For middle school, see #3 of Action 1 above. For high school, ELA 9 teacher has been assigned an ELD class for intervention purposes 4. See #3 above. 5. See Goal 1, Action 1, #6
<p>BUDGETED</p> <p>Full time ELD teacher: included in Goal 1 Budget (Certificated Salaries)</p> <p>Rosetta Stone (included in above instructional supplies budget item)</p> <p>Paraprofessionals for ELD support (included in instructional aides budget above)</p>	<p>ESTIMATED ACTUAL</p> <p>Expenses included in action 1 budget items above</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALA fully implemented the planned actions for this goal, digressing from the plan only when it was strategic to do so (e.g. the change from Accelerated Reader to the more adaptive Achieve3000). Action 1 centers on leveraging the power of digital resources during instruction and intervention to increase student literacy. LALA has taken great strides in implementing this action, having adopted core and supplementary digital ELA curriculum. Additionally, the action calls for LALA to monitor student progress by way of NWEA's MAP assessments, which LALA has administered exactly for this purpose. The core of action 2 lies in supporting EL students by: 1) increasing the number of paraprofessionals available during regular instruction and 2) providing additional instructional ELA minutes. LALA has been successful in providing both these services for EL students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The data suggest that the implemented actions have been effective. LALA students have met their growth targets in the latest winter NWEA test session; likewise, LALA's EL reclassification rate is projected to be past the expected benchmark. Program data from Achieve3000 indicate that students are improving upon their reading levels. While LALA did not meet the CAASPP benchmarks, these assessments were completed before the implementation of these actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted and estimated actual expenditures are the result of omitted labor costs in the original budget and heavy investments in instructional technology. First, the estimation of faculty, administrator and other certificated employees' compensation included only salaries and not benefits. Additionally, the cost of classified employee salaries and benefits were slightly higher than originally expected due to the increase in instructional aides and paraprofessionals. Second, the school's purchase of enough laptop computers to achieve a 1:1 student to computer ratio was not included in the previous budget. The school accompanied these technological improvements with new curricula and supplementary materials meant to leverage their strengths: e.g. StudySync, Achieve3000, BrainPop, Virtual Job Shadow, etc. Many of LALA's 2016-2017 actions were dependent on digital and electronic resources, making these investments a core component of the school's efforts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Despite progress on internal measures, the California School Dashboard indicates that LALA's ELA performance is a concern, meriting an orange indicator. Until a change in this accountability measure, LALA will continue this goal, represented in the new LCAP as Goal 4 (see p. 72). The metrics will remain the same and be expanded to include other available data on students' ELA performance. However, the performance of LALA's subpopulations merits greater attention. A subgroup analysis of the dashboard's ELA indicator shows that our EL students perform at the more concerning red level. The actions and metrics associated with EL students are now a separate goal focused on the performance of all of LALA's significant subpopulations. This is Goal 3 in the new LCAP (see p. 62).

Annual Update

LCAP Year Reviewed: 2016–2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2</h2>	<h3 style="margin: 0;">TO INCREASE ACHIEVEMENT IN MATH NUMERACY</h3>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC Math: 22% will meet or exceed standards in Math
2. NWEA Math: 60% will meet growth targets in Math with students meeting the 50th Percentile nationwide

ACTUAL

1. **Not met.** 2015-2016 CAASPP results indicate 13% of LALA students met or exceeded math standards.

	% Exceeded	% Met	% Near Met	% Not Met
6 th	6	13	24	57
7 th	3	8	36	53
8 th	6	5	34	55
11 th	0	11	31	57
All	4	9	32	55

Performance in key areas are reported by grade in the table below. Results for 2016-2017 TBA.

	% Above	% Near	% Below
Concepts & Procedures			
6 th	10	26	64
7 th	4	29	67
8 th	5	32	63

11 th	2	22	76
All	5	28	67
Problem Solving			
6 th	4	43	53
7 th	6	33	61
8 th	5	60	35
11 th	9	47	43
All	6	46	49
Communicating Reason			
6 th	7	59	34
7 th	5	55	40
8 th	6	69	25
11 th	4	50	46
All	6	59	35

2. **Not met.** During the 2017 NWEA Winter Session, 59% of students with valid growth projects met their targets (234 of 395).

	6	7	8	9	10	11	Total
Met target	44/94 (47%)	78/40 (51%)	66/95 (69%)	38/64 (59%)	39/54 (72%)	7/10 (70%)	234/395 (59%)

In terms of percentile rank, only the grades 10 and 11 have 50% of their students above the 41st percentile. Percentage of students in each percentile band are reported below by grade:

	Low <21	Low-Avg 21-40	Avg 41-60	High Avg 61-80	High >80
6 th	56%	28%	10%	5%	1%
7 th	50%	20%	13%	11%	6%
8 th	34%	25%	16%	13%	11%
9 th	45%	26%	17%	8%	4%
10 th	29%	14%	24%	17%	16%
11 th	19%	21%	17%	19%	25%

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

PLANNED

Students, including all significant subgroups, will meet or exceed targets for growth once set by the on the CAASPP statewide assessment in Math through:

1. Challenging content lessons reflecting CCSS
2. Prescriptive and diagnostic software
3. Comprehensive intervention support through tutoring and digital content
4. Additional instructional aides added to the classroom (see Goal 1)
5. IXL online to diagnose and improve Math and English Skills
6. Addition of West-ED PD for Math (see PD Goal below)

ACTUAL

1. Leadership teams at the middle and high schools review and comment on weekly lesson plans, which must address the Common Core standards, and use adopted Common-Core materials.
2. LALA provides teachers access to web-based SBAC interim comprehensive and block assessments, which can be used in a diagnostic manner. At the high school, math students use the digital content that accompanies the site's math curriculum, Carnegie Learning. At the middle school, students use Math ALEKS in math courses to supplement the site's adopted math curriculum, Math Links.
3. Both the middle and high schools offer periods during the school day where students receive academic intervention and academic support in math. Both sites use Math ALEKS for this purpose.
4. See Goal 1, Action 1, #6.
5. For these purposes, LALA uses Math ALEKS instead of IXL.
6. LALA has focused a great deal of its professional development resources on improving math instruction and student math performance. At the middle school, the Center for Math and Teaching (CMAT) conducted two rounds of intensive lesson studies (one in each semester) as well as training on the instruction and creation of performance tasks. At the high school, Carnegie Learning provided professional development to support math instruction and the implementation of curriculum.

LALA has completed the NWEA fall and winter assessments and is scheduled to administer the spring assessments as well. Both site leadership teams and teachers alike use data to inform instructional decisions and programs.

Based on year one's baseline data, LALA will determine a reasonably ambitious goal for NWEA. Expected goal for year 1 is to achieve 60% or higher of students performing at the national grade level norm. Fall and Winter test results will show trends in the classroom and the NWEA learning continuum will provide goal ranges and focus areas for specific students.

Expenditures

BUDGETED
See Goal 1 Budget

ESTIMATED ACTUAL
See Goal 1 Budget

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALA has implemented the planned action for this goal to a large extent, digressing from the plan only when it was strategic to do so (e.g. the change from IXL to the more rigorous and adaptive Math ALEKS). The core of this goal's action is to leverage the power of digital resources during instruction and intervention to increase math performance. In this respect, LALA has done well, having adopted core and supplementary math curriculum with digital components. As planned, LALA also monitors students' math progress by way of NWEA's MAP assessment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

LALA's actions to meet this goal were largely effective. Although we did not have 60% of our students meet NWEA growth targets, LALA was remarkably close to doing so, missing the mark by one percent. Also, NWEA performance by class indicates higher rates of academic performance by older grades (see table reporting percentile ranks in metric 2 of this goal). This suggests greater levels of math proficiency as students' progress through their academic careers at LALA. While we did not meet our CAASPP goals, the assessment was completed before the implementation of our planned actions. Logically, these results cannot measure our efforts' effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures and material difference explanations for this goal were included in the budget for Goal 1. As explained in that section, LALA incurred higher than expected costs in math curriculum and supplementary materials (e.g. Carnegie Learning, Math ALEKS, etc.), though much of the observed difference comes from curricular investments in ELA.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LALA's internal metrics and the California School Dashboard indicate that LALA's math performance is not a pressing concern, meriting a yellow indicator. However, LALA will continue this goal, represented in the new LCAP as Goal 5 (see p. 77). The metrics will remain the same and be expanded to include other available data on students' math performance. However, the performance of LALA's subpopulations merits greater attention. A subgroup analysis of the dashboard's math indicator shows that our EL, socioeconomically disadvantaged, and Hispanic students all perform at the more concerning red level. A goal and planned actions focused on the performance of all of LALA's significant subpopulations has been included in the new LCAP as Goal 3.

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 3</h2>	COLLEGE AND CAREER READINESS
---------------------	------------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 2015-16 AP Passage Rate
2. AP Participations Rate
3. A-G Passage rate: (Increase by 1% annually)
4. ADA > 95%
5. Retention Rate: 5%
6. Promotion Rate: 95%
7. 90% high school graduation rate
8. 55% of high school graduates accepted into four-year university (increased 5% annually)
9. Implement a successful system of tracking and increasing college graduation rate (TBD)
10. 5% or lower suspension rate
11. 1% or lower expulsion rate
12. Broad course of study offered (Art, Foreign Language, and Music)
13. Number of Career and Technical Education courses

ACTUAL

1. **No metric.** Of the 76 total AP exams taken in 2015-2016, 15 were passed with a score of 3 or better for an AP passage rate of 35%.
2. **No metric.** Of 261 high school students, 43 took at least one AP test (76 exams in total) for a participation rate of 16% in 2015-2016.
3. **No metric.** Of the 52 current seniors, 42 are on track to graduate having met A-G requirements, for a rate of 81%.
4. **Met.** As of February 2017, LALA has maintained at least 95% ADA.
5. **Not met.** LALA retained 30% of all high school students: 19% of its juniors, 54% of its sophomores and 45% of its frosh students.
6. **Not met.** LALA promoted 70% of all high school students: 81% of its juniors, 46% of its sophomores and 55% of its frosh students.

7. **Not met.** Using the reported figures below, the 2015-2016 cohort had 49 graduates from a total of 67 students, resulting in a 73% graduation rate.

CATEGORY	COUNT
GRADUATE	49
DROPOUT	13
STILL ENROLLED	5
NOT FROM COHORT	7

8. **Not met.** In 2015-2016, 24 of 52 (46%) graduating seniors were accepted to a four-year university.
9. **Not met.** The implementation of the system was slowed by changes in staffing to the high school's college and career center and counseling department.
10. **Met.** LALA has nine of its 529 students this year for a rate of 1.7%. All suspensions were at the middle school.
11. **Met.** LALA has not expelled any students during the 2016-2017 academic school year.
12. **Met.** LALA offers a broad course of study, providing instruction as outlined in the E.C. Section 51220 and 51210, as applicable: English, social sciences, foreign languages, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. LALA also offers a number of social justice themed courses at the high school that address its social justice mission (as articulated in the school charter charter).
13. **No metric.** LALA offers a number of Career Technical Survey of high school master schedule shows four CTE courses:
- Physics 9: Engineering, Geometry with Physics
 - English 9: Language Takes the Stage
 - World History By Design
 - The Technology of Biology

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none">1. Students will have access to AP classes in core subjects, where teachers are trained in delivering content instruction and adjust as needed in response to analysis of student data2. Maintain 100% completion rate of A-G requirements through academic/college counseling and personalized scheduling3. Maintain high ADA, including intervention for absent students as necessary4. Student retention, promotion, and high school graduation will be increased through support, college-ready pathways, and remediation and intervention as deemed necessary5. School will increase percentage of high school seniors accepted to four year universities through continued implementation of the following:<ol style="list-style-type: none">a. Extensive Outreachb. Workshops and College Fairsc. Mandatory college application processd. College visits6. Expulsions will be maintained at a rate of less than 1% and suspensions will be reduced through alternatives to suspensions as outlined by LAUSD7. Every year Assistant Principals attend LAUSD alternatives to suspension trainings. At least six teachers will attend	<ol style="list-style-type: none">1. LALA offers AP classes in all of its core content areas (English, math, science, history). In 2016-2017, they offered: AP Computer Science Principles, AP English Language, AP English Literature, AP European History, AP Spanish Language, AP Studio Art: 2-D Design, and AP United States History.2. To support students' fulfillment of their A-G requirements, LALA high school provides a College and Career Center, a counselor, a faculty advisor, and flexible intervention and lab periods.3. Among other purposes, LALA implements a multi-tiered system of support (MTSS) to address student truancy and absenteeism. The core of Tier I interventions relies on the school-wide PBIS system (see #6 of this action below). Tier II interventions for attendance and other behavior problems centers on support services from counselors. Tier III of LALA's MTSS convenes a Student Success Team (SST), a problem-solving group that brings a student's teachers, family, and support providers together to collaborate on finding solutions to student barriers to success.4. Many of LALA high school's supports for students' completion of their A-G requirements also exist to improve outcomes related to retention, promotion and graduation (see #2 above). The middle school also provides similar support in the form of universal access periods, a homeroom advisor, and a counselor.5. LALA promotes a college attendance through a number of initiatives. Both the middle and high schools provide programs of college field trips, workshops that address

- non-crisis intervention training
- 8. Continuation of We-Tip program for students, families and all community members to anonymously alert school administrators of potential for new conflicts
- 9. School-wide Positive Behavior Intervention Support
- 10. Ripple-Effects software used as an alternative to suspension
- 11. Implementation of the following interventions prior to pupil expulsions:
 - a. Problem solving/contracting
 - b. Restitution
 - c. Mini-courses
 - d. Parent supervision in school
 - e. Counseling
 - f. Community service
 - g. Appropriate in-school alternatives
 - h. Behavior monitoring
 - i. Alternative programming
 - j. Coordinated behavior plans for every student
- 12. Provide a broad course of study
 - a. Self expression: music and art (After School All-Stars and YPI)
 - b. Psychic development: Charter education through advisory classes, mathematics, Languages (native and foreign)
 - c. Preparation for Adult Life: Social Sciences and sciences
 - d. Practical considerations: Internships, community service hours
- 13. Director of Student Support Service
- 14. HS Principal and College Counselor attended NACAC (National Association for College Admission Counseling)

- college-related issues and career and college fairs. At the high school, LALA promotes college attendance even further with the College and Career Center, a day dedicated to mandatory application to colleges and providing support for the PSAT, SAT and ACT.
- 6. The school has implemented a system of school-wide positive behavior interventions and supports (PBIS) to minimize the need for both suspensions and expulsions. The purpose of PBIS is preventative, aiming to create a school climate where appropriate behavior is the norm. This comprises the first of three tiers in LALA's discipline plan. Tier II and Tier III behavior management strategies move away from traditional punitive measures toward more restorative approaches, including a reliance on alternatives to suspension and expulsion. These alternatives include (but are not limited to):
 - Convening a Student Success Team
 - Problem-solving/contracting
 - Mini-courses
 - Parent Supervision in school
 - Counseling
 - Community Service
 - Appropriate in-school alternatives
 - Behavior monitoring
 - Alternative programming
 - Coordinated behavior plans
 - Use of Ripple-Effects software
 - 7. At the end of the 2015-2016 school year, LAUSD provided an in-service to site leadership teams on classroom management and alternatives to suspension. No faculty or staff have attended non-intervention crisis training this year; however, a number of teachers, aides, and administrators have been previously trained.
 - 8. We Tip, an anonymous crime reporting hotline, is in use at both the middle and high school for the 2016-2017 school year.

15. SES- Supplemental Education Services
 16. After-school and summer tutoring, enrichment, music/arts offerings by After-School All Stars (MS) and YPI (HS)

9. See #6 of this action above.
 10. See #6 of this action above.
 11. See #6 of this action above.
 12. See update regarding metric #12 of this goal above.
 13. LALA employs a Director of Student Support Services to coordinate service provision for special student populations, including those identified as having learning disabilities and as gifted.
 14. Mid-year changes to counseling department personnel have disrupted specific training plans to attend NACAC. However, the current counselor received training via other means: e.g. CSU conference, A-G articulation conference and several college counselor workshops.
 15. SES provides funding for academic support and intervention during summer or after school.
 16. LALA continues to offer an after-school program that offers enrichment and academic support through the Youth Policy Institute (YPI) at the high school and After School All-Stars (ASAS) at the middle school.

BUDGETED

K-8 Counselor (Budgeted in certificated salaries)

AP teacher summer training (paid for by College Board Scholarship)

College Readiness Expense: \$14,997

Naviance, \$700 WE-Tip (included in Educational Software, Goal 1 Budget) (Dues & Membership)?

Full time Art teacher (budget in Certificated salaries)

ESTIMATED ACTUAL

College readiness expense (5813): \$16,636

We Tip / Dues and memberships (5300): \$700

Everybody Loves Music / Consultants – Instructional (5815): \$19,170

Expenditures

AP Art teacher (see Goal 1 Budget)

Free after-school music program-Everybody Deserves Music

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, LALA has fully implemented this goal's action. Part of the action focuses on providing students services and programs that support college attendance. LALA provides this in the form of counselors, college field trips and fairs, test prep, advisors, and access to a college-ready curriculum and AP classes. Another part of the action focuses on implementing processes that ensure a school climate conducive to academic success. LALA has accomplished these planned actions by implementing a school-wide PBIS program, a school safety plan, an after-school program, and MTSS.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In terms of the maintaining a school climate, LALA's actions have been effective. The California School Dashboard shows LALA's suspension rate indicator (which is based on last year's data) at an orange level. However, projections based on internal data from this year indicate a lower suspension rate this year (see metric 11 of this goal). Similarly, LALA is expected to meet its student attendance goal. However, it is more difficult to see the effectiveness of LALA's actions to increase college readiness and attendance in the data. While metrics do not show a clear improvement, LALA's actions must be seen as fundamental and necessary to any larger effort promoting college attendance. Many LALA students and their families have little to no experience with college or navigating the application process. Without LALA's efforts to expose and guide them through these issues, students might not otherwise know about or be equipped to handle them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted expenditures and estimated actual expenditures is a result of the after school music program's cost, which was mistakenly listed as a no cost program in the initial budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The California School Dashboard indicates that student graduation rates (as a requisite step to being college ready) and suspension rates (as a measure of a school's climate) are issues. As such, these concerns from the current goal will continue on in the new LCAP. However, the goal has been divided into two goals to distinguish between separate (but related) issues of college readiness and school climate. Those metrics and actions related to college readiness have been incorporated into a goal regarding the conditions of teaching and learning since the programs and services provided to help students access college cannot be separated from those intended to help students be prepared for college. This is Goal 1 in the new LCAP (see p. 39). Likewise, those metrics and planned actions related to school climate have been incorporated under Goal 2 in the new LCAP, which address the social and physical conditions of the school (see on p. 51).

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 4</h2>	PROFESSIONAL DEVELOPMENT
---------------------	--------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Number of PD Opportunities (2 per month)
2. Teacher Satisfaction Survey Results
3. Collectively Bargained teacher evaluation process

ACTUAL

1. **Met.** LALA reserves a weekly block of roughly 100 minutes each Wednesday for professional development and collaboration purposes.
2. **No metric.** The leadership team regularly surveys the faculty regarding the effectiveness of professional development, most commonly at the conclusion of each session. The LALA-LAUSD benchmark agreement that was part of our successful 2016 charter renewal petition stipulates that PD satisfaction surveys should be conducted monthly.
3. **Met.** LALA reached agreement on a collectively bargained teacher evaluation process with its teachers' union, LALA United.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

1. Continue the implementation of collectively bargained teacher evaluation process, adding depth and complexity and differentiation.
2. Continue implementation of professional development timeline/plan to address faculty's needs and to differentiate based on teacher effectiveness data
 - a. Identify areas for growth and development where stakeholders can work on creating and developing effective evaluation tools around stated goals and objectives reflecting rigorous academic instruction
 - b. Provide opportunities to send teachers to CCSS content specific professional developments
3. School-wide professional development
 - a. Lessons will be designed and implemented to reflect standards based instruction in alignment with the latest state board adoptions across all core content
 - b. Continue professional development activities initiated in 2014-15 focused on CCSS

ACTUAL

1. Site leadership continues to evaluate teachers using the collectively bargained Marshall Evaluation Tool, which considers depth, complexity and differentiation as important to effective teachers' practice.
2. The leadership team has developed a school-wide faculty professional development plan to address areas of need identified from teacher feedback, student performance data and program outcomes. The school has also provided teachers with opportunities to attend content-specific CCSS professional development.
3. Among other issues, the school-wide PD plan (see #2 above) has addressed strategies and practices that would bring teachers' lessons into greater alignment with state adopted standards (e.g. the ELD framework). This plan represents a continuation of the school's focus on the full implementation of the Common Core that began in the 2014-2015 school year. Although a vertical and across content curricular plan to support literacy, writing and math standards has not been developed, teachers (especially within grade levels) often collaborate to support these skills across content. In fact, the 6th grade integrates course content to foster this, with one teacher providing English-history instruction and another providing math-science instruction. The Curriculum Council has initiated preliminary efforts at a developing a plan, exploring the possibility of asking LALA to adopt a technology skills scope and sequence plan that would support students' mastery of the CCSS.
4. The AP art teacher has attended this professional

<ul style="list-style-type: none"> c. Develop a vertical/across content curricular plan for literacy, writing and math content standards through a committee of teacher leaders and administrators 4. AP Art Institute 5. CMC Conference for Math 6. NGSS Training- LACOE funded 7. Innovation Lab- NCLR funded 8. West-Ed for Math 9. Training on MathLinks curriculum 10. Training on Carnegie curriculum 11. Training on developing performance tasks 12. Admin PD through CCSA 	<p>development.</p> <ul style="list-style-type: none"> 5. A number of math instructors and administrators from both sites attended the California Mathematics Council's yearly conference. 6. The high school leadership team and science teachers attended a workshop on the rollout of the new science framework rollout and the implementation of NGSS. 7. Funding for the Innovation Lab supported a small after school technology/engineering program; however, funding for the project has been used. The 3-D printer associated with the program has been moved to the CTE Physics By Design course. 8. See #6 of Action 1, Goal 2. 9. See #6 of Action 1, Goal 2. 10. See #6 of Action 1, Goal 2. 11. In 2016-2017, LALA faculty received training on the development of performance tasks for MathLinks and Carnegie Math. 12. For PD purposes, leadership team members from both sites attended the California Charter School Association's Conference in the spring of 2017.
<p>BUDGETED</p> <p>School-wide professional Development (Common Core): \$64,000</p>	<p>ESTIMATED ACTUAL</p> <p>Professional development (5863): \$64,000 Travel and conferences (5200): \$20,000</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALA has generally implemented the action listed for this goal. The core of the action centers on the continuation of a school-wide professional development program, which LALA has maintained. Points of departure exist but are strategic: for example, rather than pursue additional math professional development through West Ed (#8 of the action above) or separate training on performance tasks (#11 above), LALA chose to accomplish this with the developers of their math curriculum (Carnegie Learning and

Center for Mathematics and Teaching for the high school and middle school, respectively).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

It is difficult to gauge the effectiveness of LALA's actions to provide professional development with the current metrics. They only indicate whether or not there is a program in place and the extent of the faculty's approval. On these two measures, LALA has done reasonably well. However, data from site leaders' classroom observations indicate that strategies and practices developed during professional development are being implemented in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and estimated actual expenditures is a result of the omission of the travel costs (e.g. mileage reimbursements, food, lodging) associated with attending professional development workshops and conferences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

It is difficult to understand professional development as an end goal in itself; rather, it is the means to improve student outcomes. As such, this goal and its actions have been incorporated when appropriate into the new LCAP's broader and more encompassing goals focusing on instruction of state standards (Goal 1), school climate and the provision of supplementary support services (Goal 2), the support of student subpopulations (Goal 3) and the improvement ELA performance (Goal 4) and math performance (Goal 5).

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 5</h2>	<h3>BASIC SERVICES</h3>
---------------------	-------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Passing score on Insurance Site Inspection Lists
2. LCAP Parent Survey results
3. Positive feedback from random Fire Department walkthroughs
4. 90% or higher Health Department inspections 2015-2016
5. Increase technology (security, instruction)

ACTUAL

1. **Met.** LALA received an insurance inspection and a list of recommended repairs for both sites from our insurance provider in August 2015. LALA promptly addressed those concerns in September 2015. However, LALA has not conducted an insurance site inspection for the 2016-2017 academic school year
2. **No metric.** LALA has conducted its 2017 Parent LCAP Survey. The results indicate an overwhelmingly positive evaluation of the school's physical conditions and basic services. Survey results are available upon request.
3. **Not yet met.** The L.A. Fire Department cited the landlord of the middle school's campus for fire/life safety violations during a January 18, 2017 inspection of its sister organization, Los Angeles Leadership Primary Academy (LALPA), who shares the same site. Two compliance items were given: 1) "remove gate/door

installed near main office” and 2) “apply for a Division 4 Fire Permit or renew your existing Permit, classification (F-584).” The Plant Manager has already complied with the first request.

4. **Not met.** While a Health Department inspection of the high school site yielded a score of 96, a similar inspection of the middle school campus resulted in a score of 84. While this score relates to a site inspection of LALA’s sister organization, LALPA, the two schools share the same site.
5. **No metric.** LALA has increased technology security by having implemented protocols and procedures that ensure security of both informational systems (e.g. FERPA, CIPA, and COPPA compliance; maintenance of content filters; installation of security software like Faronics) as well as the school’s physical infrastructure and hardware (e.g. implementation of laptop security protocols; purchase of additional Bretford carts for storage of laptops). LALA has also increased instructional technology by increasing the student to computer ratio to accommodate 1:1 instruction, increasing campus bandwidth from 100 Mbit/s to 1 Gbit/s, offering Google educator certifications to teachers, and piloting the use of the Google Education Suite at the middle school.

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED

Site operations manager will assess maintenance needs and identify items requiring attention in the following ways:

ACTUAL

1. Daily morning walk-through of the building to ensure safety and security prior to opening of the building (ie. Water spills, graffiti checks, broken windows, etc)
2. Weekly meetings with Plant Manager to go over facilities requests submitted by staff members
3. Monthly official, documented building inspections using the Insurance Co. checklist
4. Annual walk-throughs with our Insurance provider, feedback, and follow-up visits will ensure safety and compliance and maintain our insurance rate (Correct all areas identified in need of repair or replacement)
5. Positive feedback from Fire Marshall during random walkthroughs which happen approximately on a quarterly basis
6. MS and HS installation of security cameras
7. MS Installation on PA system
8. Review and update school safety plan
9. Red Cross and NCI training
10. PBIS Plan
11. Addition of three-part IT clerks

1. Before opening the campus to students, the assistant principal (or their staff designee) at each site conducts a walk-through survey of the campus to ensure the site's safety and security.
2. LALA has tasked each site assistant principal with managing facilities and collaborating with the Plant Manager to ensure that teachers' facility and repair requests are met in a timely fashion. LALA has also instituted School Dude, a digital facilities management platform, to structure these efforts.
3. LALA tasks each site assistant principal with overseeing the maintenance of each campus. Documentation regarding building inspections is available by request through each site lead.
4. LALA completed a satisfactory annual walk-through with our insurance provider in September 2015; however, LALA has not yet conducted an insurance site inspection for the 2016-2017 academic school year.
5. See metric #3 from this goal above.
6. Both the middle and high school completed installation of security camera systems during the first semester of the 2016-2017 school year. Surveillance footage has already been used to resolve a number of campus incidents.
7. The middle school has installed a PA system.
8. A school safety plan has been developed but has not been updated since the end of the 2015-2016 academic school year.
9. A number of faculty and staff have basic first aid/CPR certification for the 2016-2017 academic school year. No faculty or staff have attended non-intervention crisis training this year; however, a number of teachers, aides, and administrators have been previously trained.
10. See #6 of Action 1, Goal 3.
11. LALA has a total of five IT clerks (both paid and volunteer) to provide technical support—three at the

Expenditures

	high school and two at the middle school.
BUDGETED Assistant Principal, IT clerks, instructional aide (included in Certificated and Classified Salaries Goal 1 Budget) Other classified-Maintenance/grounds: \$142,503 Repairs and Maintenance – Building \$11,115	ESTIMATED ACTUAL Other classified – maintenance/grounds (2930): \$145,087 Repairs and maintenance – building (5615): \$2,115

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The core of the action calls for the establishment of processes that ensure the security and safety of each school campus; for the most part, LALA has fully implemented its plan. The school has adopted PBIS and school safety plans and put various security and safety measures into operation; however, the school is still addressing some of the issues raised by these established processes (e.g. compliance items in #4 and #5 above related to site inspections). This goal's action also has a focus on increasing technology for the school. LALA has done extremely well in this respect, achieving a 1:1 computer to student ratio.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	While LALA has not met all the metrics associated with this goal, the school's implemented plan has been effective in identifying areas in need of improvement. LALA's technology improvements have been very effective, providing the school the capacity to deliver digital content and to develop student technology skills that are complementary to the Common Core standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no material difference between the budgeted and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Site inspection metrics indicate that the focus of this goal will need to be continued in the new LCAP. However, this goal regarding basic services has been combined with Goal 6 (parent involvement) and related items from Goal 3 (college readiness) into a new goal that more fully articulates a vision for the social and physical conditions of LALA. This can be found as Goal 2 in the new LCAP (see p. 51). The metrics listed above will continue on in the new goal.

