Language Academy of Sacramento/*Academia de Idiomas de Sacramento*
A Two-Way Spanish Immersion Public Charter School/*Una Escuela Pública de Inmersión Dual en Español*
2850 49th Street, Sacramento, CA 95817

Agenda/*Agenda*
BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA
Tuesday, May 28, 2019/*martes, 28 de mayo del 2019*
5:30pm in ROOM 9/5:30PM en el salón 9

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria
Meeting was called to order by/*La junta fue convocada por* _____*at* ____:____*p.m.*

B. ROLL CALL/Asistencia

	Name/*Nombre*	**Role/*Miembro***	**Present/ *Presente***	**Absent/ *Ausente***
1.	Lourdes Gómez	Parent/*Madre* (18-19)		
2.	Kathy Petree	Parent/*Madre* (17-20)		
3	Jennifer Bacsafra	Parent/*Madre* (16-19) Secretary/*Secretaria*		
4.	Gemma Jáuregui	Teacher/*Maestra* (18-21)		
5.	Adriana Yáñez-Gutiérrez	Staff/*Personal* (17-20)		
6.	Perla Campos	Teacher/*Maestra* (16-19)		
7.	Nadeen Ruíz	Community Member/*Miembro Comunitario* (18-21)		
8.	Araceli Campa	Community Member/*Miembro Comunitario* (17-20) Treasurer/*Tesorero*		
9.	Erandi Zamora	Community Member/*Miembro Comunitario* (16-19) Vice President/*Vice Presidente*		
10.	Student Representative	Student Council President/*Presidente del Concilio Estudiantil*		
11.	Eduardo de León	Academic Director/*Director Académico*		
12.	Teejay Bersola	Academic Accountability Specialist/*Especialista de Responsabilidad Académica*		
13.	Judy Morales	Business and Operations Officer/*Oficial de Negocios y Operaciones*		

C. APPROVAL OF AGENDA/*Aprobación de la Agenda*

D. APPROVAL OF BOARD MEETING MINUTES/*Aprobación de las Minutas de la Mesa Directiva*
a. May 7, 2019 minutes/*minutas de 7 de mayo del 2019*

E. MISSION/*Misión*

The LAS mission is to create a learning environment where students: 1) **Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills** in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

La misión de LAS es crear un ambiente de aprendizaje donde los estudiantes: 1) ***Utilicen el bilingüismo y la alfabetización bilingüe (español e inglés) para alcanzar la excelencia académica y aplicar destrezas*** *en situaciones del mundo real y en entornos diversos. (ALFABETIZACIÓN BILINGÜE); 2) Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás. (CONFIANZA Y DESTREZAS DE LA VIDA); y, 3) Demostrar destrezas de liderazgo para construir puentes entre las comunidades y aplicar destrezas de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad. (LIDERAZGO Y PENSAMIENTO CRÍTICO)*

II. COMMUNICATIONS NORMS/*NORMAS DE COMUNICACION*

A. ORAL COMMUNICATIONS/*Comunicaciones Verbales:* Non-agenda items: no individual presentation shall be for more than three (3) minutes and **the total time for this purpose shall not exceed fifteen (15) minutes**. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. /*Temas no presentados en la agenda: Ningún individuo presentará por más de tres (3) minutos y **el tiempo total para este segmento no pasará de quince (15) minutos**. Los miembros de la Mesa Directiva no contestarán preguntas y ningún voto tomará acabo. Sin embargo, los Miembros de la Mesa Directiva pueden dar instrucciones al personal presentando los temas.*

1. Public Comments (**maximum of three (3) minutes per speaker**)/*Comentarios Públicos (**máximo de 3 minutos por persona**)*

III. INFORMATIONAL ITEMS/*Artículos de Información:*

1. Student Council/*Concilio estudiantil* – Representative/*representante* (5 min)

2. Parent Council/Association/*Concilio y asociación de padres* – Representative/*representante* (5 min)

IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION – *ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN*

A. LCAP Annual Update Draft Public Hearing/Noticias Recientes del for público de LCAP – Bersola (40 min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss and/or approve Agenda Item IVA/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVA.*

Motion:____ Second:____ Vote:___

B. Monthly Financials/ *Financieros de enero* – EdTec/Morales (10 min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss and/or approve Agenda Item IVB/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVB.*

Motion:____ Second:____ Vote:___

C. Finance Committee – Preliminary Review 19-20 Budget/Comité de *Finanzas – Reviso preliminar del presupuesto 19-20*– Campa, Morales (30 min) i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss and/or approve Agenda Item IVC/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVC.*

Motion:____ Second:____ Vote:___

D. April Check Register/*Registro de la cuenta bancaria de abril* – School Leadership/*Liderazgo escolar* (5 min.)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss and/or approve Agenda Item IVD/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVD*

Motion:____ Second:____ Vote:___

E. Facilities Committee/*Comité de Plantel Escolar* – Phase I Construction Bid Approval/*Aprobación de Oferta de Construcción para Fase I* (Morales, 20min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss and/or approve Agenda Item IVE/*Se recomienda que la Mesa Directiva discuta y/o apruebe IVE.*

Motion:____ Second:____ Vote:___

F. Director's Evaluation Committee/*Comité de Evaluación de Director* – Executive Director Job Description (conference/first read) and Evaluation Timeline/*Descripción de trabajo Director Ejecutivo (conferencia/primera lectura) y Línea Cronológica de evaluación* (Petree, Ruíz; 10min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss Agenda Item IVF/*Se recomienda que la Mesa Directiva discuta IVF.*

Motion:____ Second:____ Vote:___

G. Bylaws/Policy Commitee/*Comité de Estatutos/Pólizas* – Bylaws Draft (conference/first read)/*Borrador de Estatutos (conferencia/primera lectura)* (Zamora, 10min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss Agenda Item IVG/*Se recomienda que la Mesa Directiva discuta IVG.*

Motion:____ Second:____ Vote:___

H. Board Accountability/*Responsabilidad de la Mesa Directiva* (Zamora, Petree, 15min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss Agenda Item IVH/*Se recomienda que la Mesa Directiva discuta IVH.*

Motion:____ Second:____ Vote:___

I. Board Development/*Desarrollo de la Mesa Directiva – Policy Updates/Actualización de pólizas* (Zamora, 5min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss Agenda Item IVI/*Se recomienda que la Mesa Directiva discuta IVI.*

Motion:____ Second:____ Vote:___

J. Strategies to Increase Average Daily Attendance (ADA)/*Estrategias para Aumentar el Promedio de Asistencia Diara – School Leadership/Liderazgo Escolar* (de León, 10min)

i. Public Comments (maximum of three (3) minutes per speaker)/*Comentarios Públicos (máximo de 3 minutos por persona)*

It is recommended that the Board discuss Agenda Item IVJ/*Se recomienda que la Mesa Directiva discuta IVJ.*

Motion:____ Second:____ Vote:___

V. INFORMATIONAL ITEMS - *ARTICULOS DE INFORMACIÓN*

A. Curriculum Design Team/*Comité de desarrollo de currículo* – Jáuregui (5 min)

VI. FUTURE MEETINGS/*Próxima Junta*

1. Friday, June 21, 2019 Regular Board Meeting/*viernes 21 de junio de 2019 Junta Regular de la Mesa*

VII. FUTURE AGENDA ITEMS/*Temas para agendas futuras*

VIII. ADJOURNMENT/*Clausura* The meeting was adjourned at ____:_____p.m./*La junta terminó a las* ____:_____ p.m.

Motion:_____	Second:_____	Vote:_____

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications of the agenda in order to participate in Board meetings are invited to contact the LAS office. En conformidad con la Acta de Americanos Incapacitados (ADA) y con el pedido formal, la escuela puede proveer servicios o la ayuda a individuos con incapacidades. Individuos que requieren servicios especiales para participar en la junta de la Mesa Directiva están invitados comunicarse con la directora para hacer arreglos.

Language Academy of Sacramento/*Academia de Idiomas de Sacramento*
A Two-Way Spanish Immersion Public Charter School/*Una Escuela Pública de Inmersión Dual en Español*
2850 49th Street, Sacramento, CA 95817

Minutes/*Minutas*
BOARD MEETING/*REUNIÓN DE LA MESA DIRECTIVA*
Tuesday, May 7, 2019/ *martes, 7 de mayo del 2019*
5:30 pm in ROOM 9/5:30PM en el salon 9

I. PRELIMINARY/*PRELIMINARIO*

I.A & B Meeting was called to order by Erandi Zamora 5:42 PM. Roll call was taken. / *La junta fue convocada por Erandi Zamora a las 5:42PM. Se tomó lista.*

Name/*Nombre*	Role/*Papel*	Present/ *Presente*	Absent/ *Ausente*
1. Lourdes Gómez	Parent/*Madre* (18-19)	X	
2. Kathy Petree	Parent/*Madre* (17-20) Vice President/*Vice Presidente*	X	
3. Jennifer Bacsafra	Parent/*Madre* (16-19) Secretary/*Secretaria*		X
4. Gemma Jáuregui	Teacher/*Maestra* (18-21)		X
5. Adriana Yañez-Gutiérrez	Staff/*Personal* (17-20)	X	
6. Perla Campos	Teacher/*Maestra* (16-19)	X	
7. Nadeen Ruiz	Community Member (18-21)/*Miembro Comunitario* (18-21)	X	
8. Aracely Campa	Community Member/*Miembro Comunitario* (17-20) Treasurer/*Tesorero*	X 6:43pm	X
9. Erandi Zamora	Community Member/*Miembro Comunitario* (16-19) President/*Presidente*	X	
10. Student Representative	Student Council Representative/*Representante Concilio Estudiantil*		X
11. Eduardo de León	Executive Director/*Director Ejecutivo*	X	
12. Teejay Bersola	Academic Accountability Specialist/*Especialista de Responsabilidad Académica*	X	
13. Judy Morales	Business and Operations Officer/Officer/*Oficial de Negocios y Operaciones*	X	

	Agenda/*Agenda*	Action/*Acción*
I.C	**Approval of Agenda** *Aprobación de la Agenda*	A motion was made to approve the May 7, 2019 agenda. / *Se hizo una moción para aprobar la agenda del 7 de mayo de 2019.* 1st Motion/*1a Moción*: Kathy Petree 2nd Motion/*2a Moción*: Nadeen Ruiz Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui, Araceli Campa Abstentions/*Abstenciones*: None Motion passed with eight votes. / *La moción pasó con ocho votos.*
I.D	**Approval of Board Meeting Minutes** *Aprobación de las Minutas de la Mesa Directiva*	A motion was made to approve the March 22, 2019 minutes. / *Se hizo una moción para aprobar las minutas del 22 de marzo de 2019.* 1st Motion/*1a Moción*: Perla Campos 2nd Motion/*2a Moción*: Adriana Yañez-Gutierrez Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui, Aracely Campa Abstentions/*Abstenciones*: Erandi Zamora, Kathy Petree, Nadeen Ruiz Motion passed with three votes. / *La moción pasó con tres votos.*
I.E	**Mission** *Misión*	The LAS mission was read aloud. / *La misión de LAS fue leída en voz alta.*

II. COMMUNICATIONS NORMS/*NORMAS DE COMUNICACIÓN*

II.A.	**Public Comments** *Comentarios Públicos*	None */ Ninguno*

III. INFORMATIONAL ITEMS/*ARTÍCULOS DE INFORMACIÓN*:

III.1.	**Student Council Representative**	No presentation/ *No hubo presentación*

	Concilio estudiantil representante	
III.2	**Parent Council/Association/ ELAC Representative** *Concilio y asociación de padres/ELAC representante*	No presentation / *No hubo presentación*
III.3	**LAS Charter Renewal/***Renovación de la Constitución*	Mr. de León shared that the LAS Charter was renewed for another 5 years./ *El Sr. de León compartió que la Renovación de la constitución fue aprobada para otros 5 años.*
III.4	**Federal Program Monitoring Update** *Actualización del monitoreo de programa federal*	Ms. Bersola informed the board about the Federal Program Audit. / *La Sra. Bersola informó a la mesa directiva de los resultados del monitoreo de Programas Federales.*
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ***ARTICULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN***		
IV.A	**Board Election: Community Representative: Interview and Parent Candidate** *Mesa Directiva: Candidatos a representante comunitario: Entrevistas*	Interviewed Community Representive Candidate. / *Se entrevistó el candidato para representante comunitario.* Motion was made to accept the Community Representative, Julissa De González / *Se hizo una moción para aceptar la candidata para representante de la comunidad, Julissa De González.* 1st Motion/*1a Moción*: Kathy Petree 2nd Motion/*2a Moción*: Nadeen Ruiz Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui, Aracely Campa Motion passess with six votes. / *La moción pasó con seis votos.*
	Public Comments *Comentarios Públicos*	None */ Ninguno*
IV.B	**SCUSD Memorandum of Understanding** *Memorándum de Entendimiento del Distrito SCUSD*	Mr. de León presented the Memorandum of Understanding (MOU) following the approval of the Charter Renewal. / *El Sr. de León presentó el Memorándum de Entendimiento (MOU) siguiendo la aprobación de la Renovación de Constitución.* Motion was made to approve the Operational MOU between SCUSD and LAS. / *Se hizo una moción para aprobar el MOU operativo entre SCUSD y LAS.* 1st Motion/*1a Moción*: Kathy Petree 2nd Motion/*2a Moción*: Erandi Zamora Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui, Aracely Campa Motion passess with six votes. / *La moción pasó con seis votos.* Motion was made to approve the Special Education MOU between SCUSD and LAS. / *Se hizo una moción para aprobar el MOU de educación especial entre SCUSD y LAS.* 1st Motion/*1a Moción*: Nadeen Ruiz 2nd Motion/*2a Moción*: Kathy Petree Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui, Aracely Campa Motion passess with six votes. / *La moción pasó con seis votos.*
	Public Comments *Comentarios Públicos*	None/ *Ninguno*
IV.C	**Monthly Financials** *Financieros del mes*	Brian Holmes from Ed Tec provided a monthly financial update. / *Brian Holmes de Ed Tec proporcionó una actualización financiera mensual.*
	Public Comments *Comentarios Públicos*	None/ *Ninguno*
IV.D	**Finance Committee – Preliminary Review 19-20 Budget**	Reviewed Preliminary 2019-2020 Budget. *Se repasó el presupuesto preliminar 2019-2020.*

	Comité de Finanzas – Reviso preliminar del presupuesto 19-20	
	Public Comments *Comentarios Públicos*	None/*Ninguno*
IV.E	**March Check Register** *Registro de la cuenta bancaria de marzo*	A motion was made to approve the March 2019 check register. / *Se hizo una moción para aprobar el registro de la cuenta bancaria de marzo de 2019.* 1st Motion/*1a Moción*: Erandi Zamora 2nd Motion/*2a Moción*: Perla Campos Absentions/ *Abstenciones:* Adriana Yáñez-Gutiérrez Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui Motion passess with six votes. / *La moción pasó con seis votos.*
	Public Comments *Comentarios Públicos*	None/ *Ninguno*
IV.F	**Facilities Committee** *Comité de Plantel Escolar*	Mrs. Morales presented the Library remodel, new fencing, adult bathroom, and student bathrooms. Also presented Bid analysis results and recommendations for Remodelization Project. / *Sra. Morales presento la remodelación de la biblioteca, cerca nueva, baños de adultos y estudiantes. También se presentaron los resultados del análisis de las ofertas y las recomendaciones para el proyecto de remodelación.* A motion was made that school leadership rebid project as soon as possible / *Se hizo una moción para que la administración escolar re-abrá el proceso de oferta para el proyecto lo más pronto posible.* 1st Motion/*1a Moción*: Nadeen Ruiz 2nd Motion/*2a Moción*: Kathy Petree Absences/*Ausencias:* Jennifer Bacsafra, Gemma Jauregui Motion passess with seven votes. / *La moción pasó con siete votos.*
	Public Comments *Comentarios Públicos*	None/ *Ninguno*
V. INFORMATIONAL ITEMS - *ARTICULOS DE INFORMACIÓN*		
V.A	**Curriculum Design Team** *Comité de desarrollo de currículo*	Mrs. Campos provided updated of work being done in the committee. / *Sra. Campos proveó una actualización del trabajo del comité.*
VI. CLOSED SESSION/*SESIÓN CERRADA*		
VI	**Closed Session** **Potential Litigation** *Sesión Cerrada* *Litigios Potenciales*	Time entered: 8:04 pm / *Hora que se comenzó: 8:04 pm* Time exited: 8:39pm / *Hora que se terminó: 8:39 pm*
V.I	**Open Session: Announcement of Closed Session Board Action** *Sesión abierta*: *Anuncio de la acción tomada durante la sesión cerrada*	Board approved settlement agreement for OAH Case #2018110512. / *La Mesa directiva aprobó el acuerdo del caso de OAH #2018110512*

VII. FUTURE MEETINGS/*PRÓXIMA JUNTA*

1. Friday, May 24, 2019 Regular Board Meeting/*viernes 24 de mayo de 2019 Junta Regular de la Mesa*

VIII. FUTURE AGENDA ITEMS/*TEMAS PARA AGENDAS FUTURAS*

IX. ADJOURNMENT/*CLAUSURA*

A motion was made to adjourn the board meeting*. / Se hizo una moción para clausurar la reunión de la Mesa.*
1st Motion/*1ra Moción*: Kathy Petree
2nd Motion/*2a Moción*: Erandi Zamora
Absences/*Ausencias*: Jennifer Bacsafra, Gemma Jauregui
Abstentions/*Abstenciones*: None/*Ninguno*
The motion passed with seven votes. / *La moción pasó con siete votos.*

The board meeting was adjourned at 8:40 PM. / *La reunión de la Mesa se terminó a las 8:40pm.*

Agenda Item# III1

Board Meeting Date: May 28, 2019

Subject: Student Council

(X) Information Item Only
( ) Approval on Consent Agenda
( ) Conference (for discussion only)
( ) Conference/First Reading (Action Anticipated_____:)
( ) Conference/Action
( ) Action

Committee/Staff: Student Council

Information:
Student Council Reports:

Student Council meeting called to order with no comments.

The meeting began by sharing the balance, and discussing the promotion of spirit week. Student Council came to an agreement that they wanted to reward the winning teacher with an ice cream party.

Student Council agreed to authorize a budget of $150 for decorations for the upcoming dance, and asked for donations to sell at the dance.

Maestra Morales presented upcoming construction plans, members gave suggestions on what needed to improve regarding our school.

Movie Night was taken to a vote and we came to an agreement to postpone until the upcoming year.

Future items on the agenda:
End of the year celebration

Estimated Time of Presentation: 5 min.
Submitted By: Luna
Date: 05.23.2019

Pertinent Pages in
( ) Charter, pages ____ ( ) Bylaws, pages____
( ) Policy, ____ ( ) MOU, pages_____

Agenda Articulo: III1

Board Meeting Date: 28 de mayo de 2019

Tema: Concilio Estudiantil

(X) Artículo de información
( ) Aprobación en la Agenda de Consentimiento
( ) Conferencia (para discusión solamente)
( ) Conferencia/Primera lectura (Acción Anticipada:)
( ) Conferencia/Acción
( ) Acción

Comité/Personal: Concilio Estudiantil

Información:
Informes del Concilio Estudiantil:
Reunión del Concilio Estudiantil fue convocada sin comentarios.

La reunión comenzó compartiendo el balance y discutiendo la promoción de la semana del espíritu. El Concilio Estudiantil llegó a un acuerdo de que querían recompensar al maestro ganador con una fiesta de helados.

El Concilio Estudiantil acordó autorizar un presupuesto de $150 para decoraciones para el próximo baile, y solicitó donaciones para vender en el baile.

Maestra Morales presentó los próximos planes de construcción, los miembros dieron sugerencias sobre lo que se necesita mejorar en relación con nuestra escuela.

La Noche de cine fue llevada a votación y llegamos a un acuerdo para posponer hasta el próximo año.

Artículos futuros en la agenda:
Celebración de fin de año.

Estimated Time of Presentation: 5 min. **Submitted By:** Luna **Date:** 05.23.2019	**Pertinent Pages in** **( ) Charter, pages ____ ( ) Bylaws, pages____** **( ) Policy, ____ ( ) MOU, pages_____**

Agenda Item # III2

Board Meeting Date: May 28th, 2019

Subject: **Parent Council**

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☐ Conference/Action
☐ Action

Committee: Parent Council, Parent Association, ELAC Advisory Councils -Other Parent Items

Parent Council: The Parent Council met on Monday, May 6th. The following reflects agenda items reviewed during the April meeting:

- **Governing Board Update-** Parent Candidate Timeline reviewed. The Governing Board has recommended to pass the timeline. Finance Committee – Preliminary Review 19-20 Academic School Year Budget Facilities Committee reviewed. Ms. Bersola reviewed the state testing calendar for CAASPP, PFT and Summative ELPAC. 1) CAASPP: April 10-May 15 (for grades 3-8) in English, Math, Science, and Spanish. 2) Physical Fitness Test: Start date is April 3 (5th and 7th grades). 3) Summative ELPAC: February 24-April 28, 2019 (TK-Gr8 English Learners).
  The California Department of Education will begin a 4 year period of monitoring LAS categorical programs (Title 1, Title 2, and Title 4). The FPM Team made an onsite visit April 16, 17, & 18, 2019 to observe classrooms, review program evidence, and interview various LAS stakeholders. Within the groups being interviewed were: members of the School Site Council (SSC), ELAC, Middle School Team, staff, parents, School Leadership, and Title 1, 2, & 4 funded personnel. Ms. Yanez reviewed Phase 1 construction, including library modernization, relocating entrance gates, and student/staff bathrooms. The proposal was approved and LAS will go to bid next Monday. The timeline was reviewed - construction is scheduled to start in June but may run into September. If the library and restroom construction is not complete by the first day of school, portable bathrooms will be provided for students.
- **Administration Update-** The committee reviewed the state testing calendar, backwards curriculum planning, year-long plans and assessments, academic interventions, and the intervention plan and process as it relates to Title I funding. The committee also reviewed the upcoming pilot of NGSS science curriculum, professional development, and the upcoming federal program audit.

- **Grade Level Update-** TK: TK has no updates.
  K: Kinder end of the year fieldtrips will be to Wacky Tacky and Funderland.
  1st: First grade end of the year fieldtrips will be to Old Sacramento School House and Jelly Belly Factory.
  2nd: Second grade end of the year fieldtrip will be to Fog Willow Farm.
  3rd: Paint Night is open for everyone and scheduled for May 14th.
  4th: Fourth has a Science Presentation.
  5th grades: Fifth grade end of the year water/fun day on campus. No new updates to report.
  6th grade: Sixth grade end of the year fieldtrips scheduled for Roller Skating, Avengers and Sunsplash.
  7th grade: Seventh grade fieldtrip was scheduled for LA- Museum of Tolerance. Mixed bags orders should be arriving within the next two weeks.
  8th grade: Eight grade fieldtrip was scheduled for Santa Cruz, graduation day and a picnic day.
  Meetings with teachers will be ongoing or as needed with their PC Representatives.
- **Budget –** No updates
- **Bylaws**-The PC Bylaws changes that were approved have been updates. The English and Spanish new PC Bylaws will be printed and distributed during last PC meeting of this current school year, it will also be included in the folder for all of the new incoming PC Representatives during the first PC meeting for 2019/2020 school year.
- **Day of the child-**This event was a success. No casualties were reported. More than 600 students participated during this on-campus event.
- **Carnaval-** Carnaval event has been postponed for September 28th of the following academic school year.