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 6</h2>	<h3>PARENT INVOLVEMENT</h3>
---------------------	-----------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. LCAP Survey results (80% stakeholder satisfaction)
2. 3 or more activities or events per semester providing information and seeking stakeholder input

ACTUAL

1. **Met.** 93.3% of LCAP parent survey respondents agree with statement "LALA communicates with parents and families and involves them in the life of the school community and its decisions."
2. **Met.** LALA has hosted a number of activities and events that have provided information or sought input from stakeholders. The school has had at least two such events every month since August 2016.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Increase connectedness to school by students, families, and community as measure by a 80% Stakeholder satisfaction rate through:

1. Continued implementation of after-school programs (After-School All-Stars and YPI), family and community outreach and other programs integral to school operations
 - a. Annual Stakeholder satisfaction surveys identifying focus areas
 - b. Addition of two family services coordinators
 - c. Parent communication through various pathways: website, teacher websites, Google email, newsletter, and Phone Blasters
2. Monthly parent workshops that foster knowledge within the various systems used by the schools and regarding college readiness and preparedness
3. Parent feedback on LCAP annual update
4. School will provide opportunities for parent involvement through the Parents in Action (PIA) as well as monthly workshops that foster knowledge regarding the various school systems
5. Parent attended CCSA Advocacy Day in Sacramento
6. Thanksgiving community event
7. Fall Festival
8. K-12 Parent Social
9. Parent Summit

ACTUAL

1. LALA has continued to provide a number of after-school programs, including partnerships with After School All Stars (ASAS) and Youth Policy Institute (YPI) and a school-sponsored sports and athletic program. A program of community and family outreach supported by the primary school's Family Outreach Coordinator; the high school principal directs a similar outreach program.
 - a. Leaders analyze data from annual stakeholder surveys, forums, and other collection methods to identify areas of focus and need
 - b. After an analysis of staffing and the budget, LALA determined that funds were best used for other needs. The primary school's family coordinator supports the middle school's outreach efforts.
 - c. LALA communicates with parents through various means, including (but not limited to): phone calls, the school website, email, newsletter, printed announcements, Parent Square, etc.
2. LALA involves parents by hosting a parent-teacher council, soliciting feedback on the LCAP update, and also providing workshops and opportunities that address academic preparedness, readiness, and similar concerns.
3. In addition to the annual stakeholder LCAP survey, LALA offers a number of opportunities to parents and community members to offer input (e.g. Coffee with the Principal, public comment time during Board of Directors' and other committee meetings).
4. See #2 above.

	<ol style="list-style-type: none"> 5. In partnership with CCSA, LALA supported parents' participation in the CCSA Advocacy Day in Sacramento this spring 2017. 6. LALA hosted its annual Thanksgiving community event on November 17, 2016. 7. LALA hosted its annual Fall Festival on October 28, 2016. 8. The annual K-12 Parent Social is an event that brings parents from LALA's middle school and high school together with parents from LALA's sister organization, Los Angeles Leadership Primary Academy in hopes of recognizing outstanding parent supporters and fostering greater intra-organizational collaboration. It is scheduled for May 2017. 9. The Parent Summit is a parent-focused conference hosted by LALA that aims to improve our families' abilities to support their students by providing workshops and introducing them to available service providers. The event is scheduled for May 2017.
<p>BUDGETED</p> <p>Two part-time family service coordinator (Budgeted classified salaries Goal 1)</p> <p>Family Outreach, includes Parent Square and School Loop: \$7,431</p>	<p>ESTIMATED ACTUAL</p> <p>Family Outreach (5807): \$7,431</p> <p>Parent Square (5300): \$1,600</p> <p>School Loop: free</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALA has largely implemented its plan regarding parent involvement—with the most significant departure being the decision to not add the two part-time family service

coordinators. However, this has not significantly impacted the effectiveness of the school's actions. The school still manages an outreach program that provides parents and community stakeholders multiple opportunities to participate in decision-making and the organizational life of LALA. Similarly, this program includes opportunities for the provision of services for our students' families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the identified metrics, LALA's parent involvement plan has been largely effective. LALA makes at least two activities and events available to families every month, often offering more. In addition, parents are largely satisfied with the school's efforts to involve them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between the budgeted and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While local metrics indicate that LALA has done an adequate job with parent involvement, the school will continue with this goal in the new LCAP. However, this goal regarding has been combined with Goal 5 (basic services) and related items from Goal 3 (College Readiness) above into a new goal that more fully articulates a vision for the social and physical conditions of LALA. This can be found as Goal 2 in the new LCAP (see p. 51).

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LALA has conducted an on-going process of consultation with numerous stakeholders. First, the school considered various inputs from its recent charter renewal process, including formal input presented in the charter and informal advice like personal communications between LAUSD’s oversight team and LALA’s executive director. In addition, LALA has also conducted an on-going program of stakeholder input. Faculty and staff input is collected through a variety of means. Informally, teachers are able to share insights and concerns with school leaders during Wednesday faculty meetings or during grade-level team meetings. The school’s work culture is highly collaborative and teachers are asked for their input on a range of issues from the quality of professional development sessions to the use of curriculum. Similarly, parents are offered a number of informal opportunities to share their input, most prominently the monthly “Coffee with the Principal” forum and parent advisory groups. More formally, both teacher and parent perspectives were collected through annual LCAP surveys in the spring of 2017 and public forms and advisory committees like meetings of the board of directors and curriculum council which occur regularly throughout the year. LALA has hosted forums for parents, teachers and students specifically dedicated to LCAP input and each advisory committee has dedicated at least one of its meetings to providing LCAP inputs and feedback, oftentimes more. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The consultations above have impacted the 2017-2018 LCAP in significant ways with many stakeholders relaying similar concerns and recommendations. First, the school’s charter has informed many of the assessment benchmarks used as metrics for LALA’s goals. In addition, the charter has dictated a number of the programs and processes that LALA has incorporated into its LCAP actions, including the use of NWEA’s MAP assessments to monitor student growth and the development of multi-tiered systems of support. Second, the stakeholder interests collected through LALA’s consultation process are reflected in the formulation of the new LCAP’s goals. The first goal’s focus on supporting a program of instruction that prepares students to be college-ready is the product of teacher, administrator, and parent interest in the issue. Likewise, the second goal’s focus on school culture, social justice and the assumption of a “whole school, whole community, whole child” approach arises from stakeholder desires to expand the scope of the school’s services and stay faithful to the mission of the school. Through various forums and their LCAP surveys, LALA parents and teachers have indicated that

they would like the school to further address the socio-emotional needs of the students and their development as agents of social change, in addition to their academic performance. Parents' desire to see the school offer more services to families (e.g. adult English language classes) has been incorporated as well. Similarly, the continuation of goals centered on improving LALA students' math and ELA performance (Goal 4 and Goal 5, respectively) is a consequence of stakeholder analyses of assessment data and concerns with levels of student achievement and rate of progress on these fronts. The presentation of these test results at different forums and advisory group meetings invariably resulted in a desire to address the situation from all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards that prepares students for college and their future careers

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they can complete the requirements necessary for acceptance to a college or university.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA*	40%	50%	55%	60%
CAASPP Math*	13%	23%	28%	33%
Graduation rate*	73%	78%	80%	82%
HS promotion rate	70%	75%	80%	85%
A-G passage rate	81%	84%	87%	90%
College	46%	50%	54%	58%

acceptance rate				
AP participation rate	16%	19%	22%	25%
AP passage rate	35%	40%	45%	50%
ACT projection: Reading **	18%	22%	26%	30%
ACT projection: Math**	10%	14%	18%	22%
Teacher retention	92%	95%	95%	95%
Teacher assignments	100%	100%	100%	100%
Instructional materials	100%	100%	100%	100%

* Projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)

** ACT projection: percent on track to score 22 or greater on ACT, drawn from "Projected Proficiency Summary Report" in NWEA Map Reports

Teacher assignments = percent of positions that are not mis-assigned or vacant

Instructional materials = percent of students without access to their own copies of materials

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Acquire and implement rigorous curricula and a broad course of study aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and State Standards. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (HS) conversion of Algebra 2 course into Integrated Math 3 • (HS) offering AP Environmental Science • (HS) supporting students who have concurrent enrollment at a community college with the purchase of books and 		

<p>materials</p> <ul style="list-style-type: none"> • (HS) offering college credit psychology and law courses through Mission College (no cost) • (6-12) maintaining class sizes of 28 students or less (with the exception of P.E.) • (MS) continued implementation of MathLinks • (HS) continued implementation of Carnegie • (HS) the use of Acellus for student acceleration/remediation • (6-12) continued implementation of ELA Study Sync curriculum 		
---	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$51,143	Amount	\$52,677	Amount	\$54,258
Source	LCFF All sources	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Approved Textbooks & Core Curricula Materials (4100) • Books & Other Reference Materials (4200) • Instructional Materials & Supplies (4325) 	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) Google Educator, Level 1 training • (6-12) PD on HSS framework • (6-12) PD on NGSS framework • (6-12) PD on Common Core math • (6-12) PD on Common Core ELA 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$91,374"/>	Amount <input type="text" value="94,116"/>	Amount <input type="text" value="96,939"/>
Source <input type="text" value="LCFF, Title II -4035"/>	Source <input type="text"/>	Source <input type="text"/>

Budget Reference

- Travel & Conferences (5200),
- Consultants – Instructional (5815)
- Professional Development (5863)

Budget Reference

Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills needed to access the CCSS. This will include (but not limited to):

- (6-12) the use of CAASPP interim assessments
- (6-12) the implementation of a technology skills scope and sequence plan

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

- (6-12) the upkeep of hardware and infrastructure.
- (HS) Cognitive Tutor (math) for integrated math 1-3
- (MS) BrainPop licenses
- (6-12) StudySync
- (MS) Acellus
- (MS) Achieve3000
- (6-12) the purchase of hardware security/loss prevention measures
- (HS) the use of Albert (www.albert.io) for AP and college test prep
- (6-12) payment for internet services
- (6-12) payment for firewall and cache services

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$113,009	Amount \$116,399	Amount \$119,891
Source	LCFF All sources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Educational Software (4320) • Technology Services (5887) 	Budget Reference	Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) the administration of NWEA MAP assessments • (6-12) the maintenance of a student information system • (6-12) examination of ALEKS data • (6-12) examination of Achieve3000 data • (6-12) examination of CELDT data • (6-12) examination of CAASPP summative and interim data • (HS) monitoring of student digital portfolios 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$27,000	Amount \$ 27,810	Amount \$28,644

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Non capitalized equipment (4400) • Student Assessment (5878) • Student Information System (5881) 	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) paying certificated employees' 		

- salaries
- (6-12) paying classified employees' salaries
- (6-12) providing eligible employees' their contracted benefits
- (6-12) continue collective bargaining of competitive teacher contracts

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$4,323,400	\$4,453,102	\$4,586,695
Source	LCFF,EPA -1400, Special Education -3310,6500		
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Employee benefits (3000) • Special Education Contract Instructors (5869) • Staff Recruiting (5875) • Substitutes (5884) 		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student’s advisor, teachers, family and other service providers to ensure healthy academic, social and emotional development. This will include (but not be limited to):

- (6-12) securing intervention and enrichment as necessary
- (HS) continuing academic support from college clerk
- (6-12) college field trips
- (MS) implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD
- (HS) ACT/SAT prep, including compulsory PSAT and PLAN
- (6-12) providing college and career counseling, workshops, fairs and outreach
- (HS) mandatory college application
- (6-12) matching qualified students with

- internships, when possible
- (6-12) use of Ripples Effects for behavior support

--

--

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$12,319	Amount	\$12,688	Amount	\$13,068
Source	Scholarship donation resource 9003	Source		Source	
Budget Reference	College Readiness Expense (5813)	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 2

Provide a safe and supportive schooling experience that attends to the social and emotional development of students, their growth as agents of social justice, and the important role of their families in this effort

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA	95%	95%	95%	95%
Suspension rate	< 1%	< 1%	< 1%	< 1%
Expulsion rate	0%	0%	0%	0%

Health Department inspections	84	> 89	> 89	> 89
Fire Department inspections	Not pass	Pass	Pass	Pass
Passing score on site inspections	Not pass	Pass	Pass	Pass
LALA is safe: Parent and student surveys	89.9%	95%	95%	95%
LALA supports whole child: Parent and student surveys	Health & well-being: 94.1% Socio-emotional: 81.5% VAPA: 89.3% Extracurricular: 90.7%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%
LALA supports social justice: Parent and student surveys	87.4%	95%	95%	95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to): <ul style="list-style-type: none"> • (6-12) leasing the schools' campuses • (6-12) creating a safety committee that governs the comprehensive school safety plan • (6-12) implementation of "Crisis Manager" software • (6-12) conducting monthly safety drills • (6-12) conducting regular walk- 		

- throughs and site inspections
- (6-12) Red Cross Emergency Preparedness PD for administrative designee

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$623,160	Amount: \$641,855	Amount: \$663,111
Source: LCFF All resources	Source:	Source:
Budget Reference: <ul style="list-style-type: none"> Custodial Supplies (4315) Classroom Furniture, Equipment & Supplies (4410) Insurance (5400) Rent (5610) Repairs and Maintenance – Building (5615) 	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Implement a program of parent and community outreach that solicits feedback and participation as well as provides services, training and information. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) the continued use of electronic communication systems (e.g. Parent Square, Facebook) • (6-12) an update of the LEA website • (6-12) conducting annual stakeholder surveys • (6-12) hosting regular monthly stakeholder meetings and forums (e.g. "Coffee with the Principal") • (6-12) assisting families in need with school uniforms • (6-12) providing college support services to families • (6-12) providing family counseling services through community partners (e.g. VIP Services, Barrio Action) 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
<p>Amount \$10,166</p>	<p>Amount \$10,470</p>	<p>Amount \$10,785</p>
<p>Source LCFF All resources</p>	<p>Source</p>	<p>Source</p>

Budget Reference

- Uniforms (4350)
- Family Outreach (5807)

Budget Reference

Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) PBIS rewards/field trips • (6-12) providing parenting workshops as an alternative to suspension • (6-12) using mini-courses (i.e. Ripples Effects) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$35,000	Amount \$36,050
Source	LCFF, Donation	Source
Budget Reference	Student Activities (5877)	Budget Reference

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide access services and programs that support students' socio-emotional health and development through students' MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development's (ASCD) Whole School, Whole Community, and Whole Child		

(WSSC) approach. This will include (but not be limited to):

- (6-12) expansion of the athletic/sports program
- (6-12) providing an after-school youth program
- (6-12) PD for teachers on classroom management, trauma-informed approaches, de-escalation
- (6-12) monthly parent workshops by Barrio Action (free)
- (MS) sex health education for students and parents by Reality Check
- (6-12) participation in Adelante Youth Programs
- (6-12) participation in MOSTe program
- (MS) continuation of social justice Teach-In program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$92,822	Amount	\$92,822	Amount	\$92,822
Source	ASES 6100	Source	ASES 6100	Source	ASES 6100
Budget Reference	• ASES (4352)	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to): <ul style="list-style-type: none"> (6-12) surveying students regarding food preferences 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$426,702	Amount: \$439,503	Amount: \$452,688
Source: Nutrition program 5310	Source: Nutrition program 5310	Source: Nutrition program 5310
Budget Reference: Student Food Services (4710)	Budget Reference:	Budget Reference:

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Students with Disabilities

[Specific Student Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Implement a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction. This will include (but not be limited to):

- (MS) continuing activism teach-in program
- (HS) continuing Chavez Day of service
- (HS) social justice-themed courses including Urban Farming, LGBTQ Studies, Social Activism, Chicano Studies, and Student Leadership
- (6-12) establishing of a social justice Civic Fair
- (HS) use of social-justice themed writing benchmarks
- (HS) piloting a “legacy project” for seniors where for students create a project as a contribution to their community
- (6-12) participation in We Day program
- (6-12) conduct of stakeholder forums

regarding social justice (also Action 2 of this goal) <ul style="list-style-type: none"> (6-12) providing college and career support (also see Goal 1, Action 6) 		
---	--	--

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1, Action 6	Amount 	Amount
Source LCFF All Resources	Source 	Source
Budget Reference <ul style="list-style-type: none"> College Readiness Expense (5813) Family Outreach (5807) 	Budget Reference 	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Close the achievement gap between students from significant subpopulations (i.e. EL, SPED, socioeconomically disadvantaged, and Latino students) and the general population.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

LALA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL score on CAASPP ELA	4%	14%	19%	24%
Low income score on CAASPP ELA	40%	50%	55%	60%
SPED score on CAASPP ELA	5%	15%	20%	25%

Latino score on CAASPP ELA	40%	50%	55%	60%
Asian score on CAASPP ELA	74%	80%	80%	80%
EL NWEA met growth projection: Reading	51%	55%	59%	63%
Low income NWEA met growth projection: Reading	59%	63%	67%	71%
SPED NWEA met growth projection: Reading	60%	64%	68%	72%
Latino NWEA met growth projection: Reading	61%	65%	69%	73%
Asian NWEA met growth projection: Reading	65%	69%	73%	77%
EL NWEA met growth projection: Language	61%	65%	69%	73%
Low income NWEA met growth projection: Language	61%	65%	69%	73%
SPED NWEA met growth projection: Language	62%	66%	70%	74%

Latino NWEA met growth projection: Language	40%	44%	48%	52%
Asian NWEA met growth projection: Language	57%	61%	65%	69%
EL reclassification rate	14%	15%	18%	21%
EL score on CAASPP Math	2%	14%	19%	24%
Low income score on CAASPP Math	12%	22%	27%	32%
SPED score on CAASPP Math	2%	12%	17%	22%
Latino score on CAASPP Math	8%	18%	23%	28%
Asian score on CAASPP Math	68%	78%	80%	80%
EL NWEA met growth projection: Math	56%	60%	64%	68%
Low income NWEA met growth projection: Math	59%	63%	67%	71%
SPED NWEA met growth projection: Math	53%	57%	61%	65%
Latino NWEA met growth projection:	58%	62%	66%	70%

Math				
Asian NWEA met growth projection: Math	63%	67%	71%	75%

NOTE: All projections for future years drawn from 2016 LALA-LAUSD benchmark agreement (standards provided through 2021-2022 school year)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Monitor academic and socio-emotional progress of significant subpopulations (including RFEPs) through students' MTSS teams (see Goal 1, Action 6). This will include (but not be limited to):</p> <ul style="list-style-type: none"> • (6-12) individual conferences with students advisors • (6-12) monitoring by the Director of Student Services • (6-12) examining available subgroup data from digital programs (see Goal 1, Action 4) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 4	Amount	Amount
Source LCFF	Source	Source
Budget Reference <ul style="list-style-type: none"> • Student Assessment (5878) • Student Information System (5881) 	Budget Reference	Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Use adaptive digital content to provide differentiated instruction and intervention. This will include (but not be limited to):

- (HS) use of Rosetta Stone to support English literacy development for ELs
- (HS) Cognitive Tutor
- (MS) BrainPop ESL
- (6-12) Math ALEKS
- (MS) Achieve3000 for ELA
- (6-12) StudySync

(Goal 1 Action 5, 3)

[Empty box for 2017-18 data]

[Empty box for 2018-19 data]

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1 Action 5, 3	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher salaries (1100) • Classified Instructional Aide salaries (2100) • Educational Software (4320) 	Budget Reference	Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention, designated ELD, and similar support classes during the school day. (Goal 1 Action 5,3,1)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>Amount include in Goal 1 Action 5,3,1</p>	<p>Amount</p>	<p>Amount</p>
<p>Source</p> <p>LCFF</p>	<p>Source</p>	<p>Source</p>
<p>Budget Reference</p> <ul style="list-style-type: none"> • Certificated teacher salaries (1100) • Classified Instructional Aide salaries (2100) • Instructional Materials (4325) • Professional Development (5863) 	<p>Budget Reference</p>	<p>Budget Reference</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to): <ul style="list-style-type: none"> • (6-12) training instructional aides trained to support special subpopulations students • (6-12) hosting CELDT and reclassification workshops for parents (Goal 1 Action 5) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 5	Amount _____	Amount _____
Source LCFF	Source _____	Source _____

Budget Reference

Instructional Aide (2100)

Budget Reference

Budget Reference

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to): <ul style="list-style-type: none"> (6-12) conduct of Modified Consent Decree meetings (6-12) PD for teachers on IEPs and servicing SPED students (Goal 1 Action 2,5)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1 Action 2,5	Amount		Amount	
Source	Special Education 6500	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Professional Development (5863) 	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Increase student literacy as measured by the CCSS

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Language*	35%	39%	43%	47%
Met growth target: NWEA Language**	58%	62%	66%	70%
At or above grade norm level RIT: NWEA Reading*	37%	41%	45%	49%

Met growth target: NWEA Reading**	60%	64%	68%	72%
Projected to meet or exceed ELA CAASPP***	18%	22%	26%	30%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(6-12) Continue to provide academic ELA support through lab/intervention/universal access periods (Goal 1 Action 5, 4)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Amount include in Goal 1 Action 5, 4		

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Instructional Aide (2100) • Instructional Materials (4325) 	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional development on the continued implementation of the computer-based ELA curriculum, StudySync. (Goal 1 Action 2)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1 Action 2	Amount	Amount
Source LCFF All resources	Source	Source
Budget Reference • Professional Development (5863)	Budget Reference	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

(6-12) Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments (Goal 1 Action 4)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1 Action 4	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Educational Software (4320) • Student Assessment (5878) 	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 5</u>	Increase math performance and ability as measured by the CCSS	

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	ne2019-20
At or above grade norm level RIT:: NWEA Math*	28%	32%	36%	40%
Met growth target: NWEA Math**	59%	63%	67%	71%
Projected to meet or exceed Math CAASPP***	12%	16%	20%	24%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(6-12) Continue to provide academic math support through lab/intervention/universal access periods (Goal 1 Action 5,4)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Amount include in Goal 1 Action 5,4		

Source	LCFF	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Educational Software (4320) • Student Assessment (5878) 	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue use of Math ALEKS for math intervention (Goal 1 Action 5,4)		

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

(6-12) Continued lesson study cycles and PD with the Center for Mathematics and Teaching and Carnegie Math, developer of the middle and high school's math curriculum, respectively
Goal 1 Action 2

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1 Action 2	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated teacher s (1100) • Professional Development (5863) 	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,328,775

Percentage to Increase or Improve
Services

33.56 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school's adopted instructional strategies (e.g. SDIAE, project based learning) are geared toward addressing the academic needs and motivation our unduplicated pupils. The school has also explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students' zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides—especially in ELA and math—to provide additional academic support to unduplicated students; LALA also increases the number of instructional minutes in the form of labs, universal access, and intervention periods to support these students, who generally struggle more than the general population. Lastly, the LALA plans to further develop an advisory program aligned to the principles of multi-tiered system of support and ASCD's "whole school, whole community, whole child" framework to better meet the needs of its unduplicated students. As a collaborative effort among each student's advisors, teachers, administrators, and parents, each advisory actively seeks to address the challenges and barriers to success unduplicated students face. These increases and improvements are encapsulated in the actions of Goal 3 in the new LCAP. Similarly, the principal impetus of the school's establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests that traditional forms of discipline and behavior management result negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school's efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meals are principally directed at helping the school's low income immigrant students and their families. These increases and improvements are encapsulated in Actions 2, 3, and 4 of Goal 2.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Los Angeles Leadership Primary Academy		
Contact Name and Title	Arina Goldring-Ravin Executive Director	Email and Phone	agoldring@laleadership.org (213) 381-8484

2017-20 Plan Summary

THE STORY*

Briefly describe the students and community and how the LEA serves them.

Los Angeles Leadership Primary Academy (hereafter “LALPA”) currently serves students in grades K-5 and is home to many students from international families. The student population attending LALPA is primarily Mexican, Central American, South American and Chinese in nationality. Many students speak a language other than English as their first language, with Spanish being the most common. Over 80% of the student population speaks a language other than English in the home, and nearly 60% are classified as English Learners. LALPA’s recruitment areas also have high concentrations of families living below the poverty line; in fact 88% of LALPA students are eligible for the federal Free or Reduced Price Meals Program.

LALPA has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences among students are by ethnicity, nationality, language, religion, gender, or physical, intellectual, and emotional needs and abilities. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world. As part of its vision, students will participate in a dual language program. The school’s dual language program will promote the development of bilingual and multicultural competencies for all students. The charter school’s environment will be safe, nurturing, and developmental. Parents, students, and community members will feel welcomed and have ownership of the learning environment.

LALPA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program.

* Adapted from 2017 LALA Charter Renewal Petition

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP represents a refinement of the previous 2016-2017 LCAP. First, it continues and improves upon the two goals on increasing student's literacy and math performance from last year. Second, it expands the school's professional development efforts to include a broader focus on instruction. In addition, the new LCAP condenses the concerns of the three goals regarding school climate, basic services and parental involvement from last year into a single goal focused on the social and physical conditions of the school. Lastly, this year's LCAP includes a new goal that explicitly aims to close the achievement gap between the school's significant subgroups and the general population.