Parent Association/ELAC: Our meeting took place on Wednesday, May 8th at 8:45am/5:30pm. The agenda items that were addressed included:

- Governing Board/Administration Update, School Report (Newsletter, Website, K/WTK, Key Documents), Parent Council Report Update.
- Parent Survey for the 2019/2020 Parent Association Workshops
- Aggie Square (UCDavis) – Larissa Carmel Soto

Estimated Time of Presentation: 5 minutes
Submitted By: Ochoa
Date: 05.28.2019

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

Agenda Artículo # III2

Fecha de la Reunión: 28 de mayo del 2019

Tema: Concilio de padres

☒ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☐ Conferencia/Primera lectura (Acción Anticipado:_____)
☐ Conferencia/Acción
☐ Acción

Comité: Concilio de padres, Asociación de padres, Comité Asesor de Padres para Aprendices de Inglés (ELAC por sus siglas en Inglés) - Otros artículos para padres

Concilio de padres: El concilio de padres se reunió el lunes, 6 de mayo. Lo siguiente refleja los artículos que se repasaron durante la reunión de febrero:

- **Actualización de la Mesa Directiva-** Entrevistas y Línea Cronológica para Candidatos de Padres. Comité de Finanzas – Reviso preliminar del presupuesto del año escolar 19-20. Reviso de Comité de Plantel Escolar. La Sra. Bersola revisó el calendario de exámenes estatales para CAASPP, PFT y ELPAC sumativo. 1) CAASPP será del 10 de abril al 15 de mayo (para los grados 3-8) en inglés, matemáticas, ciencias y español. 2) Examen de aptitud física será la fecha de inicio el 3 de abril (5º y 7º grado). 3) ELPAC sumativo será del 24 de febrero al 28 de abril de 2019 (Aprendices de inglés de TK-Gr8).
  El Departamento de Educación de California comenzará un período de 4 años de supervisión de los programas categóricos de LAS (Título 1, Título 2 y Título 4). El equipo de FPM realizará una visita al sitio el 16, 17 y 18 de abril de 2019 para observar los salones, revisar las pruebas del programa y entrevistar a las partes interesadas pertinentes de LAS, como los miembros del Concilio del sitio escolar (SSC), ELAC, el equipo de la secundaria, el personal, padres, liderazgo escolar y personal financiado por los Títulos 1, 2 y 4. La Sra. Yáñez revisó la construcción de la Fase 1, incluida la modernización de la biblioteca, la reubicación de las puertas de entrada y los baños de los estudiantes y el personal. La propuesta fue aprobada y LAS se licitará el próximo lunes. La línea cronológica fue revisado: la construcción está programada para comenzar en junio, pero puede durar hasta septiembre. Si la construcción de la biblioteca y los baños no está completa el primer día de clases, se proporcionarán baños portátiles para los estudiantes

- **Actualización de Administración-** El comité revisó el calendario de exámenes estatales, la planificación del plan de estudios hacia atrás, los planes y evaluaciones de todo el año, las intervenciones académicas y el plan y proceso de intervención en relación con los fondos del

Título I. El comité también revisó el próximo piloto del plan de estudios de ciencias de NGSS, el desarrollo profesional y la próxima auditoría del programa federal

- **Actualizaciones de Nivel de Grado** TK: No tienen actualizaciones por el momento.
  K: Salida a Wacky Tacky y una a Funderland.
  1ro: Paseo programado proximámente para la escuelita de Antiguo Sacramento y uno a Jelly Belly Factory.
  2do: El último paseo del año esta programado para Fog Willow Farm.
  3ro : Noche de Pintura programada para el 14 de mayo y disponible para todos los que gústen asistir.
  4th : Presentación de ciencias
  5to : Actividad de diversión de agua en el plantel.
  6to grado: 3 paseos programados: uno para el patinaje, otro para la película de Avengers y el último para Sunsplash.
  7vogrado: Paseo programado para Los Angeles- el Museo de Tolerancia. Las ordenes de Bolsas Mixtas programadas llegar dentro de dos semanas.
  8vo grado: Paseo programado para Santa Cruz, día de graduación y un día de excursion al campo.
  Los representantes del Concilio de padres de grados TK- 8vo se reunirán con los maestros de su nivel de grado cuando vean la necesidad de la reunión.
- **Presupuesto-** No hay actualizaciones por el momento.
- **Estatutos**- El comité de Estatutos de PC actualizó los cambios aprovados. La versión de Ingles/Español será distribuida con los nuevos cambios durante la última junta de Concilio de Padres de este año escolar. Los nuevos estatutos también se compartirán durante la primera junta de Concilio de Padres del año escolar 2019/2020.
- **Día del niño**- El evento fue un éxito. La celebración se llevo acabo con más de 600 estudiates sin reportes de accidentes.
- **Carnaval**-El evento se a pospuesto para el 28 de septiembre de siguiente año escolar 2019/2020.

Asociación de padres /ELAC: La reunión tomo lugar el miércoles, 8 de mayo a las 8:30am/5:30pm. Los artículos incluidos en la agenda incluyeron:

- Actualización de Mesa Directiva/Administración, Reporte Escolar (Hoja informativa, sitio web, lo que sé / lo que quiero saber, documentos claves), Reporte de Concilio de padres.
- Encuesta de padres 2019/2020 para talleres de Asociación de padres.
- Aggie Square (UCDavis) – Larissa Carmel Soto

Tiempo estimado para la presentación: 5 min
Entregado por: Ochoa
Fecha: 05.28.2019

Páginas pertinentes en:
( ) La constitución, páginas_____
( ) MOU, páginas_____

A California Public School

Agenda Item# IIIA

Board Meeting Date: May 24, 2019

Subject: **LCAP Annual Update**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☒ Conference/First Reading (Action Anticipated: June 21, 2019)
☐ Conference/Action
☐ Action

Committee: School Leadership

Information:

Part 1: LCFF and LCAP
California adopted a formula for determining how much funding each school district receives from the state. It is called the Local Control Funding Formula (LCFF).

Under the law, each school district receives a per student amount for base funding, plus additional funding to increase or improve services for their English Language Learners, Foster children, or children from low-income families defined as unduplicated student populations.

Local school board will decide how to best use the funds, with input from their local communities. The LCFF also requires charters to create a Local Control Accountability Plan (LCAP) that shows how the fund will be spent to provide program and improve student outcomes.

The LCFF provides parents and local school communities with an important new opportunity to engage in their schools, provide input and ensure that the needs of all their local students are being addressed.

On March 21, 2019, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. The recent LAS charter renewal work, which began in the Spring of 2017, involved school community reflection and involvement in the development of the Charter Mission, State Priorities and has been instrumental in the establishing the groundwork for the LCAP. Throughout the 2018-19 school year, stakeholder groups via Parent Association, Parent Council, English Learner Advisory Council, Staff Meetings, Professional Development, School Site Council Meetings, Board Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve on the LAS LCAP.

Part 2: Federal Funding (Title 1, Title 2 and Title 4) and Federal Addendum Plan

On an annual basis, LEAs can apply for federal funding through the consolidated application. Since its inception, LAS has received Title 1 and Title 2 funds and in addition this year, Title 4 funds. Compliance documents required for funding allocations has changed throughout the years. Last year, the state department created the federal addendum template. A recent approval of Assembly Bill No.716 on 9.18.18 states that "*Single school districts and charter schools may utilize the local control and accountability plan to serve as the SPSA, provided that the local control and accountability plan meets federal schools planning requirements and the stakeholder requirement established in subdivision (a) of Sections 52062. (Part 37, Section 5, 64001, j).* Beginning in the 2018-19 school year, LAS's integrated LCAP and Federal Addendum serves as the School Strategic Plan/Single Plan for Student Achievement (SPSA). School funding allocation of LCFF and the federal title monies is delineated in the integrated LCAP and Federal Addendum document.

TOPIC: LAS Charter Mission, State Priorities, Local Control and Accountability Plan (LCAP) and Federal Addendum
Cycle 1: 2014-17, Cycle 2: 2017-2020

WHAT – WHEN - WHERE:

ITEM 1: LAS Community Survey Distribution
March 11 –May 9, 2019
LAS

ITEM 2: LCAP available on LAS Website for Feedback
By June 10, 2019
online at: www.lasac.info

LCAP Stakeholder Outreach and Consultation Dates 2018-2019:

Stakeholder Group	Date
Governing Board Meeting and Retreat	*2018: 8/31 , 9/8, 9/28, 10/26, 11/30, 12/14* 2019: 1/25, 2/22, 3/22, 5/7, 5/24, 6/21
Parent Council Meeting/PC Executive Group	*2018: 9/5, 10/1, 11/5, 12/3* 2019: 1/14, 2/4, 3/4, 4/8, 5/6
Parent Association Meeting and ELAC Workgroups	*2018: 9/12, 10/10, 11/7, 12/12* 2019: 2/13, 3/13, 4/10, 5/8
ELAC Meeting and School Site Council Meeting	*2018: 11/30* *2019: 2/26, 3/22*
Staff Meeting and PD Meetings	*2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7* 2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4
CDT Committee Meeting	*2018: 9/6, 10/4, 11/1, 12/6* 2019: 2/7, 3/7, 4/4, 5/2, 6/6

ITEM 3: LAS Public Hearing
Public comments are welcome at all monthly Governing Board Meetings
Tuesday, May 28, 2019 and June 21, 2019 @ 5:30PM
LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137

FY19 LAS Stakeholder Voices			
# of KNOW Statements	**KNOW (FY19)**	**# of WANT TO KNOW Statements**	**WANT TO KNOW (FY19)**
Parent Council Meeting 9-10-18			
1	2018/2019- Charter Renewal Year (15y)	1	review page 21 on the percentage handbook with Federal Policy.
2	Parent handbook is federal requirements	2	CAASPP- What is DF3 or DFM
3	All doc available @ lasac.info	3	Can we meet regarding my kids test scores
4	Thank you very informative	4	Where do I see or Find the State report and CA Dashborard?
5	learned state and federal funds	5	What can parents do to help 3-7th improve ELA & Math scores?
6	learned our budget	6	I like charts- Could you share? email?
7	next year = 20 yr anniversary	7	Would like to know more about our math percentage. how can we increase these goals.
8	We can begin to compare scores in 8th gd.	8	page 21 parent h.book
9	I want to know if it is possible if it can be done to have a meeting to get to know the Board of Directors because we do not know them and I would like to know if that can be done Thank you	9	we need a plan for state or federal
10	I would like a parent meeting with all the teachers and the school staff so that the parents can get to know them and know what they do.	10	this year complete 15 years old
11	I would like to know if the office staff has the capacity to be in that position because personally they have made more than one delicate error with me.	11	charter is every 5 years.
12	Also the cafeteria has a short schedule and very little time for the students to have breakfast, the cafeteria is too dirty and I would like to know who are the people that are incharge of keeping it clean and the time that it should open for breakfast.	12	more from LCAP.
	Parent Association Meeting 9-12-18 A.M.		
13	It's a good idea for parents to support their children, give them attention, take away the technology (phone, tablet, etc.)	13	how state/federal $ spent . understanding scores & why they are what they are
14	The district will be seeing aggregate scores.	14	I would like to know if it is possible to know if the proposal that was presented today about the events would be possible Thank you
15	The charter needs to be renewed every 5 yrs	15	the language of the presentation was dificult to understand.
16	State needs to understand it's a bilingual school	16	I would have liked that the Mother/Father event would have been voted on today.
17	The school permit gets renewed every 5 years.	17	I would like to see a meeting with all of the parent council representatives so that all of the parents know who they are
18	The test is in English although the kids are taught in 2 languages	18	If the ASES teachers are capable for their positions

19	That the school had a low percentage on their academic performance.	19	the two young ladies in the office are not capable enough because they do not know how to give correct information on the phone or in person.
20	Know about parent involment, class sizes, student teachers.	20	My son is loosing a lot of learning time because he has had substitutes and that has not helped him in anything on the contrary that has caused a lack of balance
21	We can help with math homework in early grades.	21	I would like to have a meeting in which all of the parent council representatives could be introduced because a lot of us don't know them in person.
22	There are resources like Khan Academy to help with math.	22	I would really like that the once a month event that they want to accomplish as a "Club de Padres"(Parent Club) to be approved
Parent Association Meeting 9-12-18 A.M.			
23	Parking is frustrating. Never enough parking on campus.	23	Can we provide math tutoring even at home
24	That we are a bilingual school.	24	Look into other alternatives to raise math scores
25	That we are a charter school.	25	Possibly have an enrichment class focused on math
26	That we are a small school community and we feel like a family	26	Have more parent workshops to learn how to support our children
27	We have a lot of school activities	27	Why is it important to know these test scores?
28	That it is a very good school.	28	Possible Renewal Approval
29	That they have accomplished a lot of goals with many students.	29	How to navigate or find level books for my son- in the library or in the internet.
30	Graduating and being bilingual opens up a lot of doors whether in universities or in jobs.	30	could there be more reading expositions/events for kids/students so that they can get motivated to read more.
Parent Association Meeting 9-12-18 P.M.			
31	LAS is 15 years old & is applying to renew its charter (every 5 years)	31	Encourage students on regular bases to participate or demonstrate in front of a large audience to boost confidence & get rid of shyness
32	Concerned about math scores, but is is unclear whas the trend is for the cohort	32	To discourage UCD people to park across the street. Can a 2hr limit be put on the other side of the street.
33	English scores improved for every grade level	33	fenced median between the drop off lanes may speed up the drop off in rush hours
34	we have over 700 students on the wait list & 604 students enrolled	34	explain the results for the state exam CAASPP
35	Math instruction starts in English in 5th grade	35	How do you prepare the kids for the state exams .
36	Help in Math	36	How do you help the kids who have low academic levels
37	help with math is needed for our students	37	Is Common Core hard? Will I be able to help them with their homework when they get older?
38	what can we do to help our students improve ?	38	Surprised that school overall had a problem in math.
39	We have to renew every 5 yrs. now	39	Why do kids lose recess? There should be other consequences. Agree on other discipline. Occurs in ASES program, too.
40	Math score are low	40	maybe we should have math tutoring?
41	ELA starts in the 3rd grade	41	Could use increase math minutes?
42	All tests are being done in English	42	Do we have a drop off in particular grades in math?
43	Common core just started not too long ago	43	Do they teach cursive anymore?
44	State & Fed. Funding	44	Can students have stress balls availables?
45	We learned that the school turns 15 years.	45	If we can know where we are at in math during mid year.
46	The school is popular.	46	What to do to get a better percentage in math.

47	We learned that there are 605 students.	47	If we can get better or be flexible with the school activities.
48	700 kids on the waiting list	48	Expand the schedule or time for lunch because it had been observed tht nay kids don't have time to each because they have very little time .
49	The grade that they start learning the second language is 3rd.	49	How can we work as a team to better or expand parking
50	Common core percentage	50	If we could be given some techniques to help our children improve their performance.
		51	Let us know the behavior of our students.
		52	What does the school do to make it a safe place and help avoid that an unconscious heartless person surprise us. We mention this because there has been so many cases in other states or other schools that have attemted against students.
Parent Association Meeting 9-12-18 P.M.			
		53	Would like to speak to previous LAS students to see what their experiences have been like
		54	Would like data on outcomes (% graduated high school, % who went to college) for LAS graduates
		55	data on comparable neighboing schools
		56	How parent can help w/HW of the Math went they don't know.
		57	How is Homework helping students and
		58	how can parents get help with homework of the students when they don't have math skills
		59	what are our trends historically? What have/or we done to improve scores.
		60	How can we better help our students learn reading better right now they are very low despite the interventions
		61	How do the parents know that the comments are answered in the web?parents don't know how to go into the web, they need copies of the answers.
		62	have similar test been done in Spanish or can this be done to compare data
		63	Advocate for linguistic competency
		64	Interested in seeing success of LAS students once they graduate
		65	talking to parents bout signing Release of information forms in order to reach out post LAS and see how they are doing
		66	How can we help to improve the results
		67	How do you help the kids who only speak english.

2017-18 LAS LCAP Stakeholder Voices		
	KNOW	**WANT TO KNOW**
Parent Council Mtg. 10.05.17		
	Plan to be able to renew our charter	*Whose responsible for it?*
	Can be revoked (charter status)	*How can PC help improve it?*
	Based on performance requirements set by board, but enforced by district	*What is the role of the board members?*
	LAS is improving yearly, and is on track to renew	*Who creates the survey questions?*
	Charter is renewed every 5 years	*Is it a useful exercise? (to update)*
	Funding comes from federal and state sources	*What benefits do we have as an independent charter school?*
	Renew every year	*If the charter petition is not approved, can an appeal be made?*
	goals and progress	*What is LEA addendum?*
	Written by parents, teachers, staff, etc input	*What happens if LCAP goals aren't met?*
	TJ's baby!	*Who writes the charter?*
	Nothing!	*LCAP?*
	It's a charter	*If a charter isn't renewed what happens?*
	Renew every 5 yrs.	
	Fund from state/fed.	
	LCAP	
Parent Association 10.11.17		
	Had knowledge of the renovation of the federal and state funds for the school	*More information about participation for parents, from representatives.*
	LCAP every year	*Can we add this information to the back to school night information? In reference to the support that is needed from the parents to meet the school goals*
	Charter every 5 years	*Healthy snacks during recess?*
	LCAP provides funds 85%	*Too sugary*
	Parent goals	*Grade level snack sales*
	Student goals	*Fruit cuts, volunteers*
	Teacher goals	*Send office messages to remind parents of ballots*
	Didn't meet ballot goal	*Need to get more families at the meetings*
	Renew every 5 years	*Healthy lunches?*
	$ - state and federal	*How can we get more info to parents?*
	Academic goals to meet	*Insert in bulletin*
	The document is renewed every 5 years	*What type of academic plan do we have?*
	The money comes from state and federal	*What are the goals for the future?*
	Text and email	*For voicemail can we have a repeat button?* *So messages can repeat.*
	Texts are convenient, emails are too	*For school events please announce more please! And in advance sooner than 2 days!*
	Voicemails not so much	*We need to update calendar on line website*
	We as parents needs to know the needs of the school so parent volunteers can pick what to do or how to help.	*Have en event section on monthly newsletter, not just a date*

	Advertisement to parents needs to happen more.	*Have childcare available for meetings*
	Having a parent room, parent corner	*Parent nominations needs to be more organized, parent council procedures need to be better explained.*
		*More volunteers needed *ASK parents**
Parent Association 11.8.17		
	We know school is doing great academically!	*We want to know about process for running for parent council, Board, etc. A meeting on how to run and process would be great.*
	We have great parent participation, but can be improved!	*How is school managing behavior issues such as bullying during school and during ASES. Please give details.*
	We have a good stable environment without many extreme social issues.	*Does LAS track students after graduation in 8th grade to track high school performance and graduation rates of our past graduates.*
	RFEPS – by 8th grade are testing higher than the district	*Are these results posted online?*
	The school is good.	*How can we get more parents to know these results?*
	Has met goals.	*Can we send in bulletin?*
	Higher level than district and state	*Do lower grades use technology?*
	Upper grades using a lot of technology	*What will the new test be like for EL's (CELDT).*
	LAS has a good academic level.	*Counseling information*
	There are parents that represent us.	*Information about school structure.*
	There is little student diversity.	*Are you thinking about opening a high school?*
	The two groups in which you vote are: the Governing Board and the Parent Council	
	LAS exceeded the state average	

Attachments:

1) LAS Integrated LCAP and Federal Addendum Board Approved: 12.14.18
2) LAS Charter Petition 2019-2024 Goals: Renewal Approved 03.21.19

Recommendations:

It is recommended that the LAS Board review and approve the LAS LCAP Annual Update before the required submission date of June 28, 2019.

MOTION LCAP Draft 052419	Aye	Nay	Abstain	Absent
Gemma Jáuregui				
Jennifer Bacsafra				
Kathy Petree				
Lourdes Gomez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Nadeen Ruiz				
Erandi Zamora				
Aracely Campa				
Totals:				

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 052319

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

Artículo# IIIA

Fecha de la Reunión: 28 de mayo de 2019

Tema: Actualizaciones anuales de LCAP

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☒ Conferencia/Primera lectura (Acción Anticipado: 21 de junio de 2019)
☐ Conferencia/Acción
☐ Acción

Comité: Liderazgo Escolar

Información:
Parte 1: LCFF y LCAP
California adoptó una fórmula para determinar la cantidad de fondos que cada distrito escolar recibe del estado. Se llama Fórmula de Financiamiento de Control Local (LCFF).

Según la ley, cada distrito escolar recibe una cantidad por estudiante para fondos básicos, más fondos adicionales para aumentar o mejorar los servicios para sus Aprendices del Idioma Inglés, niños en cuidado temporal o niños de familias de bajos ingresos definidos como poblaciones de estudiantes no duplicados.

La mesa escolar local decidirá cómo usar mejor los fondos, con aportaciones de sus comunidades locales. La LCFF también requiere estatutos para crear un Plan de Control Local y Rendición de Cuentas (LCAP) que muestre cómo se gastará el fondo para proporcionar el programa y mejorar los resultados de los estudiantes.

El LCFF les brinda a los padres y a las comunidades escolares locales una oportunidad nueva e importante para participar en sus escuelas, proporcionar información y asegurar que se atiendan las necesidades de todos sus estudiantes locales.

El 21 de marzo de 2019, la petición de renovación de LAS fue aprobada por unanimidad por el SCUSD. El reciente trabajo de renovación de petición de LAS, que comenzó en la primavera de 2017, involucró la reflexión y participación de la comunidad escolar en el desarrollo de la Misión del Chárter, las Prioridades del Estado y ha sido fundamental para establecer las bases para el LCAP. A lo largo del año escolar 2018-19, los grupos de partes interesadas a través de la Asociación de Padres, el Concilio de Padres, el Comité Asesor para Aprendientes de Inglés, las reuniones del personal, desarrollo profesional, reuniones del Concilio de Sitio Escolar,

reuniones del los Comités de la Mesa y las reuniones de la Mesa Directiva, continuaron aprendiendo acerca de, compartieron comentarios, y mejorar el LAS LCAP.

Parte 2: Financiamiento federal (Título 1, Título 2 y Título 4) y Plan de adenda federal

Anualmente, los LEA pueden solicitar fondos federales a través de la aplicación consolidada. Desde su inicio, LAS ha recibido fondos de Título 1 y Título 2 y, además, este año, fondos de Título 4. Los documentos de cumplimiento requeridos para las asignaciones de fondos han cambiado a lo largo de los años. El año pasado, el departamento de estado creó el formato de adenda federal. Una aprobación reciente del Proyecto de Ley de la Asamblea No. 716 en 9.18.18 establece que "los distritos escolares únicos y las escuelas autónomas pueden utilizar el plan de control y responsabilidad local para servir como SPSA, siempre que el plan de control y responsabilidad local cumpla con los requisitos de planificación de las escuelas federales y el requisito de las partes interesadas establecido en la subdivisión (a) de las Secciones 52062. (Parte 37, Sección 5, 64001, j). A partir del año escolar 2018-19, el LCAP integrado y el Adenda Federal de LAS sirven como Plan Estratégico Escolar/Plan Único para el Rendimiento Estudiantil (SPSA). La asignación de fondos escolares de la LCFF y el dinero del título federal se describe en el LCAP integrado y el documento del Adenda Federal.