Aside from this broader restructuring of LCAP goals, this plan seeks to continue or initiate a number of key actions that should yield significant results. The school looks to improve upon its instructional program by further developing the professional competencies of its faculty and staff, especially their ability to leverage the school's recent technological investments into better academic outcomes and effectively execute its dual language program. The school also seeks to expand its focus beyond the mere academic to a more encompassing "whole school, whole community, whole child" framework to meet the socio-emotional needs of our students. Lastly, the school will continue to improve on the academic achievement of its significant student subpopulations by way of additional instructional minutes, increased academic support, and adaptive digital content.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

LALPA is most proud of the progress it has made in three areas. As shown in the California School Dashboard, there has been improvement in both the school's ELA and math CAASPP performance. Though there is room for improvement in these scores, LALPA continues to make gains—with ELA scores increasing by roughly 20 points overall and math scores increasing by roughly five points overall. LALPA is also proud of its progress in creating a social context and school culture that is supportive of its students' particular needs. Reviews of stakeholder surveys, student discipline records, and other sources of data suggest a positive school climate leads students and their families to feel supported and welcome. The progress of the school's dual language Spanish immersion program is a particular source of pride. The addition of state-adopted dual-language immersion curricula and continued professional development of LALPA's faculty allows the school to create an environment that respects (and builds upon) the cultural and linguistic knowledge, background and experiences of its predominately Latino student population.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

According to the California School Dashboard, LALPA does not have any performance indicators showing red or orange. However, internal data suggest areas in need of improvement exist. CAASPP, NWEA, and CPAA and similar data indicate a continued need to focus on increasing our students’ ELA and math performance. LALPA addresses these needs in the new LCAP by dedicating goals to the improvement of these metrics. The planned actions to address these needs are presented beginning on p. 62 for English literacy and p. 67 for math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

According to the California School Dashboard, LALPA does not have any significant student subgroups that are two or more levels below the performance of all students. However, LALPA includes goals and associated actions in the new LCAP that address their performance anyhow, most prominently in Goal 3 of the new LCAP starting on p. 52.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

LALPA will improve services for low-income, EL students, and foster youth in a number of ways. While LALPA does not have a significant number of foster youth, the school has designated a lead to ensure the provisions of McKinney-Vento are appropriately enacted. LALPA’s approach to addressing the needs of low-income and EL students include the use of technology for both monitoring and intervention, increased teacher professional development that focuses specifically on these student populations, and the provision of academic, social and emotional support through a multi-tiered system of support (MTSS). Additionally, the reason for the school’s dual language two-way immersion program is to allow LALPA to better support Spanish-speaking EL students (which constitute the vast majority of these students) by building upon the skills and competencies they’ve developed in their native language.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 5,118,543
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 4,372,279

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Those expenses not included in 2017-218 LCAP plan consist primarily of those costs related to the operation of the LEA home office, including administrative and office expenses; accounting, audit, and legal services; and marketing and sport program expenses.

\$ 3,923,969

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<h3 style="margin: 0;">TO INCREASE LITERACY</h3>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC ELA Baseline: 12% Met or Exceeded Standards in ELA/Literacy
2. Reclassification rate: 7%
3. NWEA: Grades 3 and 4: 60% Reach RIT growth targets
4. CPAA: Grades K-1: 60% reach grade level growth targets

ACTUAL

1. **Met.** CAASPP results indicate 27% of LALPA students (grades 3-5) met or exceeded ELA standards.

	% Exceeded	% Met	% Near Met	% Not Met
3 rd	10	22	24	44
4 th	7	18	18	57
5 th	0	21	25	54
All	7	20	22	51

Performance in key areas is reported below by grade.
Results for 2016-2017 TBA.

	% Above	% Near	% Below
Reading			
3 rd	11	43	46
4 th	8	38	54
5 th	4	21	75
All	9	37	54
Writing			
3 rd	14	40	46
4 th	5	39	56
5 th	0	50	50

All	8	41	51
Listening			
3 rd	8	70	22
4 th	5	80	15
5 th	8	42	50
All	7	70	24
Research			
3 rd	21	45	34
4 th	3	67	30
5 th	13	67	21
All	12	58	30

2. **Not met.** As of 13 March 2017, the LALPA is set to reclassify 8 of 209 students for a rate of 4%. However, a number of reclassification cases remain pending that could raise the rate up to 9%.
3. **Not met.** As of the 2017 NWEA Winter Session, 43 of 192 (22%) students (grades 3-5) reached RIT growth targets in language.

	3	4	5	Total
Met target	23/59 (39%)	7/68 (10%)	13/65 (20%)	43/192 (22%)

As for NWEA reading assessment, 88 of 375 students (23%) met their growth target. Students' performance is reported in the table below by grade:

	K	1	2	3	4	5	Total
Met target	10/51 (20%)	12/63 (19%)	6/67 (9%)	24/64 (38%)	14/68 (21%)	22/62 (35%)	88/375 (23%)

4. **Not met.** Only in the areas of listening and phonemic awareness do at least 60% of LALPA students reach grade level targets. 2017 CPAA Winter Session performance data in literacy for LALPA students is shown in the table below:

	Listening	Phonics / writing	Phonemic awareness	Reading
K	49/69 (71%)	37/69 (54%)	48/69 (70%)	39/69 (57%)

1 st grade	--	22/66 (33%)	31/66 (47%)	42/66 (64%)
2 nd grade	--	40/66 (61%)	49/66 (74%)	18/66 (27%)
Total	49/69 (71%)	99/201 (49%)	128 /201 (64%)	99/201 (49%)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in English/Language Arts Literacy through:

1. Challenging content lessons reflect CCSS
2. Prescriptive and diagnostic software (e.g RAZ KIDS leveled readers, Wonders ELA Digital Curriculum
3. Comprehensive intervention support through tutoring and digital content
4. All teachers will have demonstrated subject area competency and will have completed or be engaged in an induction program
5. A broad course of study as outlined by our charter
6. 3 Additional instructional aides added to the classroom
7. Small class sizes (28 or less)

ACTUAL

1. The leadership team at LALPA reviews and comments on weekly lesson plans, which must address the Common Core standards. Site leaders also conduct classroom observations and provide feedback with an eye toward supporting Common Core implementation.
2. LALPA uses a number of digital resources as prescriptive and diagnostic tools. For instance, the school provides teacher access to web-based SBAC interim comprehensive and block assessments and uses digital curricula related to RAZ KIDS and Wonders ELA to assist students' literacy development.
3. LALPA provides intervention for ELA literacy skills in with a three-tiered response-to-intervention (RTI) program. This program centers on a pullout program that targets struggling students (as identified by

Internal Assessments:

Students will take NWEA and CPAA Fall, Winter, and Spring. Fall and Winter test result will show trends in the classroom and the NWEA learning continuum will provide goal ranges and focus areas for specific students.

Year one goal was to achieve 60% of students performing at the national grade level norm. Year two (2015-2016), we decided to modify the metric so that we are now measuring the percentage of students who are meeting their growth targets.

1. The issues of high achievers who are not being monitored because they have met the norm (which is the 50th percentile nationally)

NWEA performance) by providing 90 minutes of focused ELA instruction on a weekly basis. These students use the online program Achieve3000 in conjunction with direct instruction and other strategies and activities.

4. All teachers have demonstrated subject area competency. Additionally, all teachers have completed, are completing, or are within the grace period to enroll in an induction program.
5. LALPA offers instruction in the following areas of study as outlined in the E.C. Section 51210: English, mathematics, social sciences, science, visual and performing arts, health and physical education. In addition, LALPA also maintains a two-way dual language immersion program in Spanish.
6. After an analysis of staffing needs, one instructional aide was added to the staff for the 2016-2017 academic school year.
7. All classes have less than 28 students.

LALPA has completed the NWEA and CPAA Fall and Winter Testing Sessions. We are scheduled to administer the Spring assessments in May 2017. In addition to traditional metrics, measurements of growth are now considered in organizational analyses of assessment data.

2. The issues of low achievers who are actually making excellent progress, although still far below the national norm.

**2015-16
 CPAA Spanish Literacy: K-2 CPAA Math Numeracy: K-2
 NWEA MAP Reading for PA Grade : K-5 NWEA MAP Language 2-12: 3-5
 NWEA MAP Math 2-5: 3-5

BUDGETED

Teachers compensation including benefits (includes a 3% raise): \$1,317,676

Books/instructional Materials/Educational Software: \$51,774

Furniture and other non-capitalized materials (i.e. MacBook Air laptops and staff iPads): \$95,082

Technology Services (i.e. NWEA): \$28,678

ESTIMATED ACTUAL

Certificated salaries (1000): \$1,572,613

Employee benefits (3000): \$716,310

Classified salaries (2000) excluding maintenance/grounds (2930): \$397,836

Approved textbooks and core curricula materials (4100): \$90,000

Books and other reference materials (4200): \$7,735

Educational software (4320): \$12,000

Non-capitalized equipment (4400): \$77,178

Student assessment (5878): \$9,096

Expenditures

Action

2

PLANNED

EL reclassification rate will increase by 2% each year until we meet the district average of 12%

1. EL students will gain academic content knowledge through the state-adopted academic content and performance standards, in addition to ELD (English Language Development Standards)

ACTUAL

1. Teachers integrate ELD standards into lessons with site leadership confirming teacher practice through lesson plan review and classroom observations.
2. Site leaders administered CELDT tests at the beginning and throughout the year, as necessary.
3. At the beginning of the year, the faculty receives lists

Actions/Services

<ol style="list-style-type: none"> 2. EL students will be identified at the beginning of each year via CELDT to determine competency 3. Teacher passports will be created for EL student identification 4. Monitoring of students who qualify as proficient, ensuring continued growth and progress toward fluency and accelerated language acquisition 5. EL students will have access to leveled reading materials through the use of Common Core aligned prescriptive and diagnostic software 	<p>that identify EL students to assist teachers in supporting their ELA development.</p> <ol style="list-style-type: none"> 4. LALPA has developed a K-8 English Learner Plan, which dictates the time (late summer or early fall after the release of standardized state exam scores) and the party responsible (the Language Appraisal Team) for the monitoring of reclassified EL students. In addition, the organization identifies RFEP students in NWEA for monitoring purposes. 5. EL students have access to McGraw Hill’s Wonders, a state-adopted ELA Common Core-aligned curriculum. They also have access to Achieve3000 as a prescriptive and diagnostic program focused on literacy improvement.
<p>BUDGETED [None]</p>	<p>ESTIMATED ACTUAL None</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA has fully implemented the planned actions for this goal. Action 1 centers on providing Common Core aligned instruction and intervention that leverage the power of digital resources to increase student literacy. LALPA has taken great strides in implementing this action, administering a pullout tier II intervention program for reading and adopting core and supplementary ELA curriculum that utilize digital resources. Additionally, the action calls for LALPA to monitor student progress by way of NWEA’s MAP and CPAA assessments, which LALPA has administered exactly for this purpose. The concern for EL student services laid out by action 2 is addressed by LALPA’s development and implementation of its English Learner Plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While LALPA has done a good job implementing its planned actions, they have not produced the expected progress. LALPA students did not meet their growth targets in the latest winter NWEA and CPAA test sessions nor is LALPA’s EL reclassification projected

to meet this year's benchmark (CAASPP assessments were completed before the implementation of these actions and cannot be considered a reasonable measure of the plan's effectiveness). LALPA will need to further develop its plan to support English literacy within the administration of its dual language program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted expenditures and estimated actual expenditures are the result of omitted labor costs in the original budget and larger than expected curriculum expenses. Specifically, the estimation of teacher compensation included only salaries and not their benefits; similarly, the cost of classified employees and administrator salaries and benefits were originally excluded. Though many of the 2016-2017 LCAP goals and actions indicated they would be accounted for here, they were omitted. In addition, the cost of curriculum for both ELA and math was greater than expected: LALPA invested in new dual language curricula in both language arts and math.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be continued in the 2017-2018 LCAP as Goal 4. The metrics will remain the same and be expanded to include other available data on student ELA performance, especially from NWEA. However, the actions and metrics associated with EL students are now a separate goal focused on the performance of all of LALPA's significant subpopulations (Goal 3 in the new LCAP).

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

TO INCREASE ACHIEVEMENT IN MATH NUMERACY AS MEASURED BY THE CCSS

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. CAASPP/SBAC Math: 2015 Baseline: 23% Met or Exceeded Standards (grades 3, 4)
2. NWEA Spring 2016: Grades 2: NWEA MAP Reading for Primary Grades 3, 4, 5: NWEA Baseline RIT levels Math TBD
3. CPAA: Grades K-2: Spanish Literacy: Spring 2016 (Spanish) Math Numeracy: Spring 2016

ACTUAL

1. **Met.** CAASPP results indicate 23% of LALPA students (grades 3-5) met or exceeded math standards.

	% Exceeded	% Met	% Near Met	% Not Met
3 rd	6	27	33	33
4 th	5	16	52	26
5 th	0	0	33	67
All	5	18	41	36

See performance in key concepts by grade in the table below. Results for 2016-2017 TBA in early Fall 2017.

	% Above	% Near	% Below
Concepts & Procedures			
3 rd	19	37	44
4 th	10	41	49
5 th	0	25	75
All	12	36	51
Problem Solving			
3 rd	16	52	32

4 th	8	49	43
5 th	0	29	71
All	10	47	43
Communicating Reasoning			
3 rd	14	73	13
4 th	7	57	36
5 th	0	38	63
All	9	61	30

2. **No metric.** As of the 2017 NWEA Winter Session, 57 of 195 (29%) in grades 3-5 met RIT growth targets in math. Performance by grade is shown in the table below:

	3	4	5	Total
Met target	17/61 (28%)	10/69 (14%)	30/65 (46%)	57/195 (29%)

3. **No metric.** 2017 CPAA Winter Session performance data in math for LALPA students is shown in the table below:

	Measurement	Numeracy	Operations	Patterns / Functions
K	46/69 (67%)	38/69 (55%)	41/69 (59%)	48/69 (70%)
1 st grade	42/66 (64%)	48/66 (73%)	43/66 (65%)	49/68 (72%)
2 nd grade	27/68 (40%)	54/68 (79%)	47/68 (69%)	30/68 (44%)
Total	115/203 (57%)	140/203 (69%)	131/203 (65%)	127/205 (62%)

[ACTIONS / SERVICES](#)

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in Math through:

1. Challenging content lessons reflecting CCSS
2. Prescriptive and diagnostic software
3. Comprehensive intervention support through tutoring and digital content providers

Internal Assessments

Students will take NWEA and CPAA Fall, Winter and Spring. Fall and Winter test results will show trends in the classroom and the NWEA learning continuum will provide goal range and focus areas for specific students

**2015-16

CPAA Spanish Literacy: K-2

CPAA (Spanish) Math Numeracy: K-2

NWEA MAP Reading for PA Grades: K-2

NWEA MAP Reading 2-5: Grade 3-5 NWEA

MAP Language 2-12: 3-5

NWEA MAP Math 2-5: 3-5

Year one goal was to Achieve 60% of Students performing at the national grades level norm. Year two (2015-16), we decided to

ACTUAL

1. The leadership team at LALPA reviews and comments on weekly lesson plans, which must address the Common Core standards. Site leaders also conduct classroom observations and provide feedback with an eye toward supporting Common Core implementation.
2. LALPA uses a number of digital resources as prescriptive and diagnostic tools. For instance, the school provides teacher access to web-based SBAC interim comprehensive and block assessments and uses digital curricula related to ST Math and Go Math.
3. LALPA teachers provide math intervention in their classes using the adopted curricula ST Math and Go Math and their related digital content.

LALPA has completed the NWEA and CPAA Fall and Winter Testing Sessions. We are scheduled to administer the Spring assessments in May 2017. In addition to traditional metrics, measurements of growth are now considered in organizational analyses of assessment data.

modify the metric so that we are now measuring the percentage of students who are meeting their growth targets. This change will deal with two issues:

1. The issues of high achievers who are not being monitored because they have met the norm (which is the 50th percentile nationally)
2. The issues of low achievers who are actually making excellent progress, although still far below the national norm

BUDGETED

See Goal 1 Annual Update Budget

ESTIMATED ACTUAL

See budget for action 1 above

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA has implemented the planned action for this goal to a large extent. The core of this goal's action is to leverage the power of digital resources during instruction and intervention to increase math performance. LALPA has adopted core and supplementary math curriculum with digital components. As planned, LALPA monitors students' math progress by way of NWEA's MAP and CPAA assessments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While LALPA's implemented plan did not produce results as positive as expected, it consists of the necessary first steps to address the school's math performance. (NOTE: because the CAASPP assessment was completed before the implementation of the planned actions, these results cannot measure the effectiveness of LALPA's efforts.) However, the establishment of internal benchmarks has been effective in providing data upon which to act. While LALPA has established intervention for math and has begun using digital math resources, the school continues to refine these practices in hopes of making them more effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The expenditures and material difference explanations for this goal were included in the budget for Goal 1. As explained in that section, LALPA incurred unexpected costs in math curriculum. Previously, different grades were using different curricula for math instruction. The school purchased math curriculum that aligned all the grades (K-5) and included a Spanish language component to support its dual language program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The California School Dashboard indicates that LALPA's math performance is not a pressing concern, meriting a yellow indicator. However, based on LALPA's internal data, the school will continue this goal, represented in the new LCAP as Goal 5 (see p. x). The metrics will remain the same and be expanded to include other available data on students' math performance, especially from NWEA. While the math performance of LALPA's subpopulations is roughly equal to that of all students, LALPA is vigilant about ensuring their academic success. A goal and planned actions focused on the performance of all of LALPA's significant subpopulations has been included in the new LCAP as Goal 3.

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3</h2>	<h3 style="margin: 0;">SCHOOL CLIMATE</h3>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. ADA: 95%
2. Suspension rate: Less than 1%
3. Expulsion rate: 0%

ACTUAL

1. **Met.** As of February 2017, LALA has maintained at least 95% ADA.
2. **Met.** As of March 2017, LALPA has suspended only one of 419 students for a .2% suspension rate.
3. **Met.** As of March 2017, LALPA had not expelled any of its students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED School will maintain a high ADA rate of 95% or higher, provide intervention for absent</p>	<p>ACTUAL LALPA has implemented a Student Assistance Program (SAP), a learning support umbrella structure under the</p>
-------------------------	--	--

students as necessary and celebrate perfect attendance during whole school assemblies

School will implement strategies to reduce and minimize the rate of student suspensions for all grade levels and subgroups and include alternatives to suspension as outlined by LAUSD

School will implement strategies and proactive measures designed to ensure a minimal rate of student expulsion for all grade levels and subgroups as well as provide alternatives to expulsion

1. Problem-solving/contracting
2. Mini-courses
3. Parent Supervision in school
4. Counseling
5. Community Service
6. Appropriate in-school alternatives
7. Behavior monitoring
8. Alternative programming
9. Coordinated behavior plans

leadership of the Director of Student Services to develop and monitor programs and resources that enhance prevention and intervention efforts of the school, including attendance issues. The SAP can convene Student Success Teams (SSTs), a problem-solving group that brings a student's teachers, family, and support providers together to collaborate on finding solutions to students' barriers to success. In addition, LALPA provides recognition at assemblies and other rewards for students that encourage attendance.

The school has implemented a system of school-wide positive behavior interventions and supports (PBIS) to minimize the need for both suspensions and expulsions. The purpose of PBIS is preventative, aiming to create a school climate where appropriate behavior is the norm. This comprises the first of three tiers in LALPA's discipline plan. Tier II and Tier III behavior management strategies move away from traditional punitive measures toward more restorative approaches, including a reliance on alternatives to suspension. These alternatives include (but are not limited to):

1. Convening a Student Success Team
2. Problem-solving/contracting
3. Mini-courses
4. Parent Supervision in school
5. Counseling
6. Community Service
7. Appropriate in-school alternatives
8. Behavior monitoring
9. Alternative programming
10. Coordinated behavior plans

BUDGETED

Assistant Principal: Included in Goal 1 Budget (Certificated Salaries)

ESTIMATED ACTUAL

See budget for Goal 1, Action 1

Expenditures

Action

2

Actions/Services

PLANNED

1. Continued after-school program: After-School All-Stars
2. Parent Communication through various pathways: website, teacher websites, Gmail, newsletter, and Phone Blaster
3. Parent Outreach Coordinator
4. Campus/Supervision Aide

ACTUAL

1. LALPA continues to contract with After School All-Stars to provide student programming after school.
2. LALPA communicates with parents through a variety of means including the maintenance of our organizational website, a quarterly newsletter, email, phone calls, and Parent Square (a platform that facilitates school to parent communication).
3. LALPA employs a Parent Outreach Coordinator to develop and execute a program of parent and community engagement that includes numerous events and meetings for students and their families.
4. An analysis of LALPA's staffing indicated that we had sufficient human resources to meet the organization's staffing needs. Considering the organization's other needs, LALPA directed these funds to more pressing concerns.

Expenditures

BUDGETED

Parent Outreach Coordinator: \$45,000

Campus/Supervision Aide: \$30,000

ESTIMATED ACTUAL

See budget for Goal 1, Action 1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, LALPA has fully implemented this goal's action. The plan to improve school climate centers on the Student Assistance Program (SAP), a school-wide PBIS system, and the after school program. LALPA has established or maintained all three components of the plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on LALPA's metrics, the school climate plan has been largely effective. While based on last year's data, the California School Dashboard shows LALA's suspension rate indicator at a yellow level. Based on internal data, LALPA projects a similarly low suspension rate this year and is on track to have no expulsions. In addition, LALA is expected to meet its student attendance goal of 95% ADA for the current year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for this goal's actions are accounted for the 2016-2017 Goal 1 budget. As explained in that section, the costs of classified personnel and administrators were mistakenly omitted, causing the observed material difference between the budgeted and estimated actual expenses. However, these expenses remain under the expected costs projected in LALPA's financial budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Although the California School Dashboard does not show any school climate indicators (i.e. suspension rates, chronic absenteeism) at the concerning orange or red levels, LALPA will continue with this goal by combining components from Goal 5 (basic services) and Goal 6 (Parent involvement) from the 2016 LCAP into a new goal that more fully articulates a vision for the social and physical conditions of LALPA. This can be found as Goal 2 in the 2017 LCAP (see p. x).

Annual Update

LCAP Year Reviewed: 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 4</h2>	<h3 style="margin: 0;">PROFESSIONAL DEVELOPMENT</h3>
--	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>1. Collectively Bargained Teacher Evaluation Process 100%</p>	<p>1. Met. LALPA has reached agreement on a collectively bargained teacher evaluation process with its teachers' union, LALA United.</p>
--	---

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

<p>Actions/Services</p>	<p>PLANNED Begin the process of revamping the teacher evaluation process, which will be collectively bargained upon, adding depth and complexity and differrnational</p>	<p>ACTUAL The collectively bargained evaluation process includes differentiation of instruction as an aspect to be considered in rating a teacher's effectiveness. While the depth and complexity of teacher instruction have not been included in the evaluation process, site leadership has provided the</p>
-------------------------	---	--

Collaboratively plan and develop a comprehensive professional development timeline to address faculty's needs and to differentiate based on teacher effectiveness data:

1. Identify areas for growth and development where stakeholders can work on creating and developing effective evaluation tools around stated goals and objectives reflecting rigorous academic instruction
2. Provide opportunities to send teachers to CCSS content specific professional developments

School-wide professional development

1. Lessons will be designed and implemented to reflect standards-based instruction
2. Continue professional development activities initiated in 2014-15 focused on CCSS
3. Develop a vertical/across content curricular plan for literacy, writing and math content standards through a committee of teacher leaders and administrators

faculty professional development on the topic, which teachers have been encouraged to inform their classroom practices.

The leadership team has developed a school-wide faculty professional development plan to address areas of need identified from teacher feedback, student performance data and program outcomes. The school has also provided teachers with opportunities to attend content-specific CCSS professional development.

Among other issues, the school-wide PD plan has addressed strategies and practices that would bring teachers' lessons into greater alignment with state adopted standards (e.g. the ELD framework). This plan represents a continuation of the school's focus on the full implementation of the Common Core that began in the 2014-2015 school year. Although a vertical and across content curricular plan to support literacy, writing and math standards has not been developed, the Curriculum Council has initiated preliminary efforts, exploring the possibility of asking LALPA to adopt a technology skills scope and sequence plan that would support students' mastery of the CCSS.

BUDGETED

School-wide professional Development (Common Core, GLAD Training): \$53,000

ESTIMATED ACTUAL

Professional development (5863): \$53,000
 Travel and conferences (5200): \$10,000

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	LALPA has fully implemented the action listed for this goal. The action centers on the continuation of a school-wide professional development program, which LALPA has maintained. The core of the PD program relies on the pupil-free block of time that LALPA reserves on Wednesday afternoons.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	It is difficult to gauge the effectiveness of LALPA's actions to provide professional development with the current metric (i.e. whether an evaluation process has been agreed upon with the teachers' union). However, data from classroom observations indicate that strategies and practices developed during professional development are being implemented in the classroom.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference between budgeted and estimated actual expenditures is a result of the omission of the travel costs (e.g. mileage reimbursements, food, lodging) associated with attending professional development workshops and conferences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	It is difficult to understand professional development as an end goal in itself; rather, it is the means to improve student outcomes. As such, this goal and its actions have been incorporated when appropriate into the new LCAP's broader and more encompassing goals focusing on instruction of state standards (Goal 1), school climate and the provision of supplementary support services (Goal 2), the support of student subpopulations (Goal 3) and the improvement ELA performance (Goal 4) and math performance (Goal 5).

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 5</h2>	<h3>BASIC SERVICES</h3>
---------------------	-------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Passing score on Insurance Site Inspection Lists
2. Score of 90% or higher on Parent and Student Facilities Satisfaction Survey
3. Positive feedback from random Fire Department walkthroughs

ACTUAL

1. **Met.** LALPA received an insurance inspection and a list of recommended repairs from our insurance provider in August 2015. LALPA promptly addressed those concerns in September 2015. However, LALPA has not conducted an insurance site inspection for the 2016-2017 academic school year.
2. **Met.** 90.8% of LCAP parent survey respondents agree with statement "At LALA, my child's classrooms and school are clean and well maintained."
3. **Not met.** The landlord of LALPA's campus site was cited for fire/life safety violations during a January 18, 2017 inspection. Two compliance items were given: 1) "remove gate/door installed near main office" and 2) "apply for a Division 4 Fire Permit or renew your existing Permit, classification (F-584)." The Plant Manager has already complied with the first request.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 Site operations manager will assess maintenance needs and identify items requiring attention in the following ways:

1. Daily morning walk-through of the building to ensure safety and security prior to opening of the building (ie. Water spills, graffiti checks, broken windows, etc)
2. Weekly meetings with Plant Manager to go over facilities requests submitted by staff members
3. Monthly official, documented building inspections using the Insurance Co. checklist
4. Annual walk-throughs with our Insurance provider, feedback, and follow-up visits will ensure safety and compliance and maintain our insurance rate (Correct all areas identified in need of repair or replacement)
5. Positive feedback from Fire Marshall during random walkthroughs which happen approximately on a quarterly basis

ACTUAL

1. Before opening the campus to students, the assistant principal (or their staff designee) conducts a walk-through survey of the campus to ensure the site's safety and security.
2. LALPA has tasked its assistant principal with managing facilities and collaborating with the Plant Manager to ensure that teachers' facility and repair requests are met in a timely fashion. LALPA has also instituted School Dude, a digital facilities management platform to structure these efforts.
3. LALPA tasks its assistant principal with overseeing the maintenance of the school, which includes completing these building inspections.
4. LALPA completed a satisfactory annual walk-through with our insurance provider in September 2015; however, LALPA has not yet conducted an insurance site inspection for the 2016-2017 academic school year.
5. See the update for metric #3 of this goal above.

Expenditures

BUDGETED
 Repairs and Maintenance-Buildings: \$13,545

ESTIMATED ACTUAL
 Repairs and maintenance – building (5615): \$1,000
 Other classified – maintenance/grounds (2930): \$145,087

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA has fully implemented the core of its plan, which calls for the establishment of processes that ensure the security and safety of the LALPA campus. The school has adopted a safety plan and put its various security procedures and safety measures into operation; however, the school is still addressing some of the issues raised by these established processes (e.g. action items 4 and 5 related to site inspections above).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While LALPA has not met all the metrics associated with this goal, the school's implemented plan has been effective, especially in identifying need of improvement. Most significantly, LALPA is in the process of addressing issues that arose from site inspections (see metric 3 above), having completed one of two tasks requested by the Fire Department.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted and estimated actual expenditures is a result of the labor costs associated with the maintenance/grounds staff. Omitted from the budgeted expenditures, this expense is necessary to fulfilling this goal. While this significantly increased the costs reported, these expenses are in line with LALPA's internal financial projections for building/maintenance staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The site inspection metric indicates that LALPA will need to continue to focus on this goal in the new LCAP. However, this goal regarding basic services has been combined with Goal 6 (parent involvement) and related items from Goal 3 (school climate) into a new goal that more fully articulates a vision for the social and physical conditions of LALA. This can be found as Goal 2 in the new LCAP.