TEMA: Misión del Chárter LAS, Prioridades Estatales, y Plan Local de Responsabilidad y Control (LCAP)
Ciclo 1: 2014-17, Ciclo 2: 2017-2020

QUÉ – CUÁNDO - DÓNDE:

PUNTO 1: Distribuir Encuestas de las Comunidades LAS
11 de marzo – 9 de mayo del 2019
LAS

PUNTO 2: LCAP disponible en el sitio de internet de LAS
No mas tardar del 10 de junio de 2019
en el sitio web: www.lasac.info

Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta 2018-2019:

Grupos Interesados	Fechas
Reuniones de la Mesa Directiva y retiro	*2018: 8/31, 9/8, 9/28, 10/26, 11/30, 12/14* 2019: 1/25, 2/22, 3/22, 5/7, 5/24, 6/21
Reuniones de Concilio de Padres/Miembros Executivos	*2018: 9/5, 10/1, 11/5, 12/3* 2019: 1/14, 2/4, 3/4, 4/8, 5/6
Reuniones de Asociación de Padres y grupo de ELAC	*2018: 9/12, 10/10, 11/7, 12/12* 2019: 2/13, 3/13, 4/10, 5/8
Reunión de ELAC y Concilio del Sitio Escolar	*2018: 11/30* *2019: 2/26, 3/22*
Reunión del Personal Escolar y de Desarrollo Profesional	*2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7* 2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4
Reunión del Comité CDT	*2018: 9/6, 10/4, 11/1, 12/6* 2019: 2/7, 3/7, 4/4, 5/2, 6/6

PUNTO 3: Audiencia Pública de LAS
Comentarios públicos son bienvenidos en todas las juntas de la mesa directiva
martes, 28 de mayo de 2019 y 21 de junio de 2019 @ 5:30PM
LAS - 2850 49th Street, Sacramento, CA 95826

Para más información llame al: 916.277.7137

FY19 LAS Stakeholder Voices			
# de Declaraciones: YO SÉ	***YO SÉ***	**# de Declaraciones: QUISIERA SABER**	***QUISIERA SABER***
Junta de Concilio de Padres 9.10.18			
1	2018/2019- Año de renovación del chárter (15años)	1	Revisa la póliza federal en la pagina 21 en el manual de padres
2	el manual de padres es requerimiento federal	2	CAASPP- ¿Qué es DF3 o DFM?
3	Todos los documentos están disponibles en lasac.info	3	¿Podemos juntarnos respecto a los resultados de los examenes de mis hijos?
4	Gracias muy informativo	4	¿Dónde puede ver o encontrar el reporte Estatal o "CA Dashboard" (Tablero de CA)?
5	aprendí - fondos estatales y federales	5	¿Qué pueden hacer los padres para ayudar a mejorar el puntuaje de 3-7 en "ELA" (Artes del Lenguaje Inglés) y en matemáticas?
6	aprendí nuestro presupuesto	6	A mi me gústan las grafícas- ¿Podrías compartirlas? ¿Correo electrónico?
7	siguiente año = aniversario de 20 años	7	Me gustaría saber más acerca del porcentaje de matemáticas. como podemos mejorar estas metas.
8	podemos comenzar a comparar puntuaciones en el 8vo grado	8	pagina 21 m. de padres
9	quiero saver si es posible si puede aser una JunTa para conoser los de la JunTa direcTiva para conoserlos aTodas porque no conosemos a muchos me gusTaria que pudieran aserlo Gracias	9	necesitamos un plan para el estado o federal
10	me gustaria una junta de padres con todas las Maestras y gente empleados de la escuela para que todos los padres los conozcamos y sepamos que hacen.	10	este año completamos 15 años
11	Quisiera saber si las personas que estan en la oficina estan capacitadas para ese puesto ya que en lo personal conmigo han tenido más de un error delicado	11	el chárter es cada 5 años.
12	Tambien si la cafeteria tiene un horario muy corto ya que es muy tarde y muy poco tiempo para que los niños desayunen, la cafeteria esta demaciado "sucia" ami me gustaria saber quien son los encargados de mantenerla limpia y su hora de habrir Para el desayuno.	12	más del "LCAP" (Plan de Control Local y Rendición de Cuentas)
Junta de Asociación de Padres 9.12.18 A.M.			
14	Es buen idea que los padres les den el apoyo a sus hijo, darles atención, quitarles la tecnologia (telefono, tableta, etc.)	14	como se gasta el dinero del estado/federal. comprendiendo las puntuaciones- y por que son lo que son .
15	El distrito estará viendo puntuaciones acumuladas	15	yo quisiera saver si es posible saver si pasara la propuesta que se presento oy aserca de los eventos presentada bueno si es posible Gracias
16	El chárter necesita que ser renovado cada 5 años	16	el lenguaje de la presentación es dificil de entender.

17	El estado necesita que entender que nuestra escuela es bilingüe	17	me gustaria que el evento de Madres/Padres se ubiera votado hoy.
18	Se renova el permiso de la escuela cada 5 años	18	me gustaria ver una junta con todos los representantes del concilio para que todos los padres los conozcan.
19	el examen es en Ingles aunque a los niños les enseñan en 2 idiomas	19	Si los maestros de ASES estan capasitados para ese puesto .
20	Que la escuela tiene un porsentaje bajo rendimiento academico.	20	las 2 señoritas que estan en la oficina no estan lo suficientemente capasitadas ya que no saben dar nada bien informes tanto por telefono y personal.
21	Se de la participación de padres, tamaños de clases, maestros estudiantiles.	21	Mi hijo esta perdiendo mucho tiempo en aprender ya que a tenido puro sustitutos y eso no les ayuda nada al contrario se desanibelan.
22	podemos ayudar con tarea de matemáticas en los primeros años	22	ami me gustaria que en una junta se presentaran todos los representantes del ocncilio de padres ya que muchos no los conosemos en persona.
23	Hay recursos como la Academia Khan para ayudar con matemáticas	23	Me gustaria mucho que aprobaran el proyecto de los eventos que se quieren ralizar 1 vez al mes "Club de Padres"
Junta de Asociación de Padres 9.12.2018 P.M.			
25	El estacionamiento es frustrante. Nunca hay suficiente estacionamiento en el plantel.	25	Podriamos ofrecer apoyo de matemáticas aún en casa
26	Que somos una escuela bilingue	26	Investigar en algunas alternativas para mejorar las puntuaciones de matemáticas
27	Que es una escuela autonoma	27	Posiblemente tener una clase de enriquecimiento enfocada en matemáticas
28	Que somos una pequeña comunidad escolar y nos sentimos como una familia	28	Tener más talleres de padres para aprender como apoyar a nuestros hijos
29	Tiene muchas actividades escolares	29	¿Por que es importante saber hacerca de los resultados de las pruebas?
30	Que es una muy buena escuela.	30	Posibilidades de Aprobacion de Renovación.
31	Que han logrado muchas metas con muchos estudiantes.	31	como navegar y buscar libros al nivel de mi hijo-en libreria o por la internet.
32	El graduarse y ser bilingues abre muchas puertas ya sea en universidades como en trabajos.	32	puede ver una manera de tener mas ferias/eventos de letura para los niños/estudiantes para que se puedan motivar mas a leer.
Junta de Asociación de Padres 9-12-18 P.M.			
34	LAS tiene 15 años y esta aplicando para renovar su chárter (cada 5 años)	34	Animar a los estudiantes para que participen en forma regular y demostrar enfrente de una audiencia grande para subir su confianza y dejar la timidez.
35	Preocupado acerca de los resultados de matemáticas, pero estoy confundida de cúal es la tendencia para el cohorte	35	Desanimar a la jente de UCD para que se estacione enfrente de la calle. Se podra poner un limite de 2 horas en el otro lado de la calle.
36	Las puntuaciones de inglés mejorarón en cada grado	36	un cerco en medio de las lineas de bajar a los estudiantes podría accelerar el bajar a los estudiantes a la hora pico
37	tenemos más de 700 estudiantes en la lista de espera y 604 estudiantes matriculados	37	esplicarnos los resultados de los examenes estatales CAASPP

38	La instrucción de en Inglés de matemáticas comienza en el 5to grado	38	Como preparan a los niños para los examenes estatales.
39	Ayuda en Matemáticas	39	Como ayudan alos niños que tienen nivel vajo academico
40	se necesita la ayuda en matemáticas para nuestros estudiantes	40	¿Son dificiles los Estándares Estatales Básicos Comunes? ¿Podré ayudarles con su tarea cuando ellos crescan?
41	¿qué podemos hacer para ayudar a que nuestros estudiantes mejoren?	41	Sorprendida que la escuela en general tenga problemas de rendimiento en matemáticas.
42	ahora tenemos la renovación cada 5 años	42	¿Por que los estudiantes pierden su recreo? Debería haber otras consecuencias. Estar de acuerdo en otra forma de disciplina. Tambien ocurre en el programa de ASES.
43	las puntuaciones de matemáticas están bajas	43	¿Tal vez deberíamos tener tutoría de matemáticas?
44	"ELA" (Artes del Lenguage Inglés) comienza en el 3er grado	44	¿Podríamos aumentar los minutos de matemáticas?
45	Todos lo examenes son realizados en Inglés	45	¿Tenemos un bajo en matemáticas en un grado en particular?
46	No hace mucho tiempo que comenzarón los Estándares Estatales Básicos Comunes	46	¿Aún se enseña letra cursivo?
47	Fondos Federales y Estatales	47	¿Podrían tener los estudiantes bolas de estrés disponibles?
48	Aprendimos que la escuela cumple 15 años.	48	Si en medio año podemos saber como estamos en matemáticas
49	La escuela es popular.	49	Que hacer para mejorar el porcentaje de matemáticas
50	Conocimos que hay 605 estudiantes.	50	si se puede mejorar o ser Flexible con las actividades escolares
51	700 niños en espera	51	Ampliar el horario o tiempo de comida porque se ha observado que muchos niños no alcansan a comer porque tienen muy poquito tiempo.
52	El grado que comienza aprender segundo idioma ques 3er.	52	Como podemos trabajar en equipo para mejorar o ampliar el estacionamiento
53	El porcentaje Estándares Estatales Básicos Comunes	53	Si nos podrar dar algunas técnicas para ayudar a nuestros hijos a mejorar su rendimiento.
		54	Que nos hagan saber el comportamiento de nuestros hijos
		55	Que hace la escuela como tal para hacerla un lugar seguro y evitar que algun desalmado inconciente nos pueda sorprender. mensionamos esto por tantos casos quese han visto en otros estados u otras escuelas de atentados contra los estudiantes.
Junta de Asociación de Padres 9.12.18 P.M.			
		57	me gustaría hablar con los estudiantes previos de LAS para saber como ha sido su experiencia
		58	me gustaría información hacerca de lo resultados(%graduados de la preparatoria, % que fue al colegio) para los graduados de La Academia.
		59	información comparable a las escuelas cercanas
		60	Como pueden ayudar los padres con la tarea de matemáticas cuando no saben
		61	Como es que la tarea esta ayudando a los estudiantes

		62	como pueden los padres optener ayuda con la tarea de los estudiantes si no tienen las habilidades en matemáticas
		63	¿historicamente cuales an sido nuestras tendencias? ¿Que hemos hecho para mejorar las puntuaciones?
		64	Como Mejor que los niños Aprendan la lectura mejor ahorita estan muy bajos en eso apesar de las intervenciones.
		65	¿Como (los padres) saben que los comentarios se contestan en el web? Padres no saben como meterse web. necesitan copias de respuestas.
		66	an hecho examenes similares en español o esto se podría hacer para comparar datos.
		67	Abogar por competencia lingüistica
		68	Interesado en ver el éxito de los estudiantes de LAS una vez que se gradúan.
		69	hablar con los padres acerca de firmar la forma de Liberación de información para poder alcanzar a los estudiantes y ver como les está llendo.
		70	Como podemos ayudar para mejorar el resultado.
		71	Como ayudar a los niños que solo hablan ingles

A California Public School

Voces de los Grupos Interesados de LCAP de LAS 2017-2018		
	KNOW	**WANT TO KNOW**
Reunión de Concilio de Padres 10.05.17		
	Planear para poder remover la constitución	¿Quién es responsable?
	Puede ser revocado (estatus de la constitución)	¿Cómo puede ayudar el concilio de padres a mejorar?
	Basado en requisitos de desempeño determinados por la Mesa Directiva e impuestos por el distrito escolar	¿Cuál es el papel de los miembros de la Mesa Directiva?
	LAS está mejorando cada año y está en camino a la renovación	¿Quién crea las preguntas de la encuesta?
	Cada 5 años se renueva el charter	¿Es un ejercicio efectivo?
	Fondos vienen del sistema federal y estatal	¿Qué beneficios tenemos como escuela independiente constitucional?
	Renovar cada año	Si la petición de renovación no es renovada, ¿Se puede hacer una apelación?
	metas y progreso	¿Qué es el apéndice de LEA?
	Escrito con la aportación de padres, maestros, personal, etc.	¿Qué pasa si las metas de LCAP no son logradas?
	El bebé de TJ!	¿Quién escribe la constitución?
	Nada!	¿LCAP?
	Es una constitución	Si la constitución no es renovada, ¿que pasa?
	Renovación cada 5 años	
	Fondos del estado y federal	
	LCAP	
Reunión de Asociacion de padres 10.11.17		
	Tenían conocimiento de la renovación de los fondos federales y estatales	*Mayor información sobre la participación para elecciones de representantes.*
	LCAP cada año	*Si se puede anexar dentro de la información en noche de regreso a clases el gran apoyo que se requiere de los padres para el logro de las metas de la escuela.*
	Constitución cada 5	*¿Bocadillos saludables durante el recreo? Mucha azúcar*
	LCAP proviene los fondos 85%	*Ventas por nivel de grado*
	Metas para padres	*Vasos de fruta, voluntarios*
	Metas para padres	*Mandar mensajes de le oficina sobre las boletas*
	Metas para maestros	*Se necesita traer a mas familias a las reuniones*
	Metas para maestros	*¿Almuerzos saludables?*
	Renovar cada 5 año	*¿Cómo podemos enviar mas información a los padres? Adjunto al boletín*
	$ - estatal, federal	*Beneficios de ser parte de un charter v.s. publico*
	metas académicas que lograr	*¿Que pasa si no nos renueven el charter¿*
	Que el documento se renueva cada 5 años.	*¿Come se compara nuestro nivel académico con las otras escuelas locales or en todo el estado?*
	El dinero viene del federal y el estado.	*¿Que tipo de plan escolar tenemos?*
	Mensajes de texto y correos electrónicos	*Cuales son las metas para el futuro?*

	Ambos son convenientes	*¿Para mensajes de voz, podemos tener un botón para repetir?*
	Correos de voz no lo son	*¿Para mensajes de voz, podemos tener un botón para repetir?*
	Como padres necesitamos saber las necesidades de nuestra escuela para que los voluntarios puedan elegir como o con que ayudar	*Se necesita actualizar el calendario en el sitio de Internet*
	Se necesita mas anuncios para padres	*Se necesita actualizar el calendario en el sitio de Internet*
	Se necesita un cuarto/espacio para padres	*Tener cuidado infantil durante las reuniones*
		Nominaciones de padres necesitan ser mas organizadas. Los procedimientos de concilio de padres necesitan ser explicados.
		Se necesitan mas voluntarios
Reunión de Asociacion de padres 11.8.17		
	Sabemos que la escuela está haciendo un buen trabajo académicamente.	*Queremos saber sobre el proceso de candidatura al Concilio de padres, la Mesa directiva, etc.*
	Tenemos buena participación de padres, pero puede mejorar.	*Como la escuela está tratando problemas de comportamiento, como el acoso durante clases y durante ASES.*
	Tenemos un ambiente estable para estudiantes, sin problemas sociales extremos.	*La escuela sigue a sus estudiantes una vez que se graduan del octavo grado?*
	RFEPS (estudiantes redesignados) - Para el octavo grado, tienen mejores niveles que el distrito.	*Están los resultados en el Internet?*
	La escuela es buena	*¿Cómo podemos hacer que más padres sepan estos resultados?*
	Han logrado las metas	*¿Podemos mandarlo en el boletín?*
	Nivel más que el distrito y el estado	*¿Los grados menores usan tecnología?*
	Los grados mayores usan mucha tecnologia	*¿Cómo es el nuevo examen para apredices de inglés?*
	Que la escuela LAS tiene un buen nivel académico.	*Información para consejería.*
	Hay padres de familia que nos representan.	*Información de la estructura de la escuela. (Adquirir información).*
	Hay poca diversidad de estudiantes.	*Estan pensando en hacer una high school?*
	Los dos grupos en los que se elige son: La mesa directiva y el Concilio de Padres.	
	Que LAS rebasó el promedio estatal.	
	Sabemos que la escuela está hacendo un buen trabajo académicamente.	*Queremos saber sobre el proceso de candidatura al Concilio de padres, la Mesa directiva, etc.*
	Tenemos buena participación de padres, pero puede mejorar.	*Como la escuela está tratando problemas de comportamiento, como el acoso durante clases y durante ASES.*
	Tenemos un ambiente estable para estudiantes, sin problemas sociales extremos.	*La escuela sigue a sus estudiantes una vez que se graduan del octavo grado?*
	RFEPS (estudiantes redesignados) - Para el octavo grado, tienen mejores niveles que el distrito.	*Están los resultados en el Internet?*
	La escuela es buena	*¿Cómo podemos hacer que más padres sepan estos resultados?*
	Han logrado las metas	*¿Podemos mandarlo en el boletín?*
	Nivel más que el distrito y el estado	*¿Los grados menores usan tecnología?*

Documentos adjuntos:

1. LCAP Integrado y Adenda Federal aprobado por la Mesa: 12.14.18
2. Objetivos de la Petición 2019-2024 de LAS: Renovación aprobada 03.21.19

Recomendación:
Se recomienda que la Mesa de LAS revise y apruebe la Actualización anual de LAS LCAP antes de la fecha de envío requerida del 28 de junio de 2019.

MOCION Borrador v5.24.19 de LCAP	Aye	Nay	Abstain	Absent
Gemma Jáuregui				
Jennifer Bacsafra				
Kathy Petree				
Lourdes Gomez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Nadeen Ruiz				
Erandi Zamora				
Aracely Campa				
Totals:				

Tiempo estimado para la presentación: 40 min.
Entregado por: Bersola
Fecha: 5.23.19

Páginas pertinentes en:
( ) La constitución, páginas_____
( ) MOU, páginas_____

❑ CHARTER GOALS

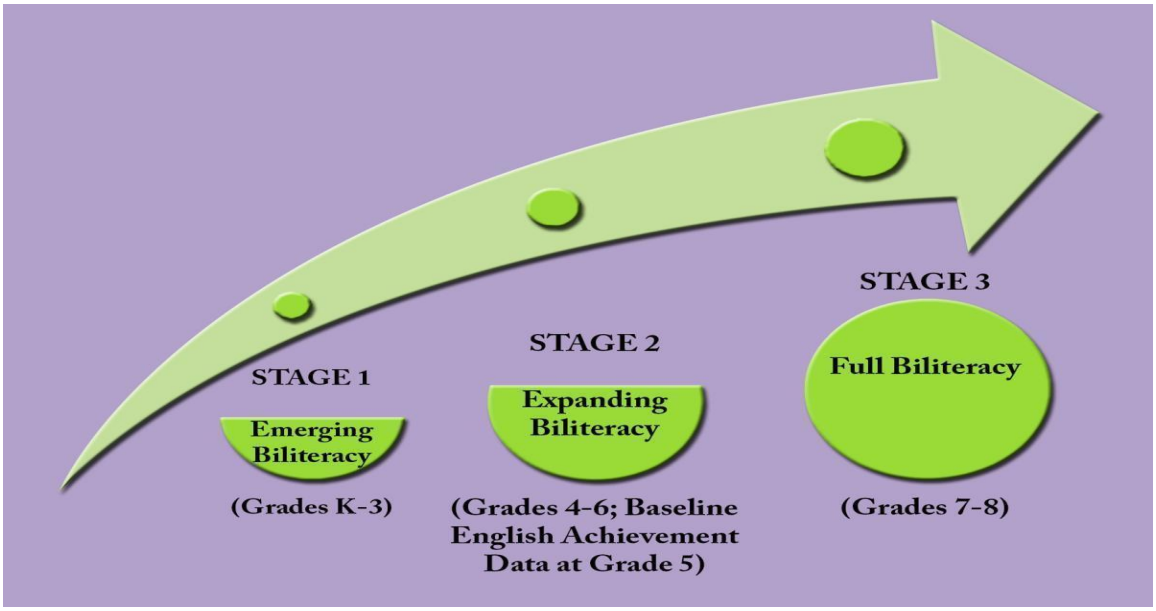
UNIQUE EDUCATIONAL PROGRAM CONTEXT IN UNDERSTANDING ACHIEVEMENT

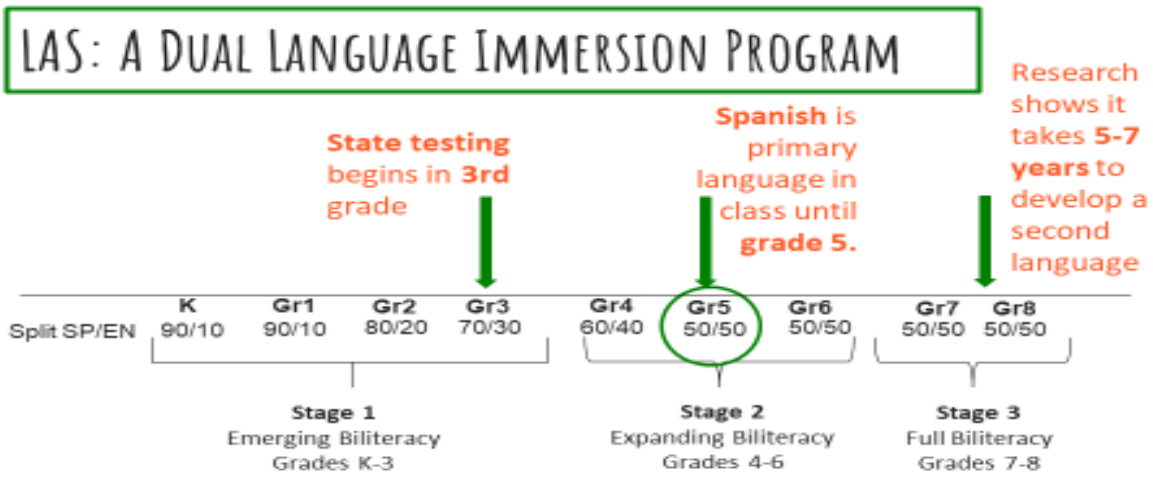
Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP) (Cummins, 2017; Howard, Lindholm-Leary, Rogers, Olague, Medina, Kennedy, Sugarman, & Christian, 2018). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans. LAS's biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90- 10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish.

By the end of Stage 2, many students make the linguistic and academic transfer as expected in dual language bilingual education programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis.

By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. Simultaneously, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. After reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones.

LAS BILITERACY GRADE SPAN PROGRESSION





The Language Academy of Sacramento charter goals highlighted are in alignment with the State educational priorities as featured in the CA Dashboard and the Local Control Accountability Plan (LCAP) reporting as well as in the Sacramento City Unified School District (SCUSD) Annual Performance Report's (APR) Key Performance Indicators (KPI) section.

Note that the highlighted LAS academic performance goals below represent the End of Stage 3 Gr8 expectations per LAS Biliteracy Grade Span Progression.

❑ **UPDATED** LAS KEY CHARTER GOALS (Charter Petition Review v022219)

LAS Goals and Metrics *Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).*	**LAS Mission (M) Alignment:** **M1: Biliteracy** **M2: Confidence/Life Skills** **M3: Leadership/ Critical Thinking**	**CA State Priority (SP1-SP8) and SCUSD Annual Performance Report (APR) Key Indicator Alignment (KP: 4,5,6,7,8)**
LAS Goal #1		
Description: Low Chronic Absenteeism		
G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.	M2	SP5, KP4
LAS Goal #2		
Description: Low Suspension Rate		
G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.	M2	SP6, KP5
LAS Goal #3		
Description: High Achievement in Language Arts: English (ELA) and Spanish (SLA)		
External Accountability: **By the End of Stage 3 Gr8 achievement goals:** G3.0 SBAC % of students who met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline	M1	SP4, KP7

G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G3.1 SBAC Difference from Met (DFM) points in ELA: G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G3.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data		
Internal Accountability: G3.2 LAS Benchmark DRA/EDL- G3.2A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.		
Goal #4		
Description: High Achievement in Mathematics		
External Accountability: **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline	M1	SP4, KP6

G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools G4.1 SBAC Difference from Met (DFM) points in Math: G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G4.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data		
Internal Accountability: G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 G4.2A All Students: To be determined G4.2B Subgroups: To be determined G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.		
Goal #5		
Description: Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status ***(Note: These two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)***		
External Accountability: G5.0 Cohort reclassification rate of 70% or higher by the End of Stage 3 Gr8. (See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)	M1	SP2
Internal Accountability: G5.1 LAS Reading Benchmark- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup		

Goal #6		
Description: High Satisfaction Data from Climate Survey		
G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, “I like my school.”	M3	SP3, SP5, KP8
G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, “I would recommend the school to others.”		
G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, “I would recommend the school to others.”		

- ❑ LCAP EXECUTIVE SUMMARY (Excerpt from LAS LCAP)

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 585 for the 2017-18 school year. As of June 2018, there are 732 children on the LAS waiting list.

LAS Demographics

During the 2017-18 year, LAS demographic data constituted 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualified for Special Education services. Ethnicity data revealed that 94% of students were Latino, 2% Black/African American, 3% White, and 1% Other. Sixty one (61%) of the families at LAS identified Spanish as their primary language.

LAS Academics

LAS is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy,** and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, and community partnerships to enrich the curriculum. Currently In its 14th year, LAS has become the area's only TK-8 dual immersion educational program. It has seen continuous academic growth and supports college and career readiness.