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 6</h2>	<h3>PARENT INVOLVEMENT</h3>
---------------------	-----------------------------

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase connectedness to school by students, families, and community as measured by a 80% Stakeholder Satisfaction rate
2. 3 or more activities or events per semester providing information and seeking input

ACTUAL

1. **Met.** 95.6% of LCAP parent survey respondents agree with statement "LALA communicates with parents and families and involves them in the life of the school community and its decisions."
2. **Met.** LALPA has hosted a number of activities and events where we provided information or sought input from stakeholders. The school has averaged roughly four such events every month since August 2016.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

Increase connectedness to school by students, families, and community through:

1. Continued implementation of after-school programs, family and community outreach and other programs integral to school operations
2. Annual Stakeholder satisfaction surveys identifying focus areas
3. Addition of two family services coordinators
4. Parent communication through various pathways: website, teacher websites, Google email, newsletter, and Phone Blasters

Monthly parent workshops that foster knowledge within the various systems used by the schools and regarding college readiness and preparedness

Parent feedback on LCAP annual update

School will provide opportunities for parent involvement through the Parent-Teacher Council as well as monthly workshops that foster knowledge regarding the various school systems

ACTUAL

1. LALPA has continued to provide a number of after-school programs, including a partnership with After School All Stars (ASAS) and a school-sponsored sports and athletic program. A program of community and family outreach is planned and executed by the Family Outreach Coordinator.
2. In addition to the annual stakeholder LCAP survey, LALPA offers a number of opportunities to parents and community members to offer input (e.g. Coffee with the Principal, public comment time during Board of Directors' and other committee meetings).
3. After an analysis of staffing needs, LALPA determined that the current Family Outreach coordinator provides an adequate amount of support for community and parent involvement.
4. LALPA communicates with parents through various means, including (but not limited to): phone calls, the school website, email, newsletter, printed announcements, Parent Square, etc.

LALPA involves parents by hosting a Parent-Teacher Council, soliciting feedback on the LCAP update, and also providing workshops and opportunities that address academic preparedness, readiness, and similar concerns.

Expenditures

BUDGETED
Family outreach: \$3,737

ESTIMATED ACTUAL
Family Outreach (5807): \$3,727
Parent Square (5300): \$800

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

LALPA has largely implemented its plan regarding parent involvement—with the most significant departure being the decision to not add the two family service coordinators. However, this has not significantly impacted the school's action. The school still manages an outreach program that provides parents and community stakeholders multiple opportunities to participate in decision-making and the organizational life of LALPA. Similarly, this program includes opportunities for the provision of services for our students' families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the identified metrics, LALPA's parent involvement plan has been largely effective. LALPA makes at least two activities and events available to families every month. In addition, parents are largely satisfied with the school's efforts to involve them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budgeted and estimate actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

While local metrics indicate that LALPA has done an adequate job with parent involvement, the school will continue with this goal in the new LCAP. However, this goal regarding has been combined with Goal 6 (parent involvement) and related items from Goal 5 (school climate) above into a new goal that more fully articulates a vision for the social and physical conditions of LALPA. This can be found as Goal 2 in the new LCAP (see p.).

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LALPA has conducted an on-going process of consultation with numerous stakeholders. First, the school considered various inputs from its recent charter renewal process, including formal input presented in the charter and informal advice like personal communications between LAUSD’s oversight team and LALPA’s executive director. In addition, LALPA has also conducted an on-going program of stakeholder input. Faculty and staff input is collected through a variety of means. Informally, teachers are able to share insights and concerns with school leaders during Wednesday faculty meetings or during grade-level team meetings. The school’s work culture is highly collaborative and teachers are asked for their input on a range of issues from the quality of professional development sessions to the use of curriculum. Similarly, parents are offered a number of informal opportunities to share their input, most prominently the monthly “Coffee with the Principal” forum and parent advisory groups. More formally, both teacher and parent perspectives were collected through annual LCAP surveys in the spring of 2017 and public forms and advisory committees like meetings of the school site council, board of directors, and curriculum council which occur regularly throughout the year. LALPA has hosted forums specifically dedicated to LCAP input and each advisory committee has dedicated at least one of its meetings to providing LCAP inputs and feedback, oftentimes more. As for the school’s principals and other administrators, they have significant input into the LEA’s strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team and annual interviews with the LCAP coordinator.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The consultations above have impacted the 2017-2018 LCAP in significant ways with many stakeholders relaying similar concerns and recommendations. First, the school’s charter has informed many of the assessment benchmarks used as metrics for LALPA’s goals. In addition, the charter has dictated a number of the programs and processes that LALPA has incorporated into its LCAP actions, including the use of NWEA’s MAP assessments to monitor student growth and the development of multi-tiered systems of support. Second, the stakeholder interests collected through LALPA’s consultation process are reflected in the formulation of the new LCAP’s goals. The first goal’s focus on developing LALPA’s dual-language immersion program is the product of teacher and parent interest in the issue. Likewise, the second’s goal focus on school culture, climate and the assumption of a “whole school, whole community, whole child” approach arises from parent desires to expand the scope of the school’s services. Through the School Site Council, parent forums and the LCAP survey, LALPA parents have indicated that they would like to school to further address the socio-emotional needs

of the students in addition to their academic performance. Parents' desire to see the school offer more services to families (e.g. adult English language classes) has been incorporated as well. Similarly, the continuation of goals centered on improving LALPA students' math and ELA performance (Goal 4 and Goal 5, respectively) is a consequence of stakeholder analyses of assessment data and concerns with levels of student achievement and rate of progress on these fronts. The presentation of these test results at different forums and advisory group meetings invariably resulted in a desire to address the situation from all stakeholders.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS and other California adopted state standards within the framework of a two-way Spanish-English dual language program

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

Students must have access to a rigorous program of curriculum and instruction aligned to CCS, NGSS and other California adopted state standards, be monitored in their progress toward mastery of these standards, and receive differentiated support to ensure they are ready for future academic success. The dual language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like LALPA's while also allowing the school to build upon the academic skills students may already have in Spanish.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA*	27%	29%	38%	48%
CAASPP Math*	23%	41%	51%	61%
Proficient or advanced in Standards-based Test in Spanish	20%	24%	28%	32%

ACT projection: Reading **	18%	22%	26%	30%
ACT projection: Math **	8.8%	13%	17%	21%

* Projections for future years drawn from LALPA Charter Renewal Petition 2016

** ACT projection: percent on track to score 22 or greater on ACT, drawn from "Projected Proficiency Summary Report" in NWEA Map Reports

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Acquire and implement rigorous curricula aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and other state adopted standards appropriate for a dual language program. This will include (but not be limited to)</p> <ul style="list-style-type: none"> • Wonders/Maravillas • Go Math! • investigating purchase of social studies curriculum • purchasing science materials and investigating adoption of new curriculum 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$62,039	Amount: \$63,900	Amount: \$65,817
Source: LCFF All resources	Source:	Source:
Budget Reference: <ul style="list-style-type: none"> Approved Textbooks & Core Curricula Materials (4100) Books & Other Reference Materials (4200) Instructional Materials & Supplies (4325) 	Budget Reference:	Budget Reference:

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____
[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income
[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards. This will include, but not be limited to:

- Continued ELA/ELD and SLA Wonders/Maravillas training
- Continued Go Math training for both the physical and digital curriculum.
- Google Educator Level 1 training
- NGSS Training
- CA History-Social Sciences Rollout Training
- Depth and complexity PD
- PD on Kagan strategies

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$70,749

Source LCFF, Title II 4035

Budget Reference

- Travel & Conferences (5200)
- Consultants – Instructional (5815)
- Professional Development (5863)

2018-19

Amount 72,872

Source

Budget Reference

2019-20

Amount 75,058

Source

Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Maintain the resources necessary to differentiate instruction through digital resources as well as develop the technology skills students need to access the CCSS, including (but not limited to)</p> <ul style="list-style-type: none"> • the implementation of a technology skills scope and sequence plan • the upkeep and purchase of hardware and infrastructure • the use of CAASPP interim assessments • the purchase of hardware security/loss prevention measures • payment for internet services • payment for firewall and cache services • BrainPop • Achieve3000 • Keyboarding Without Tears 		

New Modified Unchanged

Monitor student proficiency data on an ongoing basis, adjusting actions and distribution of resources as needed to ensure student proficiency in state adopted standards. This will include (but not be limited to):

- the administration of NWEA MAP assessments
- the administration of Children's Progress of Academic Achievement
- the maintenance of a student information system
- alignment of grade book to mastery grading
- examination of Achieve3000 data
- examination of CELDT/ELPAC data
- examination of CAASPP summative and interim data

(Goal 1 Action 2,3,5)

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$ 11,439	Amount \$11,782	Amount \$12,136
Source	LCFF All resources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessments (5878) 	Budget Reference	Budget Reference

- Student Information System (5881)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • paying certificated employees' salaries • paying classified employees' salaries • providing eligible employees' their contracted benefits • continue collective bargaining of competitive teacher contracts 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$3,221,207 Source LCFF, Special Education-3310,6500; Title I - 3010 Budget Reference <ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Employee benefits (3000) • Special Education Contract Instructors (5869) • Staff Recruiting (5875) • Substitutes (5884) 	Amount 3,317,843 Source Budget Reference	Amount 3,417,378 Source Budget Reference

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income
Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop a program aligned to the principles of multiple-tiered systems of support (MTSS), leveraging the resulting collaboration among a student's homeroom teacher, family and other service providers to ensure healthy academic, social and emotional development. Each student's MTSS team will secure intervention and enrichment as necessary and provide general guidance. This will include (but not be limited to):

- securing intervention and enrichment as necessary
- securing counseling services (e.g. VIP, school counselor)
- college field trips
- implementation of AVID strategies especially use of Cornell notes, student organization/binder, tutorials, college presentations, and homework club for below 2.0 as well as accompanying PD
- providing college and career counseling, workshops, fairs and outreach
- using of Ripples Effects for behavior support

Goal 1 Action 5,2)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1 Action 5,2	Amount		Amount	
Source	LCFF All resources	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Activities (5877) 	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Provide a safe and supportive schooling experience that attends to the social and emotional development of students and the role of their families in this growth

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA	95%	95%	95%	95%
Suspension rate	< 1%	< 1%	< 1%	< 1%
Expulsion rate	0%	0%	0%	0%

Health Department inspections	84	> 89	> 89	> 89
Fire Department inspections	Not pass	Pass	Pass	Pass
Passing score on site inspections	Not pass	Pass	Pass	Pass
LALA is safe: Parent survey	98.7%	95%	95%	95%
LALA supports whole child: Parent survey	Health & well-being: 96.7% Socio-emotional: 84% VAPA: 94.6% Extracurricular: 83.1%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%	Health & well-being: 95% Socio-emotional: 95% VAPA: 95% Extracurricular: 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to): <ul style="list-style-type: none"> • leasing the school's campus • creating a safety committee that governs the comprehensive school safety plan • conducting monthly safety drills • conducting regular walk-throughs and site inspections • providing shade for playground 		

- replacing ground cover for playground
- Red Cross Emergency Preparedness PD for administrative designee

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$468,667 Source LCFF All resources Budget Reference <ul style="list-style-type: none"> • Custodial Supplies (4315) • Classroom Furniture, Equipment & Supplies (4410) • Insurance (5400) • Rent (5610) • Repairs and Maintenance – Building (5615) 	Amount \$482,727 Source Budget Reference	Amount \$497,209 Source Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student

Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Implement a program of parent and community outreach that solicits feedback and participation as well as provide services, training or information. This will include (but not be limited to):</p> <ul style="list-style-type: none"> • the continued use of electronic communication systems (e.g. Parent Square, Facebook) • an update of the LEA website • conducting annual stakeholder surveys • hosting regular monthly stakeholder (e.g. "Coffee with the Principal") • assisting families in need with school uniforms • providing family services through community partners (e.g. VIP Services and Barrio Action for counseling; legal services; health; etc.) • host community outreach/recruiting (e.g. Fall Festival, Community Block Party) 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount \$5,272	Amount \$5,429	Amount \$5,593
Source LCFF	Source	Source

Budget Reference

- Uniforms (4350)
- Family Outreach (5807)

Budget Reference

Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2018-19

- New Modified Unchanged

2019-20

- New Modified Unchanged

Continue implementation of school-wide positive behavior interventions and supports (PBIS) and alternatives to suspension, integrating these practices into the developing MTSS plan (see Goal 1, Action 6). This will include (but not be limited to):

- school-wide monthly recognition assemblies for attendance, behavior, and academics
- PBIS events (e.g. ice cream socials)
- continue "Caught Being Good" PBIS program
- providing parenting workshops as an

- alternative to suspension
- using mini-courses

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: \$15,450	Amount: \$15,913
Source: LCFF All Resources, Donation	Source:	Source:
Budget Reference: Student Activities (5877)	Budget Reference:	Budget Reference:

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

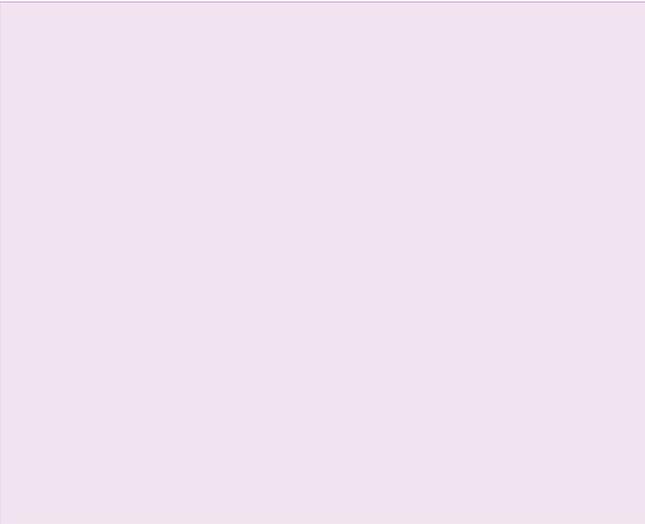
Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide access to services and programs that support students' socio-emotional health and		

development through students' MTSS teams (see Goal 1, Action 6), drawing on principles from the Association of Supervision and Curriculum Development's (ASCD) Whole School, Whole Community, and Whole Child (WSCC) approach. This will include (but not be limited to):

- expansion of the athletic/sports program
- providing an after-school youth program
- PD for teachers on classroom management, trauma-informed approaches, de-escalation
- monthly parent workshops by Barrio Action
- sex health education for 5th graders and their parents by Reality Check



BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$112,500	Amount	\$112,500	Amount	\$112,500
Source	ASES 6010	Source	ASES 6010	Source	ASES 6010
Budget Reference	• ASES (4352)	Budget Reference		Budget Reference	

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a healthy and nutritious breakfast and lunch to all students. This will include (but not be limited to): <ul style="list-style-type: none"> surveying students regarding food preferences 		

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$358,864	Amount: \$369,630	Amount: \$380,719
Source: Nutrition Program 5310	Source: Nutrition Program 5310	Source: Nutrition Program 5310
Budget Reference: Student Food Services (4710)	Budget Reference:	Budget Reference:

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Close the achievement gap between students from significant subpopulations (e.g. EL, Latino, SPED and socioeconomically disadvantaged students) and the general population

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

LALPA serves significant populations of EL learners, students from low-income families, and Latino students. Historically, students from these disadvantaged groups perform at lower academic levels than the general population and national norms. To prevent and close these achievement gaps, schools must proactively monitor student achievement and intervene in culturally proficient ways that provide the differentiated support and scaffolds necessary. Similarly, staff and faculty need to improve the capacity to service and support these students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL score on CAASPP ELA	16%	24%	35%	40%
Low income score on CAASPP ELA	25%	29%	38%	48%
SPED score on CAASPP ELA*	21%	26%	31%	36%

Latino score on CAASPP ELA	28%	29%	38%	48%
EL NWEA met growth projection: Reading	21%	25%	29%	33%
Low income NWEA met growth projection: Reading	25%	29%	33%	37%
SPED NWEA met growth projection: Reading	30%	34%	38%	42%
Latino NWEA met growth projection: Reading	24%	28%	32%	36%
EL NWEA met growth projection: Language	18%	22%	26%	30%
Low income NWEA met growth projection: Language	20%	24%	28%	32%
SPED NWEA met growth projection: Language	17%	21%	25%	29%
Latino NWEA met growth projection: Language	22%	26%	30%	34%
EL reclassification rate	4%	13%	16%	18%

EL score on CAASPP Math	17%	32%	40%	47%
Low income score on CAASPP Math	23%	41%	51%	61%
SPED score on CAASPP Math*	11%	16%	21%	26%
Latino score on CAASPP Math	24%	42%	52%	62%
EL NWEA met growth projection: Math	28%	32%	36%	40%
Low income NWEA met growth projection: Math	29%	33%	37%	41%
SPED NWEA met growth projection: Math	30%	34%	38%	42%
Latino NWEA met growth projection: Math	28%	32%	36%	40%

NOTE: All projections for future years drawn from 2016 LALPA Charter Renewal Petition, which provide benchmarks through the 2020-2021 school year

* No projections provided in latest charter petition

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Monitor academic progress of significant subpopulations (including RFEPs) through students' MTSS teams (see Goal 1, Action 6). <ul style="list-style-type: none"> individual conferences with student's advisors monitoring by the Director of Student Services examining available subgroup data from digital programs (see Goal 1, Action 4) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	Amount include in Goal 1, Action 4	Amount		Amount	
Source	LCFF All resources	Source		Source	
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Professional Development (5863,5200) • Student Assessment (5878) 	Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use adaptive digital content to provide differentiated instruction and intervention. This		

will include (but not be limited to):

- BrainPop ESL
 - ST Math
 - Achieve3000
 - Raz Kids
- (Goal 1 ,Action 3,5)

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1 Action 3,5	Amount	Amount
Source	LCFF All resources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1100) • Educational Software (4320) • Technology Services (5887) 	Budget Reference	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide intervention, designated ELD, and similar academic support during the school day. This will include (but not be limited to): <ul style="list-style-type: none"> the continuation of a RTI Tier 3 pullout program for ELA in-class Tier 2 support for math and ELA (Goal1, Action 5) 		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal1, Action 5	Amount _____	Amount _____
Source LCFF All resources	Source _____	Source _____
Budget Reference <ul style="list-style-type: none"> Certificated salaries (1100) Classified salaries (2100) 	Budget Reference _____	Budget Reference _____

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support through the use of instructional aides, paraprofessionals, and workshops. This will include (but not be limited to): <ul style="list-style-type: none"> • PD for instructional aides to support SPED students • ELDT and reclassification workshops for parents (Goal 1, Action 5,4; Goal 2, Action 2)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1, Action 5,4; Goal 2, Action 2	Amount 	Amount
Source LCFF, Special Education 6500	Source 	Source
Budget Reference <ul style="list-style-type: none"> • Classified salaries (2100) • Professional Development (5863,5200) • Family Outreach (5807) 	Budget Reference 	Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide training and support to teachers on addressing the needs of special populations. This will include (but not be limited to): <ul style="list-style-type: none"> • conduct of Modified Consent Decree meetings • PD for teachers on IEPs and servicing SPED students (Goal 1, Action 5,4; Goal 2, Action 2)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1, Action 5,4; Goal 2, Action 2	Amount	Amount
Source LCFF, Special Education	Source	Source

Budget
Reference

(6500)
Professional Development
(5863,5200)

Budget
Reference

Budget
Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 4

Increase student literacy as measured by the CCSS

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student performance and rates of improvement on multiple measures of English language literacy fall below satisfactory levels. The development of English literacy is central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Language*	23%	27%	31%	35%
Met growth target: NWEA Language**	22%	26%	30%	34%
At or above grade norm level RIT: NWEA Reading*	18%	22%	26%	30%

Met growth target: NWEA Reading**	23%	27%	31%	35%
Projected to meet or exceed ELA CAASPP****	14.4%	19%	23%	27%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to provide academic ELA support in class and through a pullout RTI class. (Goal 1, Action 5,4,1)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal 1, Action 5,4,1	Amount	Amount
Source LCFF All resources	Source	Source

Budget Reference

- Certificated salaries (1000)
- Classified salaries (2000)
- Professional Development (5863,5200)
- Instructional Materials & Supplies (4325)

Budget Reference

Budget Reference

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Professional development on the continued implementation of the ELA curriculum, Wonders/Maravillas.
(Goal1, Action 4)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount include in Goal1, Action 4	Amount
Source	LCFF All resources	Source
Budget Reference	Professional Development (5863,5200)	Budget Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continued use of computer-based intervention programs like Achieve3000 and CAASPP interim assessments (Goal 1, Action 3,4,5)		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1, Action 3,4,5	Amount	Amount
Source	LCFF All resources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Classified salaries (2000) • Educational Software (4320) • Student Assessments (5878) 	Budget Reference	Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
<u>Goal 5</u>	Increase math performance and ability as measured by the CCSS		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student performance and rates of improvement on multiple measures of mathematics performance fall below satisfactory levels. The development of mathematical abilities and thinking are central to success in school and life.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At or above grade norm level RIT: NWEA Math*	28%	32%	36%	40%
Met growth target: NWEA Math**	29%	33%	37%	41%
Projected to meet or exceed Math CAASPP****	12.8%	17%	21%	25%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue to provide academic math support through in-class intervention periods and after school tutoring (Goal 1, Action 5,1)		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	Amount include in Goal 1, Action 5,1	Amount	Amount
Source	LCFF All resources	Source	Source
Budget Reference	<ul style="list-style-type: none"> • Certificated salaries (1000) • Instructional Materials & Supplies (4325) 	Budget Reference	Budget Reference

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue use of ST Math as digital resource for math intervention (Goal1, Action 3)		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Amount include in Goal1, Action 3	Amount	Amount
Source LCFF All resources	Source	Source
Budget Reference • Educational Software (4320)	Budget Reference	Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Continued PD on effective math practices and instructional strategies
(Goal 1, Action 4)

--

--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Amount include in Goal 1, Action 4	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	Professional Development (5863,5200)	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ \$994,442

Percentage to Increase or Improve Services:

33.95 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

While a number of actions are funded and provided on an LEA-wide basis, many are principally directed toward increasing and improving services for our unduplicated pupils. First, while all students are likely to benefit from their implementation, a number of the school's adopted instructional strategies and the rationale for the school's dual language Spanish immersion program are geared toward addressing the academic needs and motivation LALPA's unduplicated pupils. In addition, the school has explicitly adopted the use of adaptive digital curriculum in order to provide interventions at unduplicated students' zones of proximal development (ZPD). Research indicates that such differentiation results in the greatest possible growth. Next, the school provides paraprofessionals and aides to provide additional academic support to unduplicated students; LALPA also increases the number of instructional minutes in the form of a pullout intervention program to support these students, who generally struggle more than the general population. Lastly, the school plans to further develop a program aligned to the principles of multi-tiered system of support and ASCD's "whole school, whole community, whole child" framework to better meet the needs of unduplicated students. As a collaborative effort among each student's advisors, teachers, administrators, and parents, each advisory actively seeks to address the challenges and barriers to success unduplicated students face. These increases and improvements are encapsulated in the actions of Goal 3. Similarly, the principal impetus of the school's establishment of positive behavior interventions and supports and use of alternatives to suspension is to create a school climate and culture that meets the needs of these students. Research suggests those traditional forms of discipline and behavior management result negative outcomes and the perpetuation of the school-to-prison pipeline. Likewise, the school's efforts to address the socio-emotional needs of its students like providing counseling services and referrals to community service providers or ensuring a healthy and nutritious meal are principally directed at helping the school's low income immigrant students and their families. These increases and improvements are encapsulated in Actions 2, 3, and 4 of Goal 2.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

EXHIBIT D

Approval of Preliminary Budget for 2017-2018 School Year

WHEREAS, the Board has been presented with and reviewed a copy of the proposed budget for the Academy's 2017-2018 academic year in the form attached hereto as Annex D (the "2017-2018 Budget"); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the 2017-2018 Budget.

NOW, THEREFORE, BE IT RESOLVED, that the 2017-2018 Budget be, and hereby is, approved, with such changes, additions, deletions, amendments or modifications as any of the Officers deems necessary, proper or advisable.