❑ **UPDATED** 8 STATE PRIORITIES AND LAS LCAP GOALS

(Charter Petition Review v022219)

Note: LAS Numerically Significant Pupil Subgroups- 1) Latino, 2) Socio-economic disadvantaged (SED), 3) English Learners (EL), and 4) Students with disabilities (SWD). (Foster youth number at LAS does not qualify as numerically significant).

State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP1: Basics: Teachers, Instructional Materials, Facilities			
Provide students access to fully credentialed teachers	FY17 and FY18: 100% of teachers are fully credentialed	Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed	Maintain 100% of teachers fully credentialed *(Percentage of properly credentialed teachers)*
Provide students access to standards-aligned instructional materials	Instructional materials are researched based, implemented with fidelity within the context of a dual language program, and aligned with Common Core State Standards Coordinated effort in analyzing subgroup needs per data analysis and MTSS process	All core subjects instruction are based on Common Core State Standards Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials	Record of research and purchase: CCSS aligned curricula Implementation support by school leadership *(Percentage of students with access to standards-aligned instructional material)*

Provide facilities in good repair	FY17 and FY18: SARC rating "Good"	Facilities Committee continues to address the short and long term vision for the school, including updates to ADA compliant projects. Ensure hiring of exemplary staff to help with continued maintenance of the facility	Maintain an overall rating of "Good" on SARC *(Facilities in good repair per SARC)*
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP2: Implementation of state standards and addressing how EL students will be enabled to gain academic content knowledge and English language proficiency			
Provide an educational experience where alignment of all curriculum and assessments in core subjects, including ELD standards within the dual immersion context, ensure biliteracy for all students	FY17 and FY18 Professional development learnings reflect a 100% focus on CCSS aligned curriculum, instruction and assessment, learning and teaching best practices, including foundational trainings of ELD standards and the new ELPAC statewide assessment for English language proficiency.	School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.	Professional Development Calendar that reflects CCSS and ELD trainings Implementation support by school leadership *(Full implementation of the academic content and performance standards adopted by the state board)* *(Strategic tandem implementation of CCSS and ELD standards that enable English learners to*

			access academic content knowledge and gain English language proficiency)
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP3: Parent engagement, including efforts to seek parent input for making decisions and to promote parent participation of unduplicated students and those with exceptional needs			
LAS: Volunteerism	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively	Continue the annual calendar of meetings and events for families to participate, share their voice about student learning and how they can volunteer to help achieve school goals.	Maintain or increase current data of annual total number of volunteer hours *(LCAP reported items:* *Annual total number of volunteer hours)*
LAS: Voter participation	FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Continue to share the importance of voting participation as an independent governing charter school Continue invitation of parents of unduplicated students, and SWD subgroup for participation in Board, School Site Council, ELAC	Maintain or increase current percentage of voter participation in governance elections *(LCAP Reported Items:* *Annual percentage of voter participation in governance elections)* Governance membership lists and representations
LAS: Stakeholder Satisfaction		Continue to reflect on annual survey data to implement key initiatives that help	Maintain or increase current percentage of at least 90% of annual survey participants

		expand parent engagement	who would "recommend the school to others." *(LCAP Reported Items: Annual satisfaction data based on annual stakeholder survey)*
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP4: Student Achievement based on statewide assessments, percentage of ELs making progress in ELPAC, and EL reclassification rate			
Student achievement and biliteracy for all students	Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: *Establish new baseline based on ELPAC after 2yrs of implementation* Stage 1: Emerging Biliteracy (K-3) Stage 2: Expanding Biliteracy (4-6) Stage 3: Full Biliteracy (7-8)	Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators	Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually *(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)*
	External Accountability: **By the End of Stage 3 Gr8 achievement goals:** <u>G3.0 SBAC % of students who</u>	Analyze ELA achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research	Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/ competitive trajectory: Schoolwide and for

	met/exceeded ELA standards- G3.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline G3.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline G3.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools	and its efficacy for students, particularly the identified subgroups	numerically significant subgroups
	G3.1 SBAC Difference from Met (DFM) points in ELA: G3.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G3.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data		

	Internal Accountability: G3.2 LAS Benchmark DRA/EDL- G3.2A All Students: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish G3.2B Subgroups: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish		
	G3.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	*Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*	*Annual review of SPED program student IEP profiles will reflect goal data.*
	External Accountability: **By the End of Stage 3 Gr8 achievement goals:** G4.0 SBAC % of students who	Analyze Math achievement data by schoolwide, grade level and subgroups Continued study on most recent bilingual immersion research and its efficacy for	Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/ competitive trajectory: Schoolwide and for

	met/exceeded Math standards- G4.0A All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline G4.0B Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline G4.0C All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools	students, particularly the identified subgroups	numerically significant subgroups
	G4.1 SBAC Difference from Met (DFM) points in Math: G4.1A All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data G4.1B Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data		

	Internal Accountability: G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 G4.2A All Students: To be determined G4.2B Subgroups: To be determined	Analysis of schoolwide and subgroup data from MAP Math Benchmark	Once baseline is established, monitoring all student and subgroup growth during the year
	G4.3 SWD Subgroup LAS IEP Student Goals- Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.	*Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments*	*Annual review of SPED program student IEP profiles will reflect goal data.*
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP5: Student Engagement based on school attendance rates, chronic absenteeism rate, and middle school dropout rate			
Student engagement and building confidence and life skills for all students	FY17 and FY18 Historical Data: All Students: Attendance rate Actual: 97% and 97% Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2%	Continue to closely monitor student attendance trends: schoolwide and for identified subgroups	All Students: Schoolwide attendance rate of 95% or above Identified subgroups rate within 2% margin of schoolwide attendance *(Annual attendance rate)*

	4) SWD: 97% and 97.1%		
Low chronic absenteeism rate	Absenteeism (chronic) at 2.9% and 3.2% rate, respectively Subgroups FY2018: 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7%	Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate Continue close monitoring of subgroups and areas of need via MTSS process Wrap around health and mental health supports provided to subgroups with identified need Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression	All Students: Chronic Absenteeism rate of less than 3% Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate *(Annual chronic absenteeism rate)*
Low middle school dropout rate	Dropout for middle school at zero rate	Continue review of annual student survey data for improvement areas	Middle school dropout rate at less than 1% *(Annual middle school dropout rate Annual student survey data)*

State Priority Description *Sub-Priorities*	Measurable Goals to Achieve Sub-Priorities	Actions to Achieve Measurable Goals	Measurable Outcome to Define Success *(Methods of Measurement)*
SP6: School Climate- Suspension rate and expulsion rate Other local measures, including survey of pupils, parents and teachers regarding school climate, school safety and connectedness			
School climate and building confidence, leadership, and critical thinking skills for all students *Low suspension rate*	FY17 and FY18: Suspension rate = 1.9% and less than 1%, respectively Subgroups FY2018: 1) Latino: 0.7% 2) EL: 0% 3) SED: 0.9% 4) SWD: 2.7%	Continue high level of student engagement academically and socio-emotionally Continue to closely monitor student suspension trends: schoolwide and for identified subgroups Continue close monitoring of subgroups and areas of need via MTSS process	All Students: Suspension rate goal of 2% or less Identified subgroups rate within 2% margin of schoolwide suspension rate (*Annual suspension rate)*
Low expulsion rate	Expulsion rate= 0% for both years Identified subgroups rate within 2% margin of schoolwide suspension rate	Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups	Expulsion rate goal of less than 1% Identified subgroups rate within 2% margin of schoolwide expulsion rate *(Annual expulsion rate)*
High participation rate	FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively	Continue administering stakeholder survey data annually and monitor for areas of improvement	Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5%

	Families: 69% and 67%, respectively Staff: 95% and 98%, respectively		increase for family survey completion *Annual stakeholder survey data:* *1) Families* *2) Staff* *3) Students*
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP7: Course Access - Broad course of study that included all the subject areas described in 51210 and 51220(a)(i) as applicable; Programs and services developed and provided to unduplicated pupils and students with exceptional needs			
Course access and its role in supporting the fulfillment of LAS mission *1) LAS students are enrolled in broad course of study. As a DLBE program, students receive instruction equivalent to advanced level of foreign language study*	100% of students have access to broad course of core subject study, including: PE, visual and performing arts technology, and global language, in middle school years Subgroups: Expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	Continue core subject offerings based on DLE program design (Spanish and English) Continue elective courses offerings in middle school Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session	100% of MS students participate in elective courses Expanded learning opportunity and/or interventions program plan and results *(Course offering archives)*
Set events on schooling pipeline	*Facilitated transition of graduates to local high schools*	Continue Senderos al Exito (SALE) meetings where LAS Gr8 families learn about high school programs	100% Gr8 students and families are provided the SALE venue and have access to staff support in understanding high

		Continue facilitated support of Gr8 students as they apply to local high schools	school applications and transitions *(Calendar of Middle School Events and attendance sign up forms)*
State Priority Description ***Sub-Priorities***	**Measurable Goals to Achieve Sub-Priorities**	**Actions to Achieve Measurable Goals**	**Measurable Outcome to Define Success** ***(Methods of Measurement)***
SP8: Other Student Outcomes- Pupil outcomes (if available) in the subject areas described in 51210 and 51220(a)(i) as applicable			
LAS Mission: BILITERACY- Spanish language proficiency	EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level	Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)	*At least a 5% increase* in Spanish grade level percentage of EDL/ Spanish benchmark by End of Stage 2 (Gr6) annually
	Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score	Continue administration of Gr8 diagnostic College Board exams in Spanish	Gr8 College Board Tests in Spanish comparative performance data to College Board average score *(Gr8 College Board Spanish test data)*

❑ **ACTUALIZADO** OBJETIVOS CLAVE DEL CHÁRTER (Revisión de la Petición de la Carta v022219)

Objetivos y métricas de LAS *Nota: Subgrupos de alumnos numéricamente significativos de LAS: 1) Latino, 2) Desventaja socioeconómica (SED), 3) Aprendices de inglés (EL) y 4) Estudiantes con discapacidades (SWD). (El número de joven en cuidado temporal en LAS no califica como numéricamente significativo).*	**Alineación de la misión de LAS (M):** **M1:** **Bilingue** **M2: Confianza/Destrezas para la vida** **M3: Liderazgo/Pensamiento critico**	**Alineación de indicadores clave de Prioridad Estatal de CA (SP1-SP8) y SCUSD Reporte de Progreso de Rendición de Cuentas (APR)** **(KP: 4,5,6,7,8)**
LAS Meta #1		
Descripción: Absentismo crónico bajo		
G1.0 Tasa de asistencia del 95% o superior. G1.1 La tasa de asistencia de los subgrupos de LAS estará dentro de un margen del 2% de la meta de asistencia de toda la escuela.	M2	SP5, KP4
LAS Meta #2		
Descripción: Baja tasa de suspensión		
G2.0 Tasa de suspensión inferior al 2% G2.1 La tasa de suspensión de los subgrupos de LAS estará dentro de un margen del 2% de la meta de suspensión baja en toda la escuela.	M2	SP6, KP5

LAS Meta #3		
Descripción: Alto rendimiento en artes del lenguaje: inglés (ELA) y español (SLA)		
Responsabilidad externa: **Al final de la etapa 3 Gr8 objetivos de logro:** <u>G3.0 SBAC% de estudiantes que cumplieron/excedieron los estándares ELA-</u> <u>G3.0A</u> Todos los alumnos: Al final de la Etapa 3 Gr8, la cohorte de Gr8 mostrará una trayectoria ascendente desde la línea de base de Gr5 SBAC ELA Subgrupos <u>G3.0B:</u> Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán una trayectoria ascendente desde la línea de base de ELA SBAC de Gr5 <u>G3.0C</u> Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, la cohorte de Gr8 todos los datos de estudiantes y subgrupos serán comparables / superiores a las escuelas del estado, distrito y vecinas <u>G3.1 Diferencia SBAC de los puntos Met (DFM) en ELA:</u> <u>G3.1A</u> Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte Gr8 mostrará un crecimiento positivo en los puntos DFM a partir de sus datos de referencia de la cohorte Gr6 <u>G3.1B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de la cohorte Gr8 mostrarán un crecimiento positivo en los puntos DFM a partir de sus datos de referencia de la cohorte Gr6	M1	SP4, KP7
Responsabilidad Interna: <u>G3.2 LAS Punto de referencia DRA / EDL-</u> <u>G3.2A</u> Todos los estudiantes: Al finalizar la Etapa 2 Gr6, el 70% o más de los estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final		

del año leyendo los datos de evaluación en inglés y español G3.2B Subgrupos: Al final de la Etapa 2 Gr6, el 70% o más de los subgrupos de estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final del año leyendo los datos de evaluación en inglés y español. G3.3 Subgrupos LAS SWD Objetivos de IEP del estudiante- Los estudiantes con discapacidades cumplirán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.		
Meta #4		
Descripción: Alto Logro en Matemáticas		
Responsabilidad externa: **Al final de la etapa 3 Gr8 objetivos de logro:** G4.0 SBAC% de estudiantes que cumplieron/ excedieron los estándares de Matemáticas- G4.0A Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte de Gr8 mostrará una trayectoria ascendente desde la línea de base de matemáticas de Gr5 SBAC G4.0B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán una trayectoria ascendente desde la línea de base de matemáticas de Gr5 SBAC G4.0C Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, la cohorte de Gr8 todos los datos de estudiantes y subgrupos serán comparables / superiores a las escuelas estatales, del distrito y vecinas G4.1 SBAC Diferencia de los puntos Met (DFM) en Matemáticas:	M1	SP4, KP6