Annex D

2017-2018 Budget

Los Angeles Leadership Academy

2017-18 Budget



June 20, 2017

Kristin Dietz & Kelsey Wrobel

FY17-18 Proposed Budget



	2017/18	2017/18	2017/18	2017/18
	LALA	LALA Primary	Home Office	Total
Revenue				
General Block Grant	5,287,753	3,923,969	-	9,211,722
Federal Revenue	656,465	558,579	-	1,215,044
Other State Revenues	911,193	738,986	-	1,650,179
Local Revenues	-	-	960,708	960,708
Fundraising and Grants	125,000	10,000	-	135,000
Total Revenue	6,980,411	5,231,534	960,708	13,172,653
Expenses				
Compensation and Benefits	4,080,242	2,962,804	835,724	7,878,770
Books and Supplies	727,587	625,212	-	1,352,800
Services and Other Operating Expenditures	1,965,294	1,460,257	124,984	3,550,535
Depreciation	126,189	70,834	-	197,023
Total Expenses	6,899,313	5,119,106	960,708	12,979,126
Operating Income	81,098	112,428	-	193,526
Fund Balance				
Beginning Balance (Unaudited)	5,693,810	3,694,844	1,404	9,390,057
Operating Income	81,098	112,428	-	193,526
Ending Fund Balance	5,774,908	3,807,272	1,404	9,583,584
Ending Fund Balance as a % of Expense	84%	74%	0%	74%

Enrollment & LCFF Drivers



	2016-17		2017-18	
	LALA	LALPA	LALA	LALPA
Average Enrollment	532.63	418.05	540	415
ADA%	94.8%	94.7%	95%	96%
ADA	504.79	395.75	513.0	398.4
Unduplicated Count	459	370	461	366
LCFF Per ADA Calculated	\$9,978	\$9,556	\$10,308	\$9,849

Revenue: State & Federal



	2016-17		2017-18	
	LALA	LALPA	LALA	LALPA
LCFF (% of total Revenue)	5.04M (73%)	3.78M (74%)	5.29M (76%)	3.92M (75%)
Special Education per ADA	Fed: \$193 State: \$563	Fed: \$193 State: \$563	Fed: \$193 State: \$563	Fed: \$193 State: \$563
Lottery per ADA	\$189	\$189	\$189	\$189
NCLB Title I-III	\$204K	\$149K	\$192K	\$161K
SB740 Facilities Reimbursement	\$379K (\$750/ADA)	\$281K (\$750/ADA)	\$385K (\$750/ADA)*	\$299K (\$750/ADA)*
ASES	\$96K (MS)	\$112K	\$96K (MS)	\$112K
One-time funds	\$108K	\$71K	\$0**	\$0**
College Readiness Grant	\$75K	\$0	\$0	\$0

Notes:

- SB740 cap may increase to approx. \$1100 per ADA
- Possible one-time funds of \$170 per prior-year ADA not included in budget

Revenue: Local



	2016-17		2017-18	
	LALA	LALPA	LALA	LALPA
E-Rate Reimbursement	\$22K	\$9K	\$0	\$0
Option 3 Grants	\$19K	\$14K	\$0	\$0
Student Fundraising	\$18K	\$12K	\$0	\$0
Music Program Donation	\$30K	\$0	\$30K	\$0
Foundation Contributions:				
Scholarships	\$10.5K	\$0	\$0	\$0
College Field Trips	\$10K	\$0	\$0	\$0
Student Activities	\$0	\$0	\$20K	\$10K
Sports	\$0	\$0	\$75K	\$0

Notes:

- E-rate, Option 3 Grants, Student fundraising all likely to continue at similar rates

Expenses: Certificated Staff



	2016-17			2017-18		
	LALA	LALPA	Home Office	LALA	LALPA	Home Office
Teachers	34	23	0	34	23	0
Certificated Administrators	4.5	2.25	1.25	4	1.75	2.25
Counselor	2.5	0.5	0	1.5	0.5	0
Substitutes	\$2K	\$19K	\$0K	\$0K	\$0K	\$0K

Expenses: Classified Staff



	2016-17			2017-18		
	LALA	LALPA	Home Office	LALA	LALPA	Home Office
Instructional Aides	12.5	8.5	0	11.5	9.5	0
Administrators	0	0	2	0	0	1
Office Staff	2.75	3.25	2	3.41	3.59	4
Building & Grounds/Other	5.5	7.5	1	4	7	0

Expenses: Payroll Taxes & Benefits



	2016-17	2017-18
STRS	12.58%	14.43%
OASDI/Medicare	6.2% OASDI (Non-STRS) 1.45% Medicare (All)	6.2% OASDI (Non-STRS) 1.45% Medicare (All)
Health & Welfare Benefits	\$863K	\$941K (9% increase)
Unemployment Insurance	6.2% of 1 st \$7k	6.2% of 1 st \$7k
Workers Comp Insurance	2.65% of salaries	2.65% of salaries

Expenses: LALA Overview



	2016-17	2017-18	% Change
Certificated Salaries	2,582,283	2,609,121	-1.0%
Classified Salaries	506,969	468,313	7.6%
Health & Welfare Benefits	925,885	1,002,807	-8.3%
Books & Supplies	936,786	727,587	22.3%
Textbooks	82,300	25,000	69.6%
Instructional Materials	38,803	15,000	61.3%
Noncapitalized Equipment	158,091	14,000	91.1%
Services & Other OpEx	1,831,230	1,965,294	-7.3%
Equipment Leases	29,746	116,460	-292%
Administrative Fees	464,817	540,754	-16%
Sports	-	75,000	
Student Activities	87,539	35,000	60%

Expenses: LALPA Overview



	2016-17	2017-18	% Change
Certificated Salaries	1,572,613	1,618,050	-2.9%
Classified Salaries	529,608	551,739	-4.2%
Health & Welfare Benefits	726,959	793,014	-9.1%
Books & Supplies	883,360	625,212	29.2%
Textbooks	210,000	25,000	88.1%
Noncapitalized Equipment	78,750	10,000	87.3%
Services & Other OpEx	1,276,838	1,460,257	-14.4%
Equipment Leases	17,614	66,072	-275%
Rent	374,000	408,000	-9%
Administrative Fees	364,412	419,954	-15%
Professional Development	33,771	53,000	-57%

Expenses: Home Office Overview



	2016-17	2017-18	% Change
Certificated Salaries	211,173	331,868	-57.2%
Classified Salaries	334,013	323,168	3.2%
Health & Welfare Benefits	148,087	180,688	-22.0%
Services & Other OpEx	162,051	124,984	22.9%
Business Services	74,040	61,200	17%
Fundraising Expenses	26,281	-	100%

Los Angeles Leadership Academy
2017-18 Proposed Budget

	2017/18	2017/18	2017/18	2017/18
	LALA	LALA Primary	Home Office	Total
Revenue				
General Block Grant	5,287,753	3,923,969	-	9,211,722
Federal Revenue	656,465	558,579	-	1,215,044
Other State Revenues	911,193	738,986	-	1,650,179
Local Revenues	-	-	960,708	960,708
Fundraising and Grants	125,000	10,000	-	135,000
Total Revenue	6,980,411	5,231,534	960,708	13,172,653
Expenses				
Compensation and Benefits	4,080,242	2,962,804	835,724	7,878,770
Books and Supplies	727,587	625,212	-	1,352,800
Services and Other Operating Expenditures	1,965,294	1,460,257	124,984	3,550,535
Depreciation	126,189	70,834	-	197,023
Total Expenses	6,899,313	5,119,106	960,708	12,979,126
Operating Income	81,098	112,428	-	193,526
Fund Balance				
Beginning Balance (Unaudited)	5,693,810	3,694,844	1,404	9,390,057
Operating Income	81,098	112,428	-	193,526
Ending Fund Balance	5,774,908	3,807,272	1,404	9,583,584
Ending Fund Balance as a % of Expense	84%	74%	0%	74%
Enrollment Summary				
K-3	-	276	-	276
4-6	92	139	-	231
7-8	198	-	-	198
9-12	250	-	-	250
Total Enrolled	540	415	-	955
ADA %				
Average	95.0%	96.0%	0.0%	95.4%
ADA				
Total ADA	513.00	398.40	0.00	911.40

LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	3,534,162	2,619,287	-	6,153,449
8012	Education Protection Account Entitlement	694,775	482,396	-	1,177,170
8096	Charter Schools in Lieu of Property Taxes	1,058,817	822,286	-	1,881,102
SUBTOTAL - LCFF Entitlement		5,287,753	3,923,969	-	9,211,722
8100 Federal Revenue					
8181	Special Education - Entitlement	98,932	76,831	-	175,763
8220	Child Nutrition Programs	365,683	320,466	-	686,150
8291	Title I	163,367	123,325	-	286,692
8292	Title II	28,482	18,442	-	46,924
8293	Title III	-	19,514	-	19,514
SUBTOTAL - Federal Income		656,465	558,579	-	1,215,044
8300 Other State Revenues					
8319	Other State Apportionments - Prior Years	-	-	-	-
8381	Special Education - Entitlement (State)	288,881	224,347	-	513,228
8520	Child Nutrition - State	30,765	22,501	-	53,266
8545	School Facilities Apportionments	384,750	298,800	-	683,550
8550	Mandated Cost Reimbursements	13,597	5,541	-	19,137
8560	State Lottery Revenue	96,957	75,298	-	172,255
8590	All Other State Revenue	96,244	112,500	-	208,744
SUBTOTAL - Other State Income		911,193	738,986	-	1,650,179
8600 Other Local Revenue					
8690	Other Local Revenue	-	-	-	-
8699	All Other Local Revenue	-	-	-	-
8714	Option 3 Step Grants	-	-	-	-
8781	CMO Shared Management Fee	-	-	960,708	960,708
SUBTOTAL - Local Revenues		-	-	960,708	960,708
8800 Donations/Fundraising					
8802	Donations - Private	125,000	10,000	-	135,000
8803	Fundraising	-	-	-	-
SUBTOTAL - Fundraising and Grants		125,000	10,000	-	135,000
TOTAL REVENUE		6,980,411	5,231,534	960,708	13,172,653

EXPENSES

Compensation & Benefits

1000 Certificated Salaries

1100	Teachers Salaries	2,111,749	1,414,136	-	3,525,885
1300	Certificated Supervisor & Administrator Salaries	400,422	174,048	331,868	906,338
1900	Certificated Other Salaries	96,950	29,866	-	126,817
SUBTOTAL - Certificated Employees		2,609,121	1,618,050	331,868	4,559,039

2000 Classified Salaries

2100	Classified Instructional Aide Salaries	217,814	169,291	-	387,105
2300	Classified Supervisor & Administrator Salaries	-	-	112,239	112,239
2400	Classified Clerical & Office Salaries	128,091	128,215	210,929	467,235
2900	Classified Other Salaries	122,408	254,234	-	376,642
2930	Other Classified - Maintenance/grounds	-	-	-	-
SUBTOTAL - Classified Employees		468,313	551,739	323,168	1,343,221

3000 Employee Benefits

3100	STRS	376,496	233,485	47,889	657,869
3300	OASDI-Medicare-Alternative	73,742	65,712	29,555	169,009
3400	Health & Welfare Benefits	444,756	414,080	82,305	941,141
3500	Unemployment Insurance	26,261	22,238	3,581	52,080
3600	Workers Comp Insurance	81,552	57,499	17,358	156,410
SUBTOTAL - Employee Benefits		1,002,807	793,014	180,688	1,976,509

4000 Books & Supplies

4100	Approved Textbooks & Core Curricula Materials	25,000	25,000	-	50,000
4200	Books & Other Reference Materials	11,143	5,000	-	16,143
4315	Custodial Supplies	14,657	8,124	-	22,781
4320	Educational Software	55,000	12,000	-	67,000
4325	Instructional Materials & Supplies	15,000	32,039	-	47,039
4330	Office Supplies	50,760	45,098	-	95,858
4350	Uniforms	9,047	1,586	-	10,632
4352	ASES	96,244	112,500	-	208,744
4400	Noncapitalized Equipment	14,000	10,000	-	24,000
4410	Classroom Furniture, Equipment & Supplies	10,000	15,000	-	25,000
4710	Student Food Services	426,702	358,865	-	785,567
4720	Other Food	35	-	-	35
SUBTOTAL - Books and Supplies		727,587	625,212	-	1,352,800

5000	Services & Other Operating Expenses				
5200	Travel & Conferences	27,067	20,654	2,126	49,848
5300	Dues & Memberships	7,541	3,760	596	11,897
5400	Insurance	67,866	36,543	-	104,409
5605	Equipment Leases	116,460	66,072	-	182,532
5610	Rent	528,000	408,000	-	936,000
5615	Repairs and Maintenance - Building	2,637	375	-	3,012
5803	Accounting Fees	-	-	20,600	20,600
5805	Administrative Fees	540,754	419,954	-	960,708
5807	Family Outreach	1,854	-	-	1,854
5809	Banking Fees	-	-	398	398
5812	Business Services	-	-	61,200	61,200
5813	College Readiness Expense	12,319	-	-	12,319
5815	Consultants - Instructional	29,308	-	-	29,308
5820	Consultants - Non Instructional	9,897	8,960	-	18,856
5824	District Oversight Fees	52,878	39,240	-	92,117
5836	Fingerprinting	852	470	111	1,433
5839	Fundraising Expenses	-	139	-	139
5845	Legal Fees	-	10,000	10,000	20,000
5851	Marketing and Student Recruiting	1,902	342	-	2,243
5857	Payroll Fees	-	-	23,703	23,703
5860	Printing and Reproduction	4,544	1,893	-	6,437
5863	Professional Development	35,000	53,000	4,670	92,670
5866	Van Expenses	431	371	-	802
5869	Special Education Contract Instructors	150,000	175,100	-	325,100
5872	Special Education Encroachment	77,563	60,236	-	137,798
5874	Sports	75,000	5,434	-	80,434
5877	Student Activities	35,000	15,000	-	50,000
5878	Student Assessment	9,960	4,303	-	14,263
5881	Student Information System	3,566	1,783	-	5,349
5884	Substitutes	95,810	90,186	-	185,997
5887	Technology Services	58,009	27,255	-	85,264
5893	Transportation - Student	342	-	-	342
5899	Miscellaneous Operating Expenses	-	-	25	25
5900	Communications	16,853	9,059	1,229	27,141
5915	Postage and Delivery	3,883	2,128	326	6,337
	SUBTOTAL - Services & Other Operating Exp.	1,965,294	1,460,257	124,984	3,550,535
6900	Total Depreciation (includes Prior Years)	126,189	70,834	-	197,023
	TOTAL EXPENSES including Depreciation	6,899,313	5,119,106	960,708	12,979,126

EXHIBIT E

Approval of the Consolidated Applications for The Los Angeles Leadership Academy and The Los Angeles Primary Leadership Academy

WHEREAS, the Board has been presented with and reviewed a copy of the consolidated applications in the forms attached hereto as Annex E (the “Consolidated Applications”); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the Consolidated Applications.

NOW, THEREFORE, BE IT RESOLVED, that the Consolidated Applications be, and hereby is, approved, with such changes, additions, deletions, amendments or modifications as any of the Officers deems necessary, proper or advisable.

Annex E

Consolidated Applications

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cded.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Arina Goldring
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/19/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/20/2017
---	------------

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Tina Butler
DELAC review date	01/30/2017
Meeting minutes web address <small>Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.</small>	
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	Advisory committee reviewed application

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A English Learner ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title III, Part A English Learner Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Note: If the estimated entitlement amount does not meet the minimum \$10,000 program eligibility criteria for direct funding status, further action may be required. To receive instructions regarding the consortium application process, please contact Patty Stevens by phone at 916-323-5838 or by e-mail at pstevens@cde.ca.gov.

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	115
Estimated English learner entitlement amount	\$10,738

Budget

Professional development activities	\$1,000
Program and other authorized activities	\$7,665
English Proficiency and Academic Achievement	\$1,000
Parent, family, and community engagement	\$1,073
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$10,738

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Note: Only LEAs that have 21 or more eligible immigrant students, and that have experienced a significant increase of two percent or greater growth in eligible immigrant student enrollment in the current year compared with the average of the two preceding fiscal years are eligible for Title III, Part A Immigrant Student Program Subgrant funds. Use your Immigration student count that was provided to the California Longitudinal Pupil Achievement Data System on census day of October 5, 2016.

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	10
Estimated Immigrant entitlement amount	\$808

Budget

Authorized activities	\$808
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$808

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	LEA certifies that the following is a full disclosure of any known deficiencies with substitute system or known challenges with implementing the system

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaul@cded.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative Signature Date	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Arina Goldring
Authorized Representative Title	Executive Director
Authorized Representative Signature Date	06/19/2017
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	
---	--

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title III Part A English Learner ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title III, Part A English Learner Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 English learner (EL) student program subgrant funds only per the Title III, Part A, English Learner Students Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Note: If the estimated entitlement amount does not meet the minimum \$10,000 program eligibility criteria for direct funding status, further action may be required. To receive instructions regarding the consortium application process, please contact Patty Stevens by phone at 916-323-5838 or by e-mail at pstevens@cde.ca.gov.

Estimated English learner per student allocation	\$93.37
Estimated English learner student count	220
Estimated English learner entitlement amount	\$20,541

Budget

Professional development activities	\$3,500
Program and other authorized activities	\$12,490
English Proficiency and Academic Achievement	\$2,500
Parent, family, and community engagement	\$2,051
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$20,541

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Title III, Part A Immigrant Student Program Subgrant Budget

The purpose of this report is to provide a proposed budget for 2017-18 Immigrant Student Program Subgrant funds only per the Title III, Part A, Immigrant Student Program requirements (ESSA, Title III, Part A, Sections 3114, 3115, & 3116).

CDE Program Contact:

Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
 Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Note: Only LEAs that have 21 or more eligible immigrant students, and that have experienced a significant increase of two percent or greater growth in eligible immigrant student enrollment in the current year compared with the average of the two preceding fiscal years are eligible for Title III, Part A Immigrant Student Program Subgrant funds. Use your Immigration student count that was provided to the California Longitudinal Pupil Achievement Data System on census day of October 5, 2016.

Estimated Immigrant per student allocation	\$80.77
Estimated Immigrant student count	4
Estimated Immigrant entitlement amount	\$323

Budget

Authorized activities	\$323
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (Amount should be calculated using the LEA's approved indirect cost rate)	\$0
Total allocation budget	\$323

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

EXHIBIT F

Approval of Vendor Contracts

WHEREAS, the Board has been presented with and reviewed the Academy's contracts with the vendors listed on Schedule F for the 2017-2018 school year in the forms attached hereto as Annex F (collectively, the "Vendor Contracts"); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the Vendor Contracts.

NOW, THEREFORE, BE IT RESOLVED, that the Vendor Contracts be, and hereby are, approved, with such changes, additions, deletions, amendments or modifications as any of the Officers deems necessary, proper or advisable.

Schedule F

Each of the vendors listed below:

EdTec

Premier Educational Staffing

Express Employment Professionals

Look Then Leap

Lucia Beltran

Dr. Barbara Goldstein

The Lingual Tree

DirectEd

The Cruz Center

PRN Nursing

Annex F

Vendor Contracts

Vendors List:

EdTec

Premier Educational Staffing (substitute teacher's services)

Express Employment Professionals (substitute teacher's services)

Look Then Leap (MS Music program)

Lucia Beltran (MS Music program)

Special Education Contactors

Dr. Barbaba Goldstein

The Lingual Tree

DirectEd

The Cruz Center

PRN nursing

STATEMENT OF WORK #3

by and between

EdTec Inc. and The Los Angeles Leadership Academy

Reference:	Master Services Agreement dated May 26, 2015, by and between EdTec Inc. ("EdTec") and The Los Angeles Leadership Academy ("Client").
Term:	July 1, 2017 through June 30, 2018 (the "Term").
Scope of Services:	<p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec electronically sends the financials and presentation as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. ▪ Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school. ▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.

	<ul style="list-style-type: none">▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounts Receivable:</p> <ul style="list-style-type: none">▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources. <p>Payroll:</p> <p><u><i>Client staff are responsible for supporting this area. Any EdTec support in this area is to be provided only upon Client request and on an ad hoc hourly billable basis, subject to EdTec staff availability, at the discounted hourly rate of \$150.</i></u></p> <ul style="list-style-type: none">▪ Payroll Processing – Client is responsible for all payroll processing, payroll reporting, and compliance.▪ Payroll data upload to ESP – EdTec to provide Client with training at no additional charge on uploading payroll data to ESP; upon training completion, Client is responsible for all payroll data uploading to ESP. Corrections by EdTec staff of payroll upload coding errors will be billed hourly and all changes by Client to coding in Paychex (including location and object) must be communicated in writing to EdTec’s Client Manager at the time of the change in order to ensure alignment between payroll uploads and the budgets and forecasts. <p>Government Financial Reporting:</p> <ul style="list-style-type: none">▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.▪ Interim financial reports – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.▪ Audited financial reports – EdTec prepares and files the unaudited financial report by September 15. Client supports the auditor in the preparation (by the auditor) of the final audited report by December 15. <p>Audit:</p> <p><u><i>Client staff are responsible for supporting this area. Upon request, EdTec will provide limited guidance to Client (e.g., accruals support):</i></u></p> <ul style="list-style-type: none">▪ Audit support – Client staff prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process.▪ Audit compliance training – Client staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.▪ Single Audit Act of 1984 – Client staff provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.▪ IRS Form 990 support (and the corresponding State form, if applicable) – Client staff and auditor prepare Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990
--	--

are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).

- **Annual auditor selection form** – Client staff sends auditor information to the county in the spring.
- The school is responsible for attendance and audit of employee work.

2. BUSINESS CONSULTING

EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:

- **Negotiations** – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- **Strategic budget development** – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.
- **Legal services optimization** – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.
- **Special projects** – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale.

3. BOARD MEETING SUPPORT

- **Board meeting attendance** – EdTec attends regularly scheduled board meetings (quarterly, in person or by teleconference) and presents its financial analysis presentation.
- **Finance committee meeting attendance** – EdTec attends regularly scheduled finance committee meetings (monthly, via teleconference).
- **Board training** – EdTec can provide board training regarding charter school budget, cash flow, and funding (as requested by school, up to twice per year).

4. ATTENDANCE and DATA REPORTING

Client staff are responsible for supporting this area. Any EdTec support in this area is to be provided only upon Client request and on an ad hoc hourly billable basis, subject to EdTec staff availability, at the discounted hourly rate of \$150.

	<ul style="list-style-type: none"> ▪ Local attendance reporting – On an hourly billable basis, EdTec can provide support with monthly attendance reports based on school-provided data. ▪ State attendance reporting – On an hourly billable basis, EdTec can, using school-provided data and at the school's request, provide support on government attendance reports, including the 20-day report, P-1, P-2, and Annual Attendance Report. ▪ Non-attendance reporting – On an hourly billable basis, EdTec can support school on CALPADS and CBEDS reporting. ▪ Attendance procedures assistance – On an hourly billable basis, EdTec can provide assistance reviewing schools' attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance. ▪ Quarterly ADA analysis – On an hourly billable basis, EdTec can review ADA data to ensure the school is on track with projections, if EdTec is provided access by the school to their Student Information System.
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ Back Office Services: EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$48,000 for the Term. The payment schedule is as follows: <ul style="list-style-type: none"> ▪ Payable monthly in 12 equal installments of \$4,000 commencing on July 1, 2017. <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for any bank and payroll fees that will be passed through.</p> <ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees as provided above, there will be an incremental fee for the following, if applicable: <ul style="list-style-type: none"> ● Benefit accrual tracking such as vacation and sick time. ● Use by school personnel of debit cards. ▪ Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental

	<p>costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses.</p> <ul style="list-style-type: none"> ▪ Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p>
<p>Termination</p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2017, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>
<p>EDTEC INC.</p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President & CEO</p> <p>Date: _____</p> <p>1410A 62nd Street Emeryville, CA 94608</p> <p>Fax: 510.663.3503</p>	<p>THE LOS ANGELES LEADERSHIP ACADEMY</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Address: _____</p> <p>_____</p> <p>Email: _____</p> <p>Phone: _____</p> <p>Fax: _____</p>

Independent Contractor Agreement

This agreement is entered between Los Angeles Leadership Academy ("LALA") and Lucia Beltran ("Contractor") for FY 17-18.

1. **Independent Contractor:** LALA has engaged Contractor as an independent contractor. Contractor acknowledges that she is an independent contractor and not an employee of LALA. As such, Contractor agrees that she is not entitled to any benefits that LALA provides to its employees and Contractor hereby waives the right to participate in any such programs, including government sponsored benefits that are intended to apply employees such as unemployment benefits.
2. **Duties / Responsibilities:** Contractor shall perform services at LALA as an Academic Tutor/ Art Instructor. Contractor is responsible for monitoring student academic progress throughout the school year, assisting students with homework, and /or tutoring in needed areas, communicating with parents and teachers, and going over students' grades. In addition, Contractor will plan and implement a visual art curriculum for the 2017-2018 school year which will include but is not limited to: Drawing, Cartoon Animation, Painting, Paper Mache, Stenciling, Sculpting, Photography, Origami, and Design. Contractor shall adhere to LALA's policies, procedures, and guidelines concerning student supervision and instruction and shall generally follow the outline of any applicable standards but shall otherwise use her professional discretion concerning the method, manner, and tools by which such services shall be delivered.
3. **Compensation:** LALA shall pay Contractor \$25.00 / hour for her services under this agreement upon submission of an invoice. LALA will not withhold taxes on amounts paid to Contractor and federal, state, and local taxes shall be Contractor's responsibility to pay. LALA will report the amount it pays Contractor on IRS Form 1099 to the extent it is required to do so by law. Contractor shall fully complete an IRS W-9 Form to other required reporting form.
4. **Hours:** Monday, Tuesday, Thursday, Friday from 3:00pm - 6:00pm, Wednesday from 2:00pm - 6:00pm + 3.25 hours / week of planning time (19.25 total hours / week). Hours are only authorized when school is in session and students are present.
5. **Compliance with Laws, Rules, and Responsibilities:** Contractor will comply with all LALA rules and regulations and all federal, state, and local laws, and regulations while Contractor is working on behalf of LALA.

6. **Termination:** LALA shall have the right to terminate this Agreement for any reason with or without cause. In the event of such termination, LALA shall pay Contractor in accordance with this Agreement, at the daily rate, for work completed up to the time of termination. Contractor shall not be paid for those days that she does not perform services.
7. **Governing Law:** This Agreement shall be governed by the laws of the State of California.

Contractor: _____
Signature

Print Name: Lucia Beltran

Date: 4.27.2017

Address: 3045 Sierra Street #14 Los Angeles, CA 90031

Email: 81beltran@gmail.com

Phone: 323.283.4205

Los Angeles Leadership Academy: _____
Signature

Print Name _____

Date: _____

Independent Contractor Agreement

This agreement is entered between Los Angeles Leadership Academy ("LALA") and Look Then Leap ("Contractor") for FY 17-18.

1. **Independent Contractor:** LALA has engaged Contractor as an independent contractor. Contractor acknowledges that he is an independent contractor and not an employee of LALA. As such, Contractor agrees that he is not entitled to any benefits that LALA provides to its employees and Contractor hereby waives the right to participate in any such programs, including government sponsored benefits that are intended to apply employees such as unemployment benefits.
2. **Duties / Responsibilities:** Contractor shall perform services at LALA as a music tutor. Contractor is responsible for providing instruction to students in small groups, larger ensembles, or individually in the following areas: guitar, electric guitar, bass, keyboard, and drums. Contractor will design and implement a curriculum that will focus on developing basic music skills in both theory and practice, as well as putting together pop/rock band ensembles for performances. Contractor will also determine how to best use volunteers to maximize student learning. Contractor shall adhere to LALA's policies, procedures, and guidelines concerning student supervision and instruction and shall generally follow the outline of any applicable standards but shall otherwise use his professional discretion concerning the method, manner, and tools by which such services shall be delivered.
3. **Compensation:** LALA shall pay Contractor \$25.00 / hour for his services under this agreement upon submission of an invoice. LALA will not withhold taxes on amounts paid to Contractor and federal, state, and local taxes shall be Contractor's responsibility to pay. LALA will report the amount it pays Contractor on IRS Form 1099 to the extent it is required to do so by law. Contractor shall fully complete an IRS W-9 Form to other required reporting form.
4. **Hours:** Monday, Tuesday, Wednesday, Thursday, Friday from 3:00pm - 6:00pm, + 2 hours / week of planning time (17 total hours / week). Hours are only authorized when school is in session and students are present.
5. **Compliance with Laws, Rules, and Responsibilities:** Contractor will comply with all LALA rules and regulations and all federal, state, and local laws, and regulations while Contractor is working on behalf of LALA.
6. **Termination:** LALA shall have the right to terminate this Agreement for any reason with or without cause. In the event of such termination, LALA shall pay Contractor in accordance with this Agreement, at the daily rate, for work completed up to the time of termination. Contractor shall not be paid for those days that he does not perform services.
7. **Governing Law:** This Agreement shall be governed by the laws of the State of California.

Contractor: M. London
Signature

Print Name: Michael London (Look Then Leap)

Date: 4/27/17

Address: 4632 Midland Dr. Los Angeles, CA 90043

Email: michael.k.london@gmail.com

Phone: 323-828-5290

Los Angeles Leadership Academy: _____
Signature

Print Name _____

Date: _____



Staffing Agreement

At Express Services, Inc. (Express) dba Express Employment Professionals (referred to as "Express", "We" or "Our"), we make it easy for you to do business with us. The first step to establishing a successful staffing relationship is to ensure a clear understanding of each party's responsibilities. We appreciate your business and look forward to the opportunity to support you with outstanding professional employment services in consideration of your agreement to the following terms and conditions:

1. We hire associates as Express employees, and provide all wages, taxes, withholding, workers' compensation, and unemployment insurance. Medical benefits and vacation pay are also available to associates who qualify. We recruit and assign associates to you to perform the job duties you specify. You agree to notify us if those duties or the workplace of an associate changes.
2. Express complies with all Federal, State, and Local employment laws and regulations. You agree to provide our associates with a safe, suitable workplace and equipment, and to comply with all applicable federal, state, and local employment laws including appropriate workplace-specific safety and health training that adequately addresses potential hazards at your worksite. You agree to indemnify and hold Express harmless from claims or damages resulting from your non-compliance with applicable laws and regulations. Express pays associates promptly, based on information approved by you. You agree to pay the charges based on the time card or other mutually acceptable recording method by the invoice due date.
3. A monthly service charge of (18% per annum) may be assessed on charges remaining unpaid 30 days after the invoice date. We are entitled to reasonable collection fees, attorney fees, and other expenses incurred to collect all charges on your account(s). Bill rates are subject to change with appropriate notice.
4. It is our goal that associates perform their jobs to your satisfaction; however, if you are not satisfied with an Express associate for any reason within the first 48 hours of the assignment, you will not be charged for the first four (4) hours of the associate's work and a replacement will be provided.
5. We provide insurance to cover Express associates for Workers' Compensation, Commercial General Liability, Employers Liability, Fidelity Bond, Errors and Omissions, and Hired/Non-Owned Automobile coverage in an amount not less than \$1,000,000 per occurrence. You agree to maintain liability insurance for any motor vehicle, forklift, or other motorized mobile equipment operated by an Express associate, and agree to waive all rights of recovery against Express as the employer of the Express associate.
6. You agree that you will not request or allow our associates to offer professional opinions concerning any financial audits, certifications or financial statements, SEC filings or provide management consulting or financial advice. Nor will our associates be permitted sign-off authority for architectural or engineering projects or construction or other cost estimates. All services performed by our associates shall be under your direction, supervision and control and you shall be responsible for ensuring that the services meet your requirements and agree that we are not responsible for the accuracy and correctness of the resulting work product.
7. If our associates have access to unattended premises or the care, custody, or control of cash, checks, credit card numbers, ATM bank cards, negotiables, confidential information, trade secrets, or other valuable property, then you agree to indemnify and hold us harmless from any resulting loss or damage.
8. Express will provide associates for positions where operating a motor vehicle, forklift, or other motorized equipment is required, if notified in writing prior to an assignment. We must know in advance, so we can assign associates who are qualified to meet your specifications. During an assignment, if our associate operates a motor vehicle, forklift, or any other motorized equipment, you agree to indemnify and hold us harmless for bodily injury, property damage, collision, or public liability claims, regardless of fault.
9. You supervise, direct, and control the work performed by Express associates, and assume responsibility for all operational results, including losses or damage to property or data in the care, custody, or control of an Express associate. You agree to indemnify and hold us harmless from any claims or damages that may be caused by your negligence or misconduct, and agree on behalf of your insurer(s) to waive all rights of recovery (subrogation) against us.
10. We offer an evaluation hire program designed to provide you with associates on a trial basis prior to converting them to your payroll. To take advantage of our evaluation hire program, you agree to negotiate a pre-determined trial period or fee prior to an associate's assignment to you.
11. Express allows you to hire associates already assigned to you if your invoices are current and you agree to pay an acceptable payroll transfer fee (up to 30% of an associate's expected annual earnings) to convert an Express associate to your payroll.
12. You agree, for a period of 180 days from the date of introduction or last date on assignment, whichever is later, not to hire directly or use Express associates through another staffing firm without paying a liquidation fee of 30% of the Express associate's expected annual compensation, unless otherwise agreed to by us in writing.
13. Express will, at your written request, conduct criminal history checks and drug screens as permitted by state law. The costs vary depending upon the specific test or report ordered and the charges will be agreed upon prior to ordering the tests and/or reports.

Thank you for your business. We look forward to a mutually beneficial relationship.

Company: _____ Date _____

Agent's Name (please print) _____ Title _____

Agent's Signature _____



SUBSTITUTE SERVICES AGREEMENT

This Substitute Services Agreement (hereinafter referred to as the "Agreement") is made and entered into by and between LA Leadership Academy (hereinafter referred to as the "School"), whose principal place of business is located at _____, and Premier Educational Staffing, LLC (hereinafter referred to as "PES"), with its principal place of business located at 1015 N Lake Ave., Suite 114, Pasadena, CA 91104. Collectively, the School and PES are referred to as "the Parties."

WHEREAS, PES is engaged in the temporary staffing services business, providing temporary substitute teachers to schools; and

WHEREAS, PES is to be engaged by the School to provide substitute teachers ("hereinafter referred to as "Substitutes") on an as-needed and non-exclusive basis on the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual promises and conditions contained herein, the Parties agree as follows:

1. **Services Provided by PES.** During the term of this Agreement, PES agrees to provide qualified Substitutes as requested by the School. PES agrees that each Substitute referred to the School shall be screened and qualified for the position to which the Substitute is assigned. PES further agrees the Substitutes referred to the School will have appropriate certifications as required by the School and completed and cleared LiveScan with the Department of Justice.
2. **Term of Agreement.** This Agreement shall commence on 6/5/17, and will continue until terminated by either party. Either party may terminate this Agreement at any time, with or without cause, by giving thirty (30) days prior written notice to the other party.
3. **Fees and Payment Terms.** The School agrees to pay PES all fees related to services performed by PES in accordance with the following schedule:

- Half Day Substitute (up to four hours): \$140
- Full Day Substitute (more than four hours, up to eight hours): \$225
- Overtime Substitute (more than eight hours, up to ten hours): \$285

The Substitute's day begins when the Substitute arrives at the School's campus and the day ends when the Substitute leaves the School's campus.

Fees for Substitutes will be invoiced on a weekly basis. The School is to remit payment by the due date on each invoice. Failure to remit payment by the due date on each invoice will incur a late fee of an additional 5% of the balance due on that invoice. Payments should be remitted as follows:

Premier Educational Staffing
P.O. Box 3172
South Pasadena, CA 91031

4. **Assignments and Cancellations.** When requesting a Substitute, the School is to provide PES with the date(s) on which the Substitute is required, subjects which the Substitute is to teach, and any other information pertinent to allow PES to effectively fill the position.

In the event that the School needs to cancel a Substitute that has been requested, the School must notify PES at least one hour prior to the Substitute's scheduled start time. If the School fails to notify

PES of a cancellation at least one hour prior to the Substitute's scheduled start time, the School will be charged for a Half Day Substitute.

5. **Recruiting Fee.** The School acknowledges that PES has made significant investment in the selection and employment of its Substitutes. Accordingly, in the event that the School or any entity affiliated with the School offers any PES Substitute employment with the School or any entity affiliated with the School, the School agrees to pay PES a recruiting fee of \$1000.

6. **Indemnification.** The Parties hereby agree to indemnify, defend, and hold one another harmless from and against any and all claims, demands, damages, injuries, deaths, actions and causes of actions, costs and expenses (including attorney's fees and expenses), losses and liabilities of whatever nature (including liability to third parties), arising from the errors or omissions of their respective employees or agents, or a material breach of the Agreement, including without limitation, any violation of any local, state and/or federal law, regulation, ordinance, directive or rule.

7. **Arbitration.** All claims or disputes involving the Parties or between the Parties to this Agreement related to any matter, controversy or claim arising out of or relating to this Agreement and/or the breach thereof, shall be resolved by binding arbitration. Such arbitration shall be held in Los Angeles County, California before a retired California Superior Court or Federal Judge, and pursuant to the California Arbitration Act (Cal. Code Civ. Proc. sec 1280 et seq., including section 1283.05 and all of the Act's other mandatory and permissive rights to discovery). The California Code of Evidence shall apply to all arbitration proceedings, as well as the right to summary judgment or adjudication of the matter. The decision of the arbitrator shall be final and binding on the parties to this Agreement. Resolution of the dispute shall be based solely upon the law governing the claims and defenses pleaded, and the arbitrator may not invoke any basis (including but not limited to, notions of "just cause") other than such controlling law. This Agreement shall not prevent the Parties from obtaining provisional remedies in court to the extent permitted by law (either before the commencement of or during the arbitration process), pending final resolution of the dispute pursuant to this Agreement. Awards shall include the arbitrator's written reasoned opinion.

8. **Applicable Law and Venue.** This Agreement shall be determined to be a contract made within the State of California and for all purposes shall be governed and construed under and in accordance with the laws of the State of California.

9. **Assignability.** This Agreement shall be binding upon and inure to the benefit of the successors and assigns of the Parties hereto. This Agreement may not be assigned without the written consent of the Parties.

10. **Attorneys' Fees and Costs.** In the event of any proceeding to enforce the provisions of this Agreement, the prevailing party shall be entitled to an award of its reasonable costs (including but not limited to arbitration fees and costs) and reasonable attorney's fees.

11. **Business Interruption.** Neither party shall be liable to the other for any loss of business or any other damage, including but not limited to profits, good will, special, incidental or consequential damage, which results from performance of each party's obligations hereunder.

12. **Counterparts.** This Agreement may be executed in one or more counterparts and counterparts signed in the aggregate by the Parties shall constitute a single original instrument.

13. **Headings.** Captions and organization are for convenience and shall not be used in construing meaning.

14. **Integration and Modifications.** This document constitutes the full, complete, absolute and entire agreement between the Parties. There are no oral or implied representations, arguments, or understandings affecting the same and any future representations, agreements,

amendments, modifications, understandings or waivers, in order to be binding upon the Parties hereto, must be reduced to writing, signed by the Parties.

15. **No Waiver of Rights.** The failure of either party strictly to enforce any provision hereof shall not be construed as a waiver thereof or as excusing either party from future performances in strict accordance with the provisions of the Agreement.

16. **Severability.** Should any term, warranty, covenant, condition or provision of this Agreement be held to be invalid or unenforceable by a court or other body of competent jurisdiction or pursuant to arbitration, the balance of this Agreement shall remain in force and shall stand as if the unenforceable part did not exist. The invalid or unenforceable provision shall be replaced by a provision as similar as possible and which is valid and enforceable.

17. **Terms Surviving Termination of Agreement.** Termination of this Agreement shall not affect the continuation of any outstanding obligation or liability incurred by either party during the term of this Agreement. The obligation of either party to notify, indemnify, defend and hold harmless the other under the terms of this Agreement shall continue after the termination hereof with respect to events occurring prior to such termination.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year set forth below.

[SCHOOL]

SIGNATURE

NAME

TITLE

DATE

PREMIER EDUCATIONAL STAFFING



SIGNATURE

NAME

TITLE

DATE

Agreement for Service

A. This Agreement for service dated this day _____
Between

The Los Angeles Leadership Academy CHARTER SCHOOL of 2670 Griffin Ave., Los Angeles, CA
90031 (The Client) of the first part
And

Dr. Barbara Goldstein (the Service Provider) of the second part

Background:

- B. The Client is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide services to the Client.
- C. The Service Provider is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

In consideration of the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties to this Agreement agree as follows:

Services provided

1. The Client hereby agrees to engage the Service Provider to provide the Client with services ("the services" consisting of the following:
 - a. Comprehensive psychoeducational assessment
 - i. Includes interview, consultation, observation, record review, testing, report writing, and report copy
 - ii. The Service Provider agrees to attend the IEP meeting to report assessment findings (and one courtesy follow-up meeting, if needed) and to consult with the special education teacher regarding uploading of report/content to any electronic files
 - b. Bilingual (Spanish/English) comprehensive psychoeducational assessment
 - i. Includes all of the above in i. and ii., plus use of Spanish (testing, interviews, etc.) in keeping with CASP/NASP best practices and federal and state law in the assessment of EL and/or bilingual (Spanish) students
 - c. Professional (staff) development
 - d. Parent education
 - e. Consultation
 - f. Behavior Plan
 - g. Functional Behavior Analysis Assessment
 - h. Behavior Intervention Support Plan
 - i. Translation of Assessment Report
 - j. Educationally Related Intensive Counseling Services (ERICs) Assessment

Terms of Agreement

2. The term of this Agreement will begin on September 11, 2017 and remain in full force and effect for the 2017-2018 school year as needed. This Agreement can be terminated by either party with 30-day notice at any time during the 2017-2018 school year.

Performance

3. The parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

Compensation

4. For the services rendered by the Service Provider as required by this Agreement, the Client will pay to the Service Provider compensation as follows:
 - a. Comprehensive psychoeducational assessment as described by section 1a(i): 1800.00
 - b. Bilingual comprehensive psychoeducational assessment as described by section 1b(i): add 400.00 to assessment fee
 - c. Professional/Staff development: 600.00 for full day (4 hours); 450.00 (3 hours); or 165.00 per hour
 - d. Parent education: 600. for full day (4 hours); 450.00 (3 hours); or 165.00 per hour
 - e. Consultation: 165.00 per hour
 - f. Behavior plan (first tier plan that does not require an FAA; may be for general or special education students: 450.00
 - g. Functional (behavior) analysis assessment: (for special education students only): 650.00
 - h. Behavior Intervention Plan (for special education students only, and requires an FAA): 600.00
 - i. Translation of assessment report: add 350.00 to assessment fee
 - j. Educationally Related Intensive Counseling Services (ERICs) Assessment: 650.00
5. Client will be billed when the report is completed and submitted to the LA Leadership administrator in charge of student support services or other designated administrator; direct services such as consultation, staff development, or parent education services will be billed at the time services are rendered.
6. This compensation will be payable to Dr. Barbara Goldstein upon receipt of an invoice.

Additional compensation

7. The Service Provider understands that the Service Provider's compensation as provided in this Agreement will constitute the full and exclusive monetary consideration and compensation for said service performed by the Service Provider and for the performance of all the Service Provider's promises and obligations under this Agreement.

Capacity/independent contractor

8. It is expressly agreed that the Service Provider is acting as an independent contractor and not as an employee in providing the services under this Agreement. The Service Provider and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.
9. The Center's Service Providers are not employees, partners, or agents of CHARTER SCHOOL; therefore Service Providers will not be entitled to nor receive any benefits normally provided to CHARTER SCHOOL employees. CHARTER SCHOOL is not responsible for withholding applicable taxes from the Service Provider's compensation.
10. The Client agrees to provide, for the use of the Service Provider in providing the services, the following extras: CHARTER SCHOOL will allow the center Service Provider/s to render services on campus.
11. CHARTER SCHOOL agrees to provide access to a room suitable for service delivery, including testing, with a table and at least 2 chairs, access to a locking filing cabinet; access to a phone, fax, printer, and copy machine for matters related to the provision of services, access to parking on or near campus; and access to an internet connection to log-on to e-mail or other connections appropriate to the services provided.

Reimbursement of Expenses

12. The Service Provider will not be reimbursed for expenses incurred by the Service Provider in connection with providing the services of this Agreement.

Payment Penalties

13. No late payment penalty will be charged.

Performance Penalties

14. No performance penalty will be charged if the Service Provider does not perform the services within the time frame provided by this Agreement.

Confidentiality

15. The Service Provider agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any confidential information with respect to the business of the Client, which the Service Provider has obtained, except as may be necessary or desirable to further the business interests of the Client. This obligation will survive indefinitely upon termination of this Agreement.

Return of Property

16. Upon the expiry or termination of this Agreement, the Service Provider will return to the Client any property, documentation, records, or confidential information which is the property of the Client. Note that testing protocols are the property of the Service Provider in keeping with copyright laws and CA Licensed Educational Psychologist best practice and ethics and law guidelines. Results of testing and other assessment are included in the psychoeducational report of which the Client receives a copy.

Assignment

17. The Service Provider will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

Modification of Agreement

18. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Time of the essence

19. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

20. It is agreed that there is no representation, warranty, collateral Agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Governing law

21. It is the intention of the parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any forum, by the laws of the state of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Dispute resolution

22. In the event a dispute arises out of or in connection with this Agreement the parties will attempt to resolve the dispute through friendly consultation.
23. If the dispute is not resolved within a reasonable period then any or all outstanding issues may be submitted to mediation in accordance with any statutory rules of mediation. If mediation is not successful in resolving the entire dispute or is unavailable, any outstanding issues will be submitted to final and binding arbitration in accordance with the laws of the State of California. The arbitrator's award will be final, and judgment may be entered upon it by any court having jurisdiction within the State of California.

Severability

24. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

AGREEMENT FOR SERVICE

A. THIS AGREEMENT FOR SERVICE (this "Agreement") dated this _____ day of _____, 2017
BETWEEN

Los Angeles Leadership Academy of 2670 Griffin Avenue, Los Angeles, CA
90031
(the "Client")

- AND -

The Lingual Tree of 1641 Veteran Ave Apt#7, Los Angeles, CA 90024
(the "Service Provider")

BACKGROUND:

B. The Client is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide services to the Client.

C. The Service Provider is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties to this Agreement agree as follows:

Services Provided

1. The Client hereby agrees to engage the Service Provider to provide the Client with services (the "Services") consisting of: Speech and Language services. These services include:

- Speech and Language Treatment
- Speech and Language Assessment
- Speech and Language Screening
- Speech and Language IEP Write-up
- Speech and Language IEP Meeting
- Speech and Language IEP Report of Progress
- Speech and Language RtI teacher/school staff/parent consultation and training

The services will also include any other tasks the parties may agree on, which must be pre-approved by the Client. The Service Provider hereby agrees to provide such Services to the Client.

2. It is agreed upon that services will be provided as follows: **the service provider will provide 32 hours (4 days) per week of service, excluding legal holidays and breaks.**

Compensation

3. For the services rendered by the Service Provider as required by this Agreement, the Client will pay to the Service Provider compensation amounting to an hourly rate of **\$83 per hour** for Speech and Language therapy services.
4. Client will be billed no later than the last day of the month, unless other arrangements are agreed upon.
5. This compensation will be payable to the Service Provider upon receipt of an invoice, unless other payment arrangements have been agreed upon in writing.

Other Special Education services offered and Hourly Rates

- School Psychologist - \$100
- School Counselor - \$75
- Licensed Occupational Therapist (OT) - \$100

Term of Agreement

6. The term of this Agreement will begin on the date of this Agreement and will remain in full force and effect for the 2016-2017 school year. This agreement can be terminated by either party with 30-day notice.

Performance

7. The parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

Additional Compensation

8. The Service Provider understands that the Service Provider's compensation as provided in this Agreement will constitute the full and exclusive monetary consideration and compensation for all services performed by the Service Provider and for the performance of all the Service Provider's promises and obligations under this Agreement.

Capacity/Independent Contractor

9. It is expressly agreed that the Service Provider is acting as an independent contractor and not as an employee in providing the Services under this Agreement. The Service Provider and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.

10. The Center's service providers are not employees, partners or agents of CHARTER SCHOOL; therefore, service providers will not be entitled to nor receive any benefits normally provided to CHARTER SCHOOL employees. CHARTER SCHOOL is not responsible for withholding applicable taxes from the Service Provider's compensation.

11. The client agrees to provide, for the use of the Service Provider in providing the Services, the following extras: CHARTER SCHOOL will allow the service provider to render services on campus. CHARTER SCHOOL agrees to provide access to a room suitable for service delivery, including testing, with a table and at least 2 chairs, access to a filing cabinet; access to a phone, fax, printer and copy machine for matters related to the provision of services; access to parking on or near campus; and access to an internet connection to log-on to Welligent for the documentation of services.

Reimbursement of Expenses

12. The Service Provider will not be reimbursed for expenses incurred by the Service Provider in connection with providing the Services of this Agreement.

Payment Penalties

13. No late payment penalty will be charged.

Performance Penalties

14. No performance penalty will be charged if the Service Provider does not perform the Services within the time frame provided by this Agreement.

Confidentiality

15. The Service Provider agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any confidential information with respect to the business of the Client, which the Service Provider has obtained, except as may be necessary or desirable to further the business interests of the Client. This obligation will survive indefinitely upon termination of this Agreement.

Return of Property

16. Upon the expiry or termination of this Agreement, the Service Provider will return to the Client any property, documentation, records, or confidential information which is the property of the Client.

Assignment

17. The Service Provider will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

Modification of Agreement

18. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Time of the Essence

19. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

20. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Governing Law

21. It is the intention of the parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Dispute Resolution

22. In the event a dispute arises out of or in connection with this Agreement the parties will attempt to resolve the dispute through friendly consultation.
23. If the dispute is not resolved within a reasonable period then any or all outstanding issues may be submitted to mediation in accordance with any statutory rules of mediation. If mediation is not successful in resolving the entire dispute or is unavailable, any outstanding issues will be submitted to final and binding arbitration in accordance with the laws of the State of California. The arbitrator's award will be final, and judgment may be entered upon it by any court having jurisdiction within the State of California.

Severability

24. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Liability

25. The Provider will maintain and furnish current professional liability insurance in the amount of no less than \$1,000,000. per incident and \$3,000,000. aggregate.

The parties have duly executed this Service Agreement this _____ day of _____, 2017

_____, Principal of Charter School,

_____, Speech and Language Service Provider

The Lingual Tree, Inc

AGREEMENT FOR SERVICE

A. THIS AGREEMENT FOR SERVICE (this "Agreement") dated this ____ day of Month _____, 2017

BETWEEN

Los Angeles Leadership Academy of 2670 N. Griffin Ave., Los Angeles, CA
90031

(the "Client")

OF THE FIRST PART

- AND -

The Cruz Center of 8300 Tampa Avenue, Suite M, Northridge, CA 91324
(the "Service Provider")

OF THE SECOND PART

BACKGROUND:

B. The Client is of the opinion that the Service Provider has the necessary qualifications, experience and abilities to provide services to the Client.

C. The Service Provider is agreeable to providing such services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the parties to this Agreement agree as follows:

Services Provided

1. The Client hereby agrees to engage the Service Provider to provide the Client with services (the "Services") consisting of: Occupational Therapy. These services include: direct services as delineated in students' IEPs, scheduling of services, teacher / school staff consultation and training, review and documentation of services in Welligent, preparation of present level of performance (PLP) and goals / objectives in Welligent, IEP meeting attendance, Welligent goals / objectives progress reporting when due, and assessments upon receipt of signed assessment plans (interviewing, observing, testing, scoring and report writing). The services will also include any other tasks the parties may agree on, which must be pre-approved by the Client. The Service Provider hereby agrees to provide such Services to the Client.

Term of Agreement

2. The term of this Agreement will begin on the date of this Agreement and will remain in full force and effect for the 2017-2018 school year. This agreement can be terminated by either party with 30-day notice.

Performance

3. The parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

Compensation

4. For the services rendered by the Service Provider as required by this Agreement, the Client will pay to the Service Provider compensation amounting to an hourly rate of \$100.00 per hour for Occupational Therapy.
5. Client will be billed no later than the last day of the month, unless other arrangements are agreed upon.
6. This compensation will be payable to The Cruz Center upon receipt of an invoice, unless other payment arrangements have been agreed upon in writing.

Additional Compensation

7. The Service Provider understands that the Service Provider's compensation as provided in this Agreement will constitute the full and exclusive monetary consideration and compensation for all services performed by the Service Provider and for the performance of all the Service Provider's promises and obligations under this Agreement.

Capacity/Independent Contractor

8. It is expressly agreed that the Service Provider is acting as an independent contractor and not as an employee in providing the Services under this Agreement. The Service Provider and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service.
9. The Cruz Center's service providers are not employees, partners or agents of LOS ANGELES LEADERSHIP ACADEMY; therefore, service providers will not be entitled to nor receive any benefits normally provided to LOS ANGELES LEADERSHIP ACADEMY employees. LOS ANGELES LEADERSHIP ACADEMY is not responsible for withholding applicable taxes from the Service Provider's compensation.
10. The client agrees that for a period of 12 calendar months following termination of this agreement, the client will not: (a) hire, contract or take away or cause to be hired, contracted or taken away any employee or independent contractor of The Cruz Center and (b) solicit or encourage any employee or independent contractor of The Cruz Center to terminate employment with or cease providing services to The Cruz Center.

Provision of Extras

11. The client agrees to provide, for the use of the Service Provider in providing the Services, the following extras: LOS ANGELES LEADERSHIP ACADEMY will allow The Cruz Center service provider/s to render services on campus. LOS ANGELES LEADERSHIP ACADEMY agrees to provide access to a

room suitable for testing with a table and at least 2 chairs, access to filing cabinet; access to a phone, fax, printer and copy machine for matters related to the provision of services; access to parking on or near campus, and access to an internet connection to log-on to Welligent for IEP management.

Reimbursement of Expenses

12. The Service Provider will not be reimbursed for expenses incurred by the Service Provider in connection with providing the Services of this Agreement.

Payment Penalties

13. No late payment penalty will be charged.

Performance Penalties

14. No performance penalty will be charged if the Service Provider does not perform the Services within the time frame provided by this Agreement.

Confidentiality

15. The Service Provider agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any confidential information with respect to the business of the Client, which the Service Provider has obtained, except as may be necessary or desirable to further the business interests of the Client. This obligation will survive indefinitely upon termination of this Agreement.

Return of Property

16. Upon the expiry or termination of this Agreement, the Service Provider will return to the Client any property, documentation, records, or confidential information which is the property of the Client.

Assignment

17. The Service Provider will not voluntarily or by operation of law assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

Modification of Agreement

18. Any amendment or modification of this Agreement or additional obligation assumed by either party in connection with this Agreement will only be binding if evidenced in writing signed by each party or an authorized representative of each party.

Time of the Essence

19. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

Entire Agreement

20. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

Governing Law

21. It is the intention of the parties to this Agreement that this Agreement and the performance under this Agreement, and all suits and special proceedings under this Agreement, be construed in accordance with and governed, to the exclusion of the law of any other forum, by the laws of the State of California, without regard to the jurisdiction in which any action or special proceeding may be instituted.

Dispute Resolution

22. In the event a dispute arises out of or in connection with this Agreement the parties will attempt to resolve the dispute through friendly consultation.
23. If the dispute is not resolved within a reasonable period then any or all outstanding issues may be submitted to mediation in accordance with any statutory rules of mediation. If mediation is not successful in resolving the entire dispute or is unavailable, any outstanding issues will be submitted to final and binding arbitration in accordance with the laws of the State of California. The arbitrator's award will be final, and judgment may be entered upon it by any court having jurisdiction within the State of California.

Severability

24. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

Liability

25. The Provider will maintain and furnish current professional liability insurance in the amount of no less than \$1,000,000 per incident and \$3,000,000 aggregate.

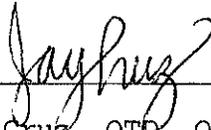
Additional Provisions

26. The Cruz Center will provide customary therapy equipment and materials necessary to render services.
27. LOS ANGELES LEADERSHIP ACADEMY agrees to provide student specific adaptations / assistive technology that will remain property of LOS ANGELES LEADERSHIP ACADEMY.

The parties have duly executed this Service Agreement this _____ day of
Month _____, 2017.

_____, Los Angeles Leadership Academy

Print Name: _____, Title: _____


_____, Director of The Cruz Center
Jay Cruz, OTD, OTR/L, BCN

**DirectEd
Service Agreement**

This Service Agreement (this "Agreement") is made and entered into as of July 1st 2017 by and between DirectEd ("DE") and Los Angeles Leadership ("School"), located at (See Exhibit B), with reference to the following:

RECITALS

School wishes to retain qualified substitute teachers, staff personnel and professionals in the area of Special Education to provide services to School on a temporary and/or long-term basis. DE has the ability to provide qualified temporary and long-term professionals to School. School wishes to engage DE to provide these services. Accordingly, the parties agree as follows:

AGREEMENT

DE's Duties and Responsibilities

1. DE will:
 - 1.1 Recruit, screen, interview, train and assign its employed service providers ("Employee") to perform the work described on Exhibit A under School's supervision at the location specified above;
 - 1.2 Pay Employees' wages and provide them with the benefits offered by DE;
 - 1.3 Pay, withhold, and transmit payroll taxes; provide unemployment insurance; and handle unemployment and workers' compensation claims involving Employees. DirectEd will maintain worker's compensation insurance at levels established by applicable state, automobile liability insurance with limits of \$1,000,000 and a general liability self-insurance program during the term of this Agreement with limits of \$1,000,000 (individual) and \$3,000,000 (aggregate). Said general liability coverage shall include claims for sexual abuse and molestation. DirectEd shall furnish, at School's request, a certificate of insurance evidencing such coverage.
 - 1.4 Perform all required background and qualification checks, including but not limited to Live Scan fingerprinting and confirmation of negative TB status;
 - 1.5 Inform School in the event any Employee becomes non-compliant with any requirement or qualification required by the State of California;
 - 1.6 Comply with all applicable federal, state and local laws, ordinances and regulations relating to this Agreement and to Employees; and
 - 1.7 Comply with the Family Educational Rights and Privacy Act (FERPA).

School's Duties and Responsibilities

2. School will:
 - 2.1 Properly supervise Employees and be responsible for School's business operations, services, and confidential information;
 - 2.2 Properly supervise, control, and safeguard School's premises, processes and/or systems, and not permit Employees to operate any vehicle, or entrust them with unattended premises, cash, confidential or trade

secret information, or other valuables without DE's prior written approval or as strictly required by the job description provided to DE;

- 2.3 Provide Employees with a safe work site, appropriate information, space to conduct their work and abide by all CalOSHA, standards, policies and procedures;
- 2.4 Immediately notify DE in the event an Employee is not meeting expectations, compromises student safety, or acts inappropriately or in violation of School or DE policy, or with any other concern;
- 2.5 Comply with all applicable federal, state and local laws, ordinances and regulations relating to this Agreement;
- 2.6 Provide Employees with on-site parking. The School agrees to be billed for and pay to DE any charges incurred if Employees are required to pay for parking.

Payment Terms, Bill Rates, and Fees

3. School will pay DE for DE's services at the rate(s) stated on Exhibit A, and will also pay any additional costs or fees incurred by DE or its Employees in providing the services described herein. The rates and terms in Exhibit A shall be updated every July 1st and may reflect increases or decreases in rates. School will receive a notice of these updates at least 30 days prior to July 1st. Fees are due and payable to DE within forty (40) calendar days of the date of the invoice. Invoices are dated using the last billing date of the invoice cycle.

In the event any invoice is not paid within 40 days of the invoice date, School shall pay to DE a delinquency charge computed on School outstanding balance as of the date of each invoice equal to one and one half percent per month from the date of each invoice, together with collection costs and fees, including attorneys' fees incurred in connection with collection of such amounts or ensuing arbitration and/or litigation, until each such invoice and all delinquency and attorneys' fees and costs are paid in full. The delinquency charge shall not exceed the maximum amount permitted by law. Late payment may also result in suspension of DE's services under this Agreement. If a portion of any invoice is disputed, School agrees to promptly pay the undisputed portion.

- 3.1 Substitute Services will be billed weekly. DE will invoice School for services provided under this Agreement every Friday for services provided the previous workweek. The DE workweek starts every Sunday and ends the following Saturday.
- 3.2 If School uses Special Education Services it will have the option to be billed monthly or weekly. For weekly billing, DE will invoice School for services provided under this Agreement every Friday for services provided the previous workweek. The DE workweek starts every Sunday and ends the following Saturday. For monthly billing, DE will invoice School for services provided under this Agreement by the 15th of every month for the prior month's services. If School does not provide a billing preference, monthly billing will be the default.

Hiring of DE Substitute Department Staff

- 3.3 School recognizes and acknowledges that DE spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining qualified staff. DE recognizes that its staff pool hopes to gain permanent employment with DE's clients and DE supports the long-term goals of its staff. DE has developed the following fee schedule in order to balance out the costs of recruiting, employing and retaining qualified staff with the long-term goals of its Employees.

School shall immediately pay to DE the Placement Fee stated on Exhibit A for each Employee that (a) School hires as its direct employee, independent contractor or sub-contractor, while employed by DE and/or

within 90 days of the termination of such Employee's employment with DE or (b) School causes, directly or indirectly, to leave the employment of DE.

School must provide DE with 30 calendar days prior notice if they plan to offer a position to a DE Employee.

DE may, at its sole and absolute discretion, modify, waive or reduce the fee.

Hiring of DE Special Education Department Staff

- 3.4 School recognizes and acknowledges that DE spends considerable time and effort and incurs substantial expense in recruiting, employing, training and retaining qualified staff. DE offers long-term careers to its special education staff and therefore hopes to retain them as long-term Employees. DE expends significant resources on each special education employee and must recuperate those costs if School hires a DE special education employee.

School shall immediately pay to DE the Placement Fee stated on Exhibit A for each special education employee that (a) School hires as its direct employee, independent contractor or sub-contractor, while employed by DE and/or within 90 days of the termination of such employee's employment with DE or (b) School causes, directly or indirectly, to leave the employment of DE.

School must provide DE with 30 calendar days prior notice if they plan to offer a position to a DE special education employee.

DE may, at its sole and absolute discretion, modify, waive or reduce this fee.

Breaks and Meal Periods

4. DE must comply with state and federal law requiring the payment of overtime. Also, DE must comply with mandatory break and lunch requirements as delineated in the applicable laws. School shall authorize and permit non-exempt Employees to take a paid 10-minute break for every four (4) hours of work, or major fraction thereof. Non-exempt Employees shall also be entitled and encouraged to take an unpaid, duty-free 30-minute meal period for every work period of more than five (5) hours unless the assignment is less than six hours. For substitute teachers the second rest break may be provided after the last covered class if necessary. DE may adjust the start or end time of an assignment to accommodate for mandatory rest and meal breaks. School will be notified if these adjustments will extend the workday beyond eight hours. Work days beyond eight hours will incur overtime charges for non-exempt employees. School agrees to comply with all federal and state laws regarding start/stop times, meal periods and rest breaks, and shall indemnify, defend and hold DE harmless for the same..
5. DE will charge School a fee for each occurrence where the School fails to provide an uninterrupted duty-free rest break as required in Section 4. DE will charge School a fee for each occurrence where a School fails to provide an uninterrupted duty-free meal break as required in Section 4. See Exhibit A for fee schedule.
6. The failure to provide meal and rest breaks for non-exempt Employees may result in overtime charges if the hours worked exceed eight (8) hours in a workday. In the event any overtime hours are worked, School will be charged and agrees to pay DE at the overtime rate. School acknowledges and agrees that any requirement by School for a DE Employee to arrive early or leave later than scheduled will also result in the School being billed overtime for such time. See Exhibit A for fee schedule.

Confidential Information

7. The parties acknowledge they may receive information that is proprietary or confidential to the other party or to persons or entities affiliated with or engaged in providing services to the other party. The parties agree to hold such information in strict confidence and not disclose such information to third parties or use such information for any purpose other than performing their services for the other party pursuant to this Agreement.

Cooperation

8. The parties agree to cooperate fully and provide assistance to the other party in the investigation and resolution of any complaint, claim, action or proceeding that may be brought by or involve Employees in any way.

Indemnification and Limitation of Liability

9. DE shall indemnify and hold harmless School, its subsidiaries, affiliated entities, directors, owners, agents, representatives, and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against School as a result of any negligent act or error or omission directly caused by DE or its Employee(s), including without limitation any violation or breach of this Agreement.
10. School shall indemnify and hold harmless DE, its subsidiaries, affiliated entities, directors, owners, agents, representatives, and employees, from and against all losses, liabilities, expenses, and claims for damages (including court costs and reasonable attorney's fees) which may be asserted or claimed against DE as a result of any act or error or omission directly caused by School, its employees or agents, including without limitation any violation or breach of this Agreement.

Term of Agreement

11. This Agreement shall begin on the date first written above and shall continue for a term of one year. This Agreement at the end of such term will be automatically renewed for successive one year periods unless terminated sooner. This Agreement may be terminated by either party on fifteen (15) days' written notice, or at any time by mutual written agreement of the parties.
12. DE reserves the right to immediately terminate this Agreement in the event: (i) School breaches any duty under this Agreement, including but not limited to the failure to timely pay any amounts due to DE; (ii) if required by law or regulation; or (iii) if School becomes insolvent or commits any act of bankruptcy, or a petitioner for involuntary bankruptcy is filed against School, or School makes a general assignment for the benefit of creditors under the bankruptcy or insolvency laws.
13. On termination, DE shall have no further obligation to provide School with Employee. The provisions regarding Confidential Information and Cooperation shall continue in effect subsequent to and regardless of termination of this Agreement.

Notices

14. Any notice, request, demand, consent, approval or other communication required or permitted under this Agreement must be in writing and will be deemed to have been given (a) on actual delivery, if delivery is by hand, or (b) on receipt if delivery is by facsimile, or (c) five (5) days after deposit in the U.S. mail, postage prepaid, certified or registered mail, return receipt requested. Each such notice shall be sent to the respective parties at the address indicated below.

To DE:

To School:

23. **ARBITRATION OF DISPUTES:** The parties shall have all rights provided by the Federal Arbitration Act, and, if applicable, California law, to seek arbitration of any dispute regarding this Agreement. In the event of any express or implied conflict between the Federal Arbitration Act and California law, the Federal Arbitration Act shall govern. To that end, no impediments to the invocation of this provision shall arise by virtue of any provision of California law which by its terms is focused upon the exercise of contractual dispute resolution procedures. The prevailing party in any such arbitration shall be awarded its reasonable costs and attorney's fees incurred in connection with the dispute. The party agrees to waive their respective rights to resolve any disputes in court or by a jury and, instead, consent to mandatory arbitration of any dispute, before a single neutral arbitrator under the auspices of the American Arbitration Association and that such arbitration be conducted in Los Angeles, California, with each side to advance one half of the arbitrator's estimated fee, pending the award of costs therein. With respect to any effort to enforce the above-stated arbitration provision or any other controversy or claim arising out of or relating to this Agreement, each party hereto consents to the personal jurisdiction over such party of the Courts of the State of California and that venue is proper in Los Angeles County. In the event any action (arbitration and/or court proceeding) is brought by either party arising out of or concerning this Agreement, the prevailing party in such action shall be entitled to recover as an element of its cost of suit, and not as damages, reasonable attorney's fees to be fixed by the court or arbitration panel. "Prevailing party" shall be the party who is entitled to recover its cost of suit, whether or not the suit proceeds to final judgment.

The parties, intending to be legally bound, duly execute this Agreement as of the date stated above.

Los Angeles Leadership Academy

Signature: _____

Printed Name: _____

Title: _____

DirectEd

Signature: _____

Printed Name: _____

Title: _____

Exhibit A

Special Education Service Rates

Special Education Oversight

Minimum phone or virtual meeting charge is 15 minutes.

<p>Expert Consult Duties may include: Special Education strategic planning and implementation; Special Education program development and/or improvement; charter petition and SELPA application assistance, development and review; and other duties as agreed upon by both parties. <i>Minimum on-site charge- 2 hours</i></p>	\$225 per hour
<p>Program Administrator Duties may include: Administrator, general education, special education staff training, IEP review, consulting for high profile cases, assistance w/ change of placements, assistance with district audits, assistance w/ program set-up/analysis, development of RST/Para service delivery schedules and other duties as agreed upon by both parties. <i>Minimum on-site charge- 2 hours</i></p>	\$165 per hour
<p>Case Manager Duties may include: Academic assessments, development of IEP annual master calendars and IEP's, meeting coordination/facilitation, compliance monitoring, and other duties as agreed upon by both parties. <i>Minimum on-site charge - 3 hours</i></p>	\$115 per hour
<p>Resource Teacher – Direct Services Only Duties may include: Push-in/pull-out and/or learning lab instruction, service tracking, progress monitoring, developing present levels of performance, Individual Transition Plans/Behavioral Support Plans, general education collaboration and other duties as agreed upon by both parties. <i>Minimum visit charge- 7 hours</i></p>	\$75 per hour

DIS Services and Service Oversight

Minimum phone or virtual meeting charge is 15 minutes.

<p>DIS Counselor Duties may include: Direct DIS counseling services, informal counseling, goal tracking/progress monitoring, service tracking, IEP preparation and attendance and other duties as agreed upon by both parties. <i>Minimum on-site charge is 3 hours</i></p>	\$85 per hour
<p>Speech and Language Pathology Assistant (SLPA) Duties may include: Direct speech services, informal speech services, goal tracking/progress monitoring, service tracking and other duties as agreed upon by both parties. SLPAs require supervision by an SLP. This rate includes SLP supervision. <i>Minimum on-site charge is 3 hours.</i></p>	\$72 per hour
<p>Speech and Language Pathologist (SLP) Duties may include: Goal tracking/progress monitoring, consultation, screenings, IEP preparation and attendance and other duties as agreed upon by both parties. <i>Minimum on-site charge is 1 hour for IEPs and consult and 3 hours for Direct Services.</i></p>	\$125 per hour
<p>Certified Occupational Therapist Assistant (COTA) Duties may include: Direct OT services, goal tracking/progress monitoring, service tracking, IEP preparation and attendance, consultations and other duties as agreed upon by both parties. COTAs require supervision by an OT. This rate includes OT supervision. <i>Minimum on-site charge is 3 hours</i></p>	\$72 per hour
<p>Licensed Occupational Therapist (OT) Duties may include: Direct OT services, goal tracking/progress monitoring, service tracking, IEP preparation and attendance, consultations and other duties as agreed upon by both parties. <i>Minimum on-site charge is 1 hour for IEPs and consult and 3 hours for Direct Services.</i></p>	\$125 per hour

Adapted Physical Education Teacher (APE) Duties may include: Direct APE services, goal tracking/progress monitoring, service tracking, IEP preparation and attendance, consultations and other duties as agreed upon by both parties. <i>Minimum on-site charge is 3 hours</i>	\$100 per hour
Educationally Related Intensive Counseling Services or Educationally Related Mental Health Services (ERICS or ERMHS) Duties may include: Direct counseling services, informal counseling, goal tracking/progress monitoring, service tracking, IEP preparation and attendance and other duties as agreed upon by both parties. <i>Minimum on-site charge is 3 hours</i>	\$100 per hour
Assigned School Psychologist Duties may include: Direct counseling services, informal counseling, goal tracking/progress monitoring, service tracking, IEP preparation and attendance, assessments and other duties as agreed upon by both parties. <i>Minimum on-site charge is 7 hours</i>	\$115 per hour
Behavior Intervention Implementation (BII) Duties may include: Direct BII services, implementing a behavior intervention/treatment plan, data tracking, service tracking and other duties as agreed upon by both parties. <i>Minimum on-site charge is 6 hours.</i>	\$37 per hour
Behavior Intervention Development (BID) Duties may include: Direct BID services, developing behavior intervention/treatment plan and training/supporting BII in the implementation of plan, goal tracking/progress monitoring, data analysis, service tracking, conducting FBA's, IEP preparation and attendance and other duties as agreed upon by both parties. <i>Minimum on-site charge is 2 hours</i>	\$115 per hour
Credentialed School Nurse (SN) Duties may include: Development of medical treatment plans and support with implementation, progress monitoring of treatment plan, consultation, screenings, IEP preparation and attendance and other duties as agreed upon by both parties. <i>Minimum on-site charge is 1 hour</i>	\$97 per hour
Deaf and Hard of Hearing Teacher (DHH) Duties may include: Direct DIS services, goal tracking/progress monitoring, service tracking, IEP preparation and attendance, assessments, consultation and other duties as agreed upon by both parties. <i>Minimum on-site charge is 2 hours</i>	\$135 per hour
Educational Audiologist (Ed Aud) Duties may include: Consultation, equipment review/requests and other duties as agreed upon by both parties. <i>Minimum on-site charge is 1 hour</i>	\$165 per hour

Assessment and Consultation Services

Minimum on-site charge is 1 hour; Minimum phone or virtual meeting charge is 15 minutes.

School Psychologist	\$115 per hour
Speech and Language Pathologist (SLP)	\$125 per hour
Credentialed School Nurse w/ Audiometrist Certificate (SN)	\$97 per hour
Licensed Occupational Therapist (OT)	\$125 per hour
Adapted PE Teacher (APE)	\$100 per hour
Academic Assessment	\$115 per hour
DHH Assessment	\$135 per hour
Educational Audiologist	\$165 per hour

Functional Behavior Analysis (FBA)	\$115 per hour
Transition Assessment	\$115 per hour

Transition Services

Minimum phone or virtual meeting charge is 15 minutes.

Expert Consult Duties may include: Developing and/or improving transition programs, establishing contracts and partnerships and other duties as agreed upon by both parties. <i>Minimum on-site charge- 1 hour</i>	\$225 per hour
Job Developer Duties may include: Transition assessments, workshops, job development, job coach training and other duties as agreed upon by both parties. <i>Minimum on-site charge- 1 hour</i>	\$115 per hour
Job Coach Duties may include: Conducting pre-employment workshops, transportation training, on site coaching support to student once placed and serve as a liaison between school, student and business and other duties as agreed upon by both parties. <i>Minimum on-site charge - 3 hours</i>	\$75 per hour

Other Services

Other- Services not listed in agreement	Contact for quote/availability
Welligent/SEIS Training (for School staff or Substitute Department Staff)	\$40 per hour
Licensed or Credentialed SLP for SLPA Supervision – (Non DirectEd SLPA)	\$125 per hour
SLPA Only- School provides SLP Supervision	\$62 per hour
School-wide Health Screenings -Scoliosis, Vision, Hearing, Lice If fewer than 10 students, hourly School Nurse (SN) rates will apply.	\$7.00 per student/ per screening

Fees- Applies to SLPAs, COTAs and BIs

Overtime	1.5 times the hourly rate
Failure to provide lunch or rest break (non-exempt employees only) This applies when School prohibits Employee from taking their scheduled lunch and rest breaks.	1 times the hourly rate

We comply with California laws and codes and ensure that all non-exempt employees sent to the school site are provided with the required number of breaks as prescribed by the law.

Additional Terms

Cancellation of Meetings

School may be charged a one hour service fee, if an IEP meeting is cancelled with less than 24 hours of notice. If a parent does not attend a scheduled IEP meeting, school will still be charged a one hour service fee.

Absent Students/Schedule Changes

Schools utilizing BII or RST services will be charged the minimum visit for these services even if student(s) is/are absent.

DIS Services

School will be charged a one-hour service fee in the event that the scheduled student(s) is/are absent or if School decides that the student(s) are not able to be pulled for scheduled assessment after the arrival of a provider.

Schools must provide at least 1 business day notice if there is a change in the School or student's schedule that will impact the Employee's scheduled visit. Failure to notify DE will result in a charge of one hour for the service.

Assessment Services

School will be charged a one-hour minimum visit if the scheduled student(s) is/are absent or if School decides that the student(s) are not able to be pulled for scheduled services after the arrival of a provider.

Schools must provide at least 1 business day notice if there is a change in the School or student's schedule that will impact the Employee's scheduled visit. Failure to notify DE will result in a charge of one hour for the service.

Special Education Department Placement Fees

The following fees apply for each employee that (a) School hires as its direct employee, independent contractor or sub-contractor, while employed by DE and/or within 60 days of the termination of such employee's employment with DE or (b) School causes, directly or indirectly, to leave the employment of DE.

Hours of Service at the School Site	Fee
0-1,500 hours	\$15,000
>1,500 hours	\$3,500

Substitute Department Rates

Day-to-Day Rates and Fees

Rates for day-to-day assignments that are **not** considered long-term are set forth below:

Substitute Teacher Employees	Rate
DirectEd will evaluate School's bell schedule and the daily rate will be based on adding 15 minutes to the start and end time of School's schedule. An additional 15 minutes may be added to the start of the workday if a morning break is not included in the school's bell schedule. Lunch is deducted from the calculation of hours and is therefore unpaid. All substitute teachers are verified to have at minimum a valid 30-Day Substitute Permit.	
Half Day - Fewer than 5 hours	\$150 per day
Full Day - 5 - 8 hours	\$218 per day

Hourly Employees	Rate
Hourly employees may not have a valid 30-Day Substitute Permit and are not allowed to supervise classrooms independently and should not be left alone with students for extended periods of time. Lunch is deducted from the calculation of hours and is therefore unpaid. All the assignments below require a six-hour minimum.	
Office Assistant, Paraprofessional or Teacher Assistant	\$26.50 per hour
Certified Nursing Assistant	\$30 per hour
1:1 Special Education Aide or School Supervised Bil	\$30 per hour
CPI Certified or QBS Trained 1:1 Special Education Aide or School Supervised Bil	\$35 per hour
Licensed Vocational Nurse (LVN)*	\$40 per hour
*Must be supervised by a Credentialed School Nurse	

Description of Fees- Teacher and Hourly Employees	Fees
Overtime Fee For assignments that exceed eight (8) hours in a workday or forty (40) hours in a workweek. This calculation does not include an unpaid duty-free lunch.	\$45 per hour
After School Assignments Any assignment that starts after 1:30pm. 3-hour minimum required.	\$45 per hour
Weekend Assignments Saturdays and Sundays. 3-hour minimum required.	\$45 per hour
Failure to Provide Lunch Break	\$45 per occurrence
Failure to Provide Rest Break	\$25 per occurrence
No Notice Cancellation Fee School may be charged if a confirmed assignment is cancelled once the employee is en route or has arrived at the assignment.	\$125 per occurrence

Additional Terms

Half Day Assignments: We comply with California laws and codes and ensure all non-exempt employees sent to the school site are provided with the required number of breaks as prescribed by the law. Work hours shall begin 15 minutes prior to the start of the substitute's first class. School can request an earlier start time if desired. The assignment will end 15 minutes after the substitute's last class or after School dismisses the employee. For an assignment to qualify as a half day assignment the calculation of hours must include 15 minutes prior to the substitute's first class and 15 minutes after substitute's last class.

Full Day Assignments: We comply with California laws and codes and ensure all non-exempt employees sent to the school site are provided with the required number of breaks and a 30 minute duty-free lunch as prescribed by the law. Work hours shall begin 15 minutes prior to the start of the substitute's first class. An additional 15 minutes may be added to the start of the workday if a morning break is not included in the school's bell schedule. School can request an earlier start time if desired. The assignment will end 15 minutes after school is dismissed or when School dismisses the employee.

Hourly Positions: We comply with California laws and codes and ensure all non-exempt employees sent to the school site are provided with the required number of breaks and a 30 minute duty-free lunch as prescribed by the law. It is the schools responsibility to ensure the employee takes their two (2) ten minute breaks and 30 minute lunch. School will not be charged for the required 30-minute duty-free lunch break.

Assignment Modifications: School may not modify the confirmed hours of an assignment request once the Employee is en route to the assignment.

Long-Term Rates and Fees

Rates for assignments that are considered long-term are set forth below:

Hourly Employees	Rate
Hourly employees may not have a valid 30-Day Substitute Permit and are not allowed to supervise classrooms independently and should not be left alone with students for extended periods of time. Lunch is deducted from the calculation of hours and is therefore unpaid. All the assignments below require a six-hour minimum.	
Office Assistant, Paraprofessional or Teacher Assistant	\$26.50 per hour
Certified Nursing Assistant	\$30.00 per hour
1:1 Special Education Aide or School Supervised BII	\$30.00 per hour
CPI Certified or QBS Trained 1:1 Special Education Aide or School Supervised BII	\$35.00 per hour
Licensed Vocational Nurse (LVN)*	\$40.00 per hour
*Must be supervised by a Credentialed School Nurse	

Description of Fees, Teacher and Hourly Employees	Fees
Overtime Fee For assignments that exceed eight (8) hours in a workday or forty (40) hours in a workweek. This calculation does not include an unpaid duty-free lunch.	\$45 per hour
After School Assignments Any assignment that starts after 1:30pm. 3-hour minimum required.	\$45 per hour
Weekend Assignments Saturdays and Sundays-3 hour minimum required.	\$45 per hour
Failure to Provide Lunch Break	\$45 per occurrence
Failure to Provide Rest Break	\$25 per occurrence
No Notice Cancellation Fee School may be charged if a confirmed assignment is cancelled once the employee is en route or has arrived at the assignment.	\$125 per occurrence

Hourly Positions: We comply with California laws and codes and ensure all non-exempt employees sent to the school site are provided with the required number of breaks and a 30-minute duty-free lunch as prescribed by the law. It is the School's responsibility to ensure the employee takes their two (2) ten minute breaks and 30-minute lunch. School will not be charged for lunch breaks.

Assignment Modifications: School may not modify the confirmed hours of an assignment request once the Employee is en route to the assignment.

Long Term Teachers	Full Day Rate (5 - 8 hours)	Half Day Rate (fewer than 5 hrs)
No Lesson Planning or Grading Day-to-Day Additional Terms apply	\$218	\$150
K-5; 6-12 Single Prep Lesson Planning and/or Grading	\$305	\$205
6-12 Multi Prep, Science, Math, Special Education Lesson Planning and/or Grading	\$330	\$235
Credentialed Teacher	\$390	\$260

Lesson Planning and/or Grading; only applies to teachers who are credentialed in the subjects they will be teaching.	
Difficult to place positions or unusual requests.	Contact for quote

Note: Pupil Free Days and Professional Development Days will be charged at the long-term rates if the substitute is required to report to work on those days. If transition days are requested they will be booked as day-to-day assignments and charged the day-to-day rates.

Description of Teacher Fees	Fees
Additional Hours <ul style="list-style-type: none"> For assignments or duties that exceed eight (8) hours in a workday. (e.g., office hours, detention coverage, Back-to-School Night, Parent Conferences, etc.) Coverage or Other Tasks Required During a Prep/Conference Period Fee 	\$50 per hour
Lesson Planning and Grading for non-DirectEd Substitute Teacher This rate applies when a DirectEd employee is absent and creating lesson plans or grading work for a non-DirectEd employee.	\$50 a day
No Duty-Free Lunch School may be charged if there is a failure to provide a 30-minute duty free lunch for assignments over six hours.	\$45 per occurrence
No Notice Cancellation Fee School may be charged if an assignment is cancelled after a substitute has been scheduled and is in route to the previously scheduled assignment.	\$125 per occurrence

Additional Terms

Long Term Teachers: must receive a 30-minute duty free lunch when assigned to work over 5 hours. Failure to provide a 30-minute duty free lunch will result in fee of \$45 per each occurrence.

Long-term teachers' schedules shall include the standard preparation time and/or conference periods provided to other teachers at your school. School will be charged \$45 per hour when a long-term substitute teacher is asked to cover classes or complete other duties during their preparation period.

A School administrator or administrative designee must approve all additional hours on the long-term timecard.

Long-term teachers shall verify their hours with the office manager or other designee on a weekly basis. Long-term rates go into effect (i) the first day the long-term assignment begins, or (ii) when a day-to-day assignment requires a substitute teacher to complete lesson plans or grade reporting.

If a Long-term Substitute is absent, the school will be charged the long-term rate when a DirectEd substitute covers the assignment. This is to cover the grading and lesson planning rates we pay the employee for those days.

Assignment Modifications: School may not modify the confirmed hours of an assignment request once the Employee is en route to the assignment.

Placement Fees

The following fees apply for each employee that (a) School hires as its direct employee, independent contractor or sub-contractor, while employed by DE and/or within 60 days of the termination of such employee's employment with DE or (b) School causes, directly or indirectly, to leave the employment of DE. The fees below apply to all DE Employees assigned within 30 days of school hire.

Assigned Days at School Site	Fee
1-90	\$3,000
>90	\$1,500

Exhibit B

- 1. Los Angeles Leadership Academy High School**
234 E. Ave. 33
Los Angeles, CA 90031

- 2. Los Angeles Leadership Academy Middle School**
2670 Griffin Ave.
Los Angeles, CA 90031

- 3. Los Angeles Leadership Academy Primary School**
2670 Griffin Ave.
Los Angeles, CA 90031

PRN NURSING CONSULTANTS FEE FOR SERVICE CONTRACT

Charter School: Los Angeles Leadership Academy

Date: _____

Telephone: 213-381-8484

Fax: _____

Address: 2670 Griffin Ave
STREET

Los Angeles
CITY

California, 90031
STATE & ZIP CODE

Request completed by: _____

PRINT NAME

SIGNATURE

PRINT TITLE

PRINT email address

Exhibit A: Nursing and Audiometry Services available (please check each service charter is requesting):

- School Nurse to complete Health Assessments for Special Education evaluations upon receipt of Special Ed Assessment Plan.
- School Nurses to complete mandates: Vision (K - 2nd - 5th - 8th - 10th) & Scoliosis screening (7th grade girls & 8th grade boys).
- School Nurse &/or Audiometrist to complete audio mandates for: K - 2nd - 5th - 8th - 10th.
- Growth & Development presentation for 5th, 6th, or 7th grade students.
- Record Review: Immunizations, CHDP, Defect list, Sports Physical Clearance, other: _____
- In-Service staff: EpiPen, Narcan, Glucagon, Hypoglycemic Reaction, Diabetic Overview, Seizure Precautions, Diastat, Medications, Blood Borne Pathogens (faculty), Immunization guidelines (office staff)
- 504 Plan (Health component)
- Describe any additional services or project requests: _____

1. **Services to be Performed:** Contractor agrees to perform the services described in Exhibit A. The Client agrees to furnish space on its premises for the appropriate service. Health Assessments and mandates require student privacy and a quiet environment for valid results.
2. **Terms of Agreement:** This FFS Contract Agreement will become effective when signed by both parties. Contract will continue uninterrupted until either party gives appropriate notice of termination. Either party may terminate by giving the other party thirty (30) day written notification.
3. **California State Education Requirements:** Contractor will ensure that all persons, working at Client's location will meet all California State Education requirements regarding background and health screening. By signing this form the Contractor will verify that all contractors' representatives doing business on Client's property have been properly screened for tuberculosis (TB) and have not been convicted of a violent or serious crime as listed in Section 667.5 or 1192.7 of the California Penal Code.
4. **Insurance:** The Contractor agrees to maintain insurance in a commercially reasonable amount to cover any acts or omissions committed by Contractor's representatives and maintain Professional and General liability coverage.
5. **Modifying the Agreement:** This Agreement may be modified only by a written notification signed by both parties.
6. **Resolving Disputes:** If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Los Angeles County, State of California. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties. If the parties fail to arrive at a mutually satisfactory solution through mediation within a reasonable time, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Los Angeles County, State of California. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including reasonable attorney's fees, may be allocated by the arbitrator.
7. **Terms of Payment:** In consideration for the services to be performed by Contractor: Client agrees to pay Contractor rate of \$90.00 per hour, not to exceed 150 minutes per student for Health Assessment and evaluation. If there is only one student to be assessed the charge will be \$250.00 minimum "one stop fee" - unless additional cases are made available. The total amount includes: student assessment, report writing, Health Record and Welligent record review, parent interview (by phone or at school site), and completion of all required documentation at school site and computer. Extra fees per hour will be charged for intensive cases and IEP attendance. \$75 per hour charge for daily office coverage. The Client is responsible for payment within 30 days after invoice is provided. An account that is past due over 60 days will include a penalty of 20% every 30 days.
8. **Representation:** Contractor represents that he or she has the qualifications and ability to perform the services under this Agreement in a professional manner without the advice, control or supervision of Client.
9. **Permits and Licenses:** Contractor has complied with all Federal, State and Local laws requiring business permits and other licenses, including but not limited to credentials, required to carry out the services to be performed under this Agreement.
10. **Non solicitation:** For a period of one year after termination of this Agreement, Client agrees not to call on, solicit, or take away Contractor's Nurse or other Consultants which the Client became aware, as a result of Contractor's services for Client.

1. Fee for Service Analysis: To be completed by PRN Nursing Consultants' Office:

Staff: Credentialed School Nurses & Licensed Audiometrist

Date: July 1, 2017

Is the service/material/project available on a fee for service basis? (Yes or No) Yes

- 1. \$75/hr.-for daily Health Office coverage
- 2. \$90/hr.- for all SPED nursing services and consultation (\$250 minimum charge per site visit) and

The estimated cost of the service/materials/project is: \$350-Growth & Development & Misc. In-Services. \$475-EpiPen Training & Narscan + \$50 Chg/ each school

- 3. Health Cards: \$0.40 each + Shipping & Handling

Estimate completed by: Deborah Velasco – PRN Nursing Consultant Director

Date: July 1, 2017

Deborah Velasco

SIGNATURE

818-366-4070

TELEPHONE NUMBER.

2. Proceed with the above services at the estimated cost.

PRINT NAME/TITLE

Date:

Charter School SIGNATURE

TELEPHONE NUMBER

3. Upon completion of service you will be sent the completed "Invoice".

Please forward the FEE FOR SERVICE REQUEST to:

PRN NURSING CONSULTANTS
Deborah Velasco
10315 Woodley Avenue
Suite #127
Granada Hills, CA 91344

If you have any questions please call DEBORAH VELASCO at:

- 818-366-4070 Office
- 818-621-3016 Cell
- 818-831-1939 Fax
- email: PRNurse@socal.rr.com

EXHIBIT G

Ratification of Employment Agreement for Executive Director

WHEREAS, the Personnel Committee of the Board has recommended to the Board that the employment agreement for the Executive Director for the 2017-2018 to 2020-2021 school years (the "Employment Agreement") be ratified;

WHEREAS, the Board has discussed the Employment Agreement; and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to ratify the Employment Agreement.

NOW, THEREFORE, BE IT RESOLVED, that the Employment Agreement be, and it hereby is, approved, with such changes, additions, deletions, amendments or modifications as any of the Officers deems necessary, proper or advisable.

Annex G

Oral Report re: Employment Agreements

(Attached)

Script for Personnel Committee Chair

“As to the next item regarding ratification/approval of the Personnel Committee recommended management contracts, I am required by law to indicate, prior to any vote on the contract, the following information:

Position Title	Term	Annual Salary	Health Benefits	Days of Paid Vacation per Year	Days of Paid Sick Leave per Year
Executive Director	Four years	185,000.00 plus potential additional compensation	Twelve (12) months of full single HMO or PPO coverage or full HMO family coverage for health, dental, life, and vision benefits.	6 Weeks	10 Days

I am pleased to recommend approval of these contracts and call for a vote on them.”

Appointment of Marvin Jacobo as Chief Operating Officer

WHEREAS, the Board of the Academy has considered the qualifications, qualities, skills and attributes of Marvin Jacobo and deems it advisable and in the best interests of the Academy to appoint Marvin Jacobo as Chief Operating Officer of the Academy.

NOW, THEREFORE, BE IT RESOLVED, that Marvin Jacobo be, and he hereby is, appointed to serve as Chief Operating Officer in accordance with the Bylaws of the Academy (as amended from time to time).

EXHIBIT I

Approval of Revised Fiscal Policies

WHEREAS, the Board desires to amend the fiscal policies of the Academy to, among other things: (1) add Marvin Jacobo, in his capacity as Chief Operating Officer of the Academy, as an authorized signatory to the deposit and other accounts of the Academy (an “Authorized Signatory”); and (2) authorize Marvin Jacobo as an authorized purchaser who can make purchases of \$10,000 or less on behalf of the Academy (an “Authorized Purchaser”);

WHEREAS, the Board has been presented with and reviewed the amended fiscal policies of the Academy in the forms attached hereto as Annex I (the “Fiscal Policies”); and

WHEREAS, the Board deems it advisable and in the best interests of the Academy to approve and adopt the Fiscal Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Fiscal Policies be, and they hereby are, approved and adopted, with such changes, additions, deletions, amendments or modifications as any of the Officers of the Academy deems necessary, proper or advisable;

RESOLVED FURTHER, that Marvin Jacobo be, and he hereby is, authorized, empowered and directed to execute any document or authorize any transaction in connection with any deposit or other account of the Academy, and to do or cause to be done all other things and acts, to execute and deliver or cause to be executed and delivered all other instruments, documents and certificates and to pay or cause to be paid all costs, fees and taxes as may be, in his sole judgment, necessary, proper or advisable; and

RESOLVED FURTHER, that the Board will review the individuals designated to serve as Authorized Signatories and Authorized Purchasers not less than once per fiscal year.

Annex I
Fiscal Policies

Los Angeles Leadership Academy

2670 Griffin Avenue, Los Angeles, CA 90031

Ph. 213.381.8484

www.laleadership.org

GENERAL ACCOUNTING POLICIES AND PROCEDURES MANUAL

*ACCOUNTING POLICIES
Board Approved 06/20/2017*

OVERVIEW

GENERAL

The Governing Board of Los Angeles Leadership Academy has reviewed and adopted the following Fiscal Policies to support the mission of the school and ensure the most effective use of resources. These processes are designed to ensure that resources are budgeted, properly accounted for, and safeguarded. The Policies are also designed to ensure that expenses are properly authorized and in accordance with the school's budget and mission. These Policies serve as the internal controls over the fiscal activities of the school.

All processes are designed with key accounting rules in mind. Financial duties and responsibilities are separated so that no one employee has sole control over cash receipts, disbursements, payroll processing, reconciliation of bank accounts, or safeguarding of assets.

LEGAL STRUCTURE

Los Angeles Leadership Academy ("LALA") is a California Corporation and is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. As of 7/1/10, LALA operates two charter schools in two locations in Los Angeles, California, sponsored by LAUSD. Los Angeles Leadership Academy has offices at each site and operates one middle school and one high school under Los Angeles Leadership Academy (charter #461) and one elementary school under Los Angeles Leadership Primary Academy (charter #1333)

<i>Charter Name</i>	<i>Charter Number</i>	<i>Location (09-10)</i>	<i>Start Date of Charter (new or renewal)</i>	<i>Expiration Date of Charter</i>
<i>Los Angeles Leadership Academy (LALA)</i>	<i>461</i>	<i>Los Angeles</i>	<i>7/1/2017</i>	<i>6/30/2022</i>
<i>Los Angeles Leadership Primary Academy (LAPA)</i>	<i>1333</i>	<i>Los Angeles</i>	<i>7/1/2016</i>	<i>6/30/2021</i>

METHOD OF ACCOUNTING

The books and records of Los Angeles Leadership Academy are prepared using the accrual method of accounting. Under this method, revenues are recognized when earned and expenses are recognized when incurred.

ACCOUNTING SYSTEM

LALA follows the Standardized Account Code Structure (SACS) and utilizes Resources to track restricted activities. All daily accounting transactions are processed in house. Director of Finance managed all financial daily operations to ensure accurate and timely processing of accounting transactions, budgets, cash flow projections, and financial reporting and compliance. Effective 7/1/14, LALA uses NetSuite for maintaining its general ledger activities and has contracted with EdTec, as a third-party service provider, to ensure accurate and timely financial reporting and fiscal compliance and provides integral support with month-end reporting, cash flow, budgeting and compliance reporting.

CASH ACCOUNTS

LALA obtains board approval before opening or closing any bank or investment accounts. LALA currently maintains the following bank accounts:

- Main Checking Account (9121-1599)** - PacWest Bank
- Griffin Maintenance Account (9123-1858)** - PacWest Bank
- Checking – (9124-7573)** - 1st Century Bank (Los Angeles, CA)
- Fundraising Accounts -9125-5715** - Chase School Fundraising Account
- 9125-6580** - Chase Student Fundraising Account
- 9125-9828** - MSPA Parent Council

All bank accounts are reconciled on a monthly basis by Director of Finance, all accounting records are kept in a secured location.

ANNUAL FINANCIAL AUDIT

The Governing Board will annually appoint an audit committee by February 1st to select an auditor by March 1st for that year's audit (year-ending June 30). Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.

The annual audit shall include the following:

- Audit of the accuracy of the financial statements
- Audit of attendance accounting and revenue accuracy practices
- Audit of internal control processes

The annual audit report will be presented to the Governing Board by December 1st of each year and distributed to required third parties no later than December 15th following year-end.

AUTHORIZED CHECK SIGNERS

The following parties are authorized to sign checks for the main checking accounts, maintenance account and fundraising account:

Executive Director
Director of Student Support Services
Chief Operations Officer

There is dual signature requirement for the checks more \$10,000. Authorization limits and approvals must be followed. Authorization limits apply to specific individuals for purchases.

Reimbursements to any members with check signing ability must be approved by an authorized individual other than the person being reimbursed.

Signers allow to use rubber signature stamp.

CASH RECEIPTS AND DEPOSITS

The School receives checks and cash throughout the year. The main source of cash receipts is State and Federal revenue and fundraising income. The following processes are followed to insure effective, timely and accurate reporting of cash receipts in general ledger, safeguarding of assets and ensuring adequate separation of duties.

Mail delivered to the Central Office is opened by designated staff member and delivered to the Office manager. Office manager prepare a Cash Receipts Form, including details of the source of funds and proper coding per chart of accounts.

All checks to be deposited are placed in a secured Location until deposited via remote or delivery to the bank by the designated person.

All deposit information is reviewed by Director of Finance to ensure timely entry in the accounting system. Records of deposits are filed at the school. Each record of deposit should include the following items: cash receipts form signed by preparer, remote deposit verification or receipt of deposit from the bank, supporting documentation for the deposit, copies of checks deposited.

For any checks received that do not clearly indicate their source or nature by the supporting documentation, the Executive Director or Principal will include sufficient coding or explanation to ensure proper coding in the accounting system.

The school will collect cash from time to time. Cash received is segregated as to type (food sales, fundraising, etc.) and tallied. Total amounts by type are verified by a second person and a deposit form is prepared. If the cash cannot be deposited the same day, it is stored in a locked cabinet. The designated staff member contacts the bank representative at 1st Century bank when cash deposits need to be made, and the bank arranges for a direct courier pick up.

Deposits should never be held at the school site more than week. All money a waiting for deposit must be stored in a locked and secure location with limited access for only authorized employee.

PURCHASES AND CASH DISBURSEMENTS

The Office Manager, Principals, Assistant Principals, Chief Operations Officer, Executive Director and Board President are authorized to make purchases on behalf of LALA.

At least one of the following must accompany all cash disbursement transactions and proper authorization must be clearly indicated:

- *Purchase Order, with proper authorization*
- *Check Request/Employee Reimbursement Request with proper authorization and supporting documentations attached (for the check request- an invoice, for the reimbursement request –original receipts)*
- *Travel Reimbursement Form with proper authorization and supporting documentations attached*

The Principal is authorized to make purchases up to \$1,999.99 for office supplies and general operating expenses of the school. The Chief Operations Officer is authorized to make purchases up to \$5,999.99 for general operating Purchases of \$6,000 to \$24,999 require approval by the Executive Director. Purchases in excess of \$25,000 require board approval.

For recurring transactions with prior approval, payment may be made without direct approval from the Executive Director or Board.

Director of Finance is in charge of purchases and monitoring spending for each resource during the year.

Purchasing Process:

- *The Office Manager receives a request by an employee to make a purchase or a signed Purchase Order with proper authorization*
- *If an employee is requesting a purchase, the Office Manager prepares a purchase order and submits it to the site administrator for approval.*
- *The Director of Finance reviews the purchase order for proper coding and that the expense is within budget and aligned with the school's needs and mission.*
- *The Office Manager makes purchases only after receiving approved purchase orders*
- *Purchase orders are notated when order has been placed and are stored in a Pending Purchase Orders file until the order has been fulfilled.*
- *When goods are received, the packing slip is reviewed and compared to the actual delivery and to the purchase order for accuracy.*

Accounts Payable checks are processed weekly by the accounting department at Los Angeles Leadership Academy.

BILL PAY PROCESS:

- *Designated staff member opens mail and delivers all invoices bills and statements to the office manager.*
- *Accounting Department receives invoices for payment.*
- *Each invoice is stamped "Received" with date and is reviewed for accuracy, proper authorization, and completeness. Invoices must be accompanied by a Check Request/Employee Reimbursement Request, Purchase Order and Packing Slip if applicable. If the invoice was for a purchase of merchandise where a purchase order was prepared, the Office Technician matches the purchase order to the invoice and verifies amount and items included*
- *Every purchase must be accompanied by valid, written supporting documentation with proper signatures (invoice, contract, receipt, etc.)*
- *Accounting specialist entered invoices to the ESP system. Once all bills have been entered, a report of AP Transactions is printed from ESP and submitted to Director of Finance for review, along with the bills and AP Batch Header.*
- *Director of Finance notates any changes and returns the reviewed AP package to the Accounting Specialist for revision.*
- *Accounts Payable aging report and available cash balances are reviewed and invoices are selected for payment.*
- *Checks are printed and matched to invoices*
- *Executive Director Reviews and signs checks.*

Accounting department maintains the checks for the all bank accounts, filed by bank account and by vendors.

SIGNATURE STAMP POLICY

A rubber signature stamp representing the signature of the Executive Director is permitted, subject to the following restrictions:

- *The rubber signature stamp will be stored in a secure place at all times when not in use and may only be accessed by the Executive Director or the Director of Finance.*
- *The Executive Director must approve in advance any application of the rubber signature stamp.*

PETTY CASH

The school does not currently maintain a petty cash account. Cash transactions are collected and deposited as necessary (see CASH RECEIPTS section above).

CREDIT CARD TRANSACTIONS

LALA holds several credit cards from California Credit Union Bank to be used for regular operating expenses. The following parties are authorized to make purchases using the credit card:

*Principal – K-8
Principal – HS
Chief Operations Officer
Administrative Assistant
Executive Director*

Credit card transactions are logged, reviewed and reconciled to the statements each month. Supporting documentation and receipts accompany the credit card statements on a monthly basis.

The credit card activities are reviewed by the Director of Finance, Chief Operations Officer and Executive Director as a part of the Account Payable check review process and are paid in full each month. The Chairman of the Academy's Board reviews activities of the credit card issued under the name of the Executive Director.

All original credit card receipts with expense report are provided to the accounting department for review and payment. If any purchase is not pre-approved, school related or containing original receipts or affidavit of purchases in lieu of receipts, the purchase and the subsequent payment will be the credit card holder's responsibility.

EMPLOYEE EXPENSE REIMBURSEMENT POLICY

All purchases incurred and expenses on behalf of Los Angeles Leadership Academy should be preapproved by Principals, Director of Finance or Executive Director. Purchases cannot include alcohol, personal items or other prohibited expenses. After purchase is made, an employee completes form "Request for the reimbursement" with original receipts attached and submits it for approval. After request will be approved check will be processed by accounting department.

Reimbursement requests must be submitted with supporting submitted in a timely manner. If purchases occur in June, reimbursement requests must be received no later than July 31st in order to be included in the proper fiscal year.

TRAVEL EXPENSE REIMBURSEMENT POLICY

In general, employees will be reimbursed for allowable expenses incurred – up to the limit of the prevailing Federal Per Diem rate – while on school-related travel. These expenses must be submitted on a Check Request Form and require approval by the School Principal or Executive Director. If the Principal is requesting reimbursement, the Executive Director must approve the form. If the Executive Director is requesting reimbursement, the Chairman of the Academy's Board must approve the form.

Any travel expenses greater than the per diem rate must be preapproved by the Executive Director.

Mileage is also reimbursable for necessary business travel that takes an employee further from their home than their usual commute to work or that requires an employee to travel to an additional location beyond their normal work location. Mileage will be reimbursed at the prevailing Federal mileage reimbursement rate.

Overnight hotel stays are only approved in cases where an employee is attending a conference or event that is outside of the greater Los Angeles area. Any overnight travel must be approved in advance by the Executive Director.

Reimbursement requests must be submitted within 30 days of travel for payment to be honored. The school reserves the right to refuse reimbursement for any requests not submitted in a timely manner. If travel occurs in June, reimbursement requests must be received no later than July 31st in order to be included in the proper fiscal year.

FUNDRAISING ACTIVITIES

The school conducts fundraising activities from time to time that generate cash income. There will be a Fundraising Committee who will oversee all fundraising activities in separate bank accounts (i.e. 1 for HS, 1 for MS and 1 for Elementary) that will be managed by two designated individuals for each account.

Whenever cash fundraising income is received, the following processes are followed:

- *Fundraising activities are overseen by the Fundraising Committee, with prior approval by the Executive Director*
- *At least two individuals are designated as responsible staff for the collection and reporting of cash proceeds*
- *Cash collected is always safeguarded by being kept in an envelope or cash box in secure location with responsibility over the cash resting with one or two specific individuals.*
- *At the end of the day, cash is counted by one staff member while a 2nd staff member observes. The counter uses a Cash Receipts Form (obtained from Director of Finance or Office Technician) to count and verify cash proceeds.*
- *When count is completed, the 2nd person re-counts the deposit and signs off authorizing correctness of amount.*
- *The Cash Receipts form and all proceeds are delivered to the Director of Finance at the end of the day for safeguarding in a locked cabinet.*
- *If the fundraising activity spans across more than one day, counts should be made daily and delivered to the Director of Finance or Office Technician. If counts cannot be made on a daily basis, the funds should be placed in a sealed envelope with purpose and date indicated and delivered to the Director of Finance or Office Technician for safekeeping until proceeds can be counted.*

Under NO circumstances should the following occur:

- *Fundraising activities and cash proceeds received for events or program that Fundraising Committee have NOT given express permission to conduct*
- *Cash collected and not delivered to the Director of Finance or Office Technician the same day (cash should NEVER be stored in a classroom or location other than the locked cabinet in the main office)*

Important: All money collected must be turned into the Director of Finance or Office Manager on a daily basis in a sealed envelope, with amount, date and source of money clearly marked on the outside.

ATTENDANCE AND STUDENT DATA REPORTING

LALA utilizes PowerSchool to track student data and attendance and to compile data for required reporting to the District and State. IALA is responsible for completing the monthly attendance reports as well as the P1, P2 and annual attendance reports. LALA is responsible for the accurate and timely reporting of CALPADS data.

CASH MANAGEMENT

At times, cash balances may get very low due to State cash flow deferrals and revenue cycles. Because of this Director of Finance with EdTec support performs detailed procedures to ensure knowledge of cash balances at all times and forecasted cash flow needs into the future.

Each week, cash balances are reviewed in conjunction with AP batch approvals.

PAYROLL

A personnel file will be maintained for each employee by the Director of HR and will be kept in a locked file cabinet or other secure location in the HR Director's office.

Payroll is processed for Los Angeles Leadership Academy via Paychex, a third-party payroll processing company. Payroll registers and all other required reports are maintained by LALA

Pay dates are as follows:

<u>Pay Date</u>		<u>Pay Period Covered</u>
5 th	=	16 th -31 st of previous month
20 th	=	1 st – 15 th of current month

Salaried employees, including teachers, are paid on a 12-month cycle. Year-round employees are paid July – June of each year, while teachers are paid August – July of each year. Hourly employees are paid based on hours worked as submitted on recalculated and approved time cards. The Principals/Assistant Principal and/or Executive Director review & approve time cards prior to submitting for processing. All overtime should to be approved by the school's Principal or AP prior to being incurred.

Time sheets are submitted each pay period in accordance with the payroll calendar delivered to Los Angeles Leadership Academy in June of each year.

An Employee Handbook will outline other policies related to hours worked, vacation and sick time.

For certificated employees, a log of credential expiration dates will be maintained by the HR Coordinator and will be monitored on a monthly basis to ensure valid status at all times.

State Teachers' Retirement System

All employees in credentialed positions are required to participate in the State Teachers' Retirement System (STRS) for retirement benefits. As such, these employees contribute 10.25% of eligible pay, and the employer pays 14.43% of eligible pay (rates subject to change annually). STRS reporting must be done through the Los Angeles County's Access-based system, and reports and payments are due to the County by the 5th business day of each month for the prior month's contributions.

Alternative Retirement System

LALA does not have an alternative retirement system at this time but does provide voluntary deduction options to employees for retirement contributions and other voluntary benefits.

CONTRACTS AND AGREEMENTS

Agreements entered into by LALA which obligate LALA to more than \$25,000 must be approved by the Board of Directors. All other authorization rules of purchases apply to contracts.

INDEPENDENT CONTRACTORS

The Director of Finance understands the rules regarding independent contractors, and it is LALA practice to obtain a completed Form W9 for all service contracts in excess of \$600 in any calendar year prior to releasing payment to the vendor.

Los Angeles Leadership Academy contracts with several people for various services including accounting, security, visiting artists, etc. If the cost of services is expected to exceed \$600 in any calendar year and the independent contractor is not known to be a corporation, the Director of Finance will request a completed Form W-9 before issuing the first payment. This information will then be used to complete Form CA DE 542 – Report of Independent Contractors (Required by Employment Development Department) within time frame required by State. Forms 1099 for applicable service providers will be prepared and filed by Director of Finance with EdTec support each year in accordance with IRS deadlines.

CAPITAL ASSETS

Individual assets purchased or acquired with an original cost of \$5,000 or more and a useful life exceeding one year are capitalized and reported at historical cost or estimated historical cost. This includes new or replacement items such as computers, furniture, equipment, fixtures, etc. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on the straight-line basis over the various estimated useful lives ranging from 3 to 39 years.

Contributed assets are reported at fair market value as of the date received.

Physical inventories are maintained on all capital assets and computer equipment by the IT department and overseen by Chief Operation Officer at LALA.

NON-CASH DONATIONS

All non-cash donations of equipment, books, or other supplies received by LALA shall be recorded at their fair market value at the time of donation.

RECORD RETENTION POLICY

LALA maintains a policy of retaining all accounting records for a minimum of 7 years. Accounting documents include:

- *Cancelled checks (where applicable) and supporting documentation for all check requests*
- *Deposits*
- *Bank reconciliations and supporting documentation*
- *Journal entries*

- *Payroll registers and pays records, including quarterly and annual tax filings*
- *Capital additions schedules and supporting documentation*

- *Depreciation schedules*
- *Grants and other pertinent financial correspondence from third parties*
- *Year-end work papers and audit correspondence*
- *IRS correspondence*

CONFLICTS OF INTEREST

Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter. The Board shall develop a separate more comprehensive policy on conflict of interest, hiring of relatives, and compliance with Government Code 1090 and the Fair Political Practices Act.

FISCAL REVIEW AND BUDGET PROCESS *Fiscal Review Process*

A Finance Committee consisting of the CFO, Executive Director, two board members reviews financial reports each month. Monthly financial reports consist of:

- *Balance Sheet*
- *Budget vs. Actual – Year to Date - compares budget to actual activities*
- *Month-by-month cash flow report that is re-forecasted each month.*
- *Check Register for the Month*
- *Financial Summary highlighting key financial indicators and variances and State Budget info*

Any material variances between budget and actual/forecasted amounts are reviewed and discussed with the Finance Committee and actions are proposed as needed to keep the school within budget overall.

BUDGET PROCESS

The budget process begins in March-April of each year for the following year. During initial budget discussions, the current year forecast is reviewed in detail, and key assumptions are discussed and gathered.

The Director of Finance and Chief Operation Officer works with the Executive Director to develop initial draft and back office providers. The draft is then reviewed with the Finance Committee prior to being presented to the Board for approval. The preliminary budget is approved by the Board by June 30th of each year.

In the fall of each year, generally mid-October, forecast is reviewed and a revised budget may be drafted (when material assumptions have changed) with newest assumptions and latest enrollment info. The same process as above is followed and a revised budget may be approved, generally by November 30th.

In January, when the Governor's budget review is conducted, the budget is again reviewed and revisions are made only if budget changes are material.

MONTHLY AND YEAR-END FINANCIAL PROCEDURES

At the end of each month, the following procedures are completed by Director of Finance

- *Reconcile all bank and credit card accounts*
- *Reconcile all balance sheet accounts with activity or large balances*
- *Review all revenue and expense activities for accuracy*
- *Review revenues and expenses against current year budget and research large variances*
- *Prepare financial statements for distribution to the Finance Committee*

Financial statements will be prepared and presented to the Finance Committee each month and to the Board of Directors as requested by the Board, but no less than once per year.

At the end of each fiscal year, all balance sheet accounts are reconciled. Accounts receivable is determined and accrued based on those revenues for the current year that have been apportioned but not received as of June 30th. Director of Finance communicates directly with the auditors on all financial matters affecting the audit.