G4.1A Todos los estudiantes: Al final de la Etapa 3 Gr8, la cohorte Gr8 mostrará un crecimiento positivo en los puntos DFM a partir de sus datos de referencia de la cohorte Gr6 G4.1B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán un crecimiento positivo en puntos DFM a partir de sus datos de referencia de cohorte Gr6		
Responsabilidad interna: G4.2 LAS MAP Matematicas- Nuevo; Primer año de implementación. LAS establecerá objetivos de referencia en 2019 G4.2A Todos los alumnos: A determinar. G4.2B Subgrupos: A determinar G4.3 SWD Subgrupo LAS IEP Objetivos del estudiante- Los estudiantes con discapacidades cumplirán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.		
Meta #5		
Descripción: Trayectoria ascendente del estado de EL progreso hacia la reclasificación (RFEP) ***(Nota: estos dos subgrupos (EL y RFEP) deben analizarse conjuntamente para obtener una descripción precisa del progreso)***		
Responsabilidad externa: G5.0 Tasa de reclasificación de cohorte del 70% o más al final de la Etapa 3 Gr8. (Consulte los objetivos aplicables de EL y RFEP más arriba: 3.0B, 3.0C, 3.1B, 3.2B y 4.0B, 4.0C, 4.1B, 4.2B)	M1	SP2
Responsabilidad interna:		

G5.1 LAS Punto de referencia de lectura- Al final de la Etapa 2, el 70% o más de los estudiantes de Gr6 EL mostrarán un crecimiento desde el comienzo del año hasta el final del año leyendo los datos de evaluación G5.2 LAS MAP Matemáticas- Nuevo; Primer año de implementación. LAS establecerá objetivos de referencia en 2019 para el subgrupo EL y el subgrupo RFEP		
Meta #6		
Descripción: Datos de alta satisfacción de la encuesta de clima		
Datos de la encuesta anual del estudiante G6.0: El 90% o más de los estudiantes estarán de acuerdo con la afirmación: "Me gusta mi escuela".	M3	SP3, SP5, KP8
Datos de la encuesta anual de la familia G6.1: El 90% o más de las familias estarán de acuerdo con la declaración: "Recomendaría la escuela a otros".		
Datos de la encuesta anual del personal G6.2: El 90% o más del personal estará de acuerdo con la afirmación: "Recomendaría la escuela a otros".		

❑ **ACTUALIZADO** 8 PRIORIDADES DEL ESTADO Y METAS DE LAS LCAP (Revisión de la Petición de la Carta v022219)

Nota: Subgrupos de alumnos numéricamente significativos de LAS: 1) Latino, 2) Desventaja socioeconómica (SED), 3) Aprendices de inglés (EL) y 4) Estudiantes con discapacidades (SWD). (El número de joven en cuidado temporal en LAS no califica como numéricamente significativo).

Descripción de la prioridad del estado ***Sub-prioridades***	**Metas mensurables para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP1: Conceptos básicos: Profesores, materiales de instrucción, instalaciones			
Proporcionar a los estudiantes acceso a maestros con credenciales completas	FY17 y FY18: el 100% de los maestros tienen credenciales completas	Mantener actualizado el estado de las credenciales de los maestros para garantizar que todo el personal docente esté altamente calificado y con las credenciales adecuadas.	Mantener el 100% de los maestros con credenciales completas. *(Porcentaje de maestros debidamente acreditados)*
Proporcionar a los estudiantes acceso a materiales de instrucción alineados con los estándares	Los materiales de instrucción se basan en la investigación, se implementan con fidelidad en el contexto de un programa de lenguaje dual y se alinean con los Estándares	Todas las materias básicas de instrucción se basan en los Estándares Estatales Básicos Comunes Subgrupos: Proporcionar apoyo adicional identificado para los subgrupos	Registro de investigación y compra: currículos alineados de CCSS. Apoyo a la implementación por parte del liderazgo escolar.

	Estatales Básicos Comunes Esfuerzo coordinado en el análisis de las necesidades de subgrupos por análisis de datos y proceso MTSS	según lo identifiquen los datos de logros, es decir, asistencia tecnológica y otros materiales de apoyo.	*(Porcentaje de estudiantes con acceso a material de instrucción alineado con los estándares)*
Proporcionar instalaciones en buen estado.	FY17 y FY18: calificación SARC "Bueno"	El Comité de Instalaciones continúa abordando la visión a corto y largo plazo de la escuela, incluidas las actualizaciones de los proyectos que cumplen con la ADA. Asegurar la contratación de personal ejemplar para ayudar con el mantenimiento continuo de las instalaciones	Mantener una calificación general de "Bueno" en SARC *(Instalaciones en buen estado según SARC)*
Descripción de la prioridad del estado ***Sub-prioridades***	**Metas mensurables para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP2: Implementación de los estándares estatales y cómo los estudiantes EL serán habilitados para obtener conocimiento del contenido académico y dominio del idioma inglés			
Proporcionar una experiencia educativa	Los aprendizajes de desarrollo profesional	El liderazgo escolar y el equipo de diseño	Calendario de desarrollo profesional

donde la alineación de todo el currículo y las evaluaciones en las materias básicas, incluidas las normas ELD dentro del contexto de doble inmersión, garantice la alfabetización bilingüe para todos los estudiantes	de FY17 y FY18 reflejan un enfoque del 100% en el currículo, la instrucción y la evaluación, el aprendizaje y la enseñanza de CCSS alineados, incluidas las capacitaciones fundamentales de los estándares ELD y la nueva evaluación estatal de ELPAC para el dominio del idioma inglés.	curricular continuarán las capacitaciones de desarrollo profesional que profundizarán la comprensión del personal de los estándares estatales y su eficacia para abordar el progreso de los estudiantes de inglés.	que refleja las capacitaciones de CCSS y ELD Apoyo a la implementación por parte del liderazgo escolar. *(Implementación completa del contenido académico y estándares de desempeño adoptados por la junta estatal)* *(Strategic tandem implementation of CCSS and ELD standards that enable English learners to access academic content knowledge and gain English language proficiency)*
Descripción de la prioridad del estado ***Sub-prioridades***	**Metas mensurables para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP3: Participación de los padres, incluidos los esfuerzos para buscar la opinión de los padres para tomar decisiones y promover la participación de los padres de estudiantes no duplicados y aquellos con necesidades excepcionales			
LAS: Voluntariado	FY17 y FY18: El total de horas de trabajo voluntario es	Continuar con el calendario anual de reuniones y eventos	Mantener o aumentar los datos actuales del

	3947 y 4930.5, respectivamente FY17 y FY18: 56% y 62% de las familias con algunos/se reunieron 20 horas de voluntariado, respectivamente	para que las familias participen, compartir su voz sobre el aprendizaje de los estudiantes y cómo pueden ser voluntarios para ayudar a lograr los objetivos escolares.	número total anual de horas de voluntariado. *(Articulos reportados de LCAP:* *Número total anual de horas de voluntariado)*
LAS: Participación de los votantes	FY17 y FY18: 62% y 57%, tasa de participación de votantes en la Mesa Directiva, respectivamente	Continuar compartiendo la importancia de la participación en el voto como una escuela autónoma gobernante independiente Continuar con la invitación de los padres de estudiantes no duplicados y del subgrupo SWD para participar en la Mesa, el Concilio de Sitio Escolar, ELAC	Mantener o aumentar el porcentaje actual de participación de los votantes en las elecciones de la Mesa Directiva. *(Artículos reportados en LCAP: Porcentaje anual de participación de los votantes en las elecciones de la Mesa)* Listas de miembros de gobernación y representaciones.
LAS: Satisfacción de los interesados		Continuar reflexionando sobre los datos de la encuesta anual para implementar iniciativas clave que ayuden a expandir la	Mantener o aumentar el porcentaje actual de al menos el 90% de los participantes de la encuesta anual que "recomendarían la escuela a otros".

		participación de los padres	*(Elementos reportados del LCAP: Datos de satisfacción anuales basados en la encuesta anual de partes interesadas)*
Descripción de la prioridad del estado ***Sub-prioridades***	**Metas mensurables para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP4: Logro estudiantil basado en evaluaciones estatales, porcentaje de estudiantes EL que progresan en ELPAC y tasa de reclasificación de EL			
Logro estudiantil y alfabetización bilingüe para todos los estudiantes.	Basado en los resultados mensurables de LAS de la progresión de alfabetización en el grado - Responsabilidad externa: *Establecer un nuevo punto de partida basada en ELPAC después de 2 años de implementación* Etapa 1: Alfabetización bilingüe emergente (K-3) Etapa 2: Expansión de alfabetización bilingüe (4-6) Etapa 3: Bilingüe emergente (7-8)	Continuar supervisando la progresión de los estudiantes hacia la alfabetización bilingüe, incluido el desarrollo de la competencia académica del inglés de los Aprendices de inglés utilizando los indicadores SBAC y ELPAC	Mantener la trayectoria de crecimiento académico del programa de lenguaje dual para estudiantes que aprenden inglés al final de las etapas (1, 2 y 3), incluyendo el final de la Etapa 3 (Gr8) 5% de aumento anual en la tasa de reclasificación *(Evaluación estatal meta de tasa de participación del 100%; tasa de RFEP y porcentajes de progreso de crecimiento anual EL)*

	Responsabilidad externa: Objetivos al final de la etapa 3 Gr8: <u>G3.0 SBAC % de estudiantes que cumplieron/ excedieron los estándares ELA-</u> <u>G3.0A</u> Todos los alumnos: Al final de la Etapa 3 Gr8, el cohorte de Gr8 mostrará una trayectoria ascendente desde el punto de partida de Gr5 SBAC ELA <u>G3.0B</u> Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán una trayectoria ascendente desde el punto de partida Gr5 SBAC ELA <u>G3.0C</u> Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, el cohorte de Gr8 todos los datos de estudiantes y subgrupos serán comparables/ superiores a las escuelas del estado,	Analizar los datos de logros de ELA por escuela, nivel de grado y subgrupos Estudio continuo sobre la investigación de inmersión bilingüe más reciente y su eficacia para los estudiantes, en particular los subgrupos identificados	Mantener los datos de desempeño de SBAC ELA al final de la Etapa 3 (Gr8) para que estén en una trayectoria comparable/ competitiva: para toda la escuela y para subgrupos numéricamente significativos

	distrito y escuelas vecinas		
	G3.1 SBAC Diferencia de los puntos Met (DFM) en ELA: G3.1A Todos los estudiantes: Al final de la Etapa 3 Gr8, el cohorte Gr8 mostrará un crecimiento positivo en los puntos DFM a partir de sus datos de referencia del cohorte Gr6 Subgrupos G3.1B: Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán un crecimiento positivo en puntos DFM a partir de sus datos de referencia de cohorte Gr6		
	Responsabilidad Interna: G3.2 LAS Punto de referencia DRA / EDL- G3.2A Todos los estudiantes: Al finalizar la Etapa 2 Gr6, el 70% o más de los estudiantes de Gr6 mostrarán un crecimiento desde el principio del año		

	hasta el final del año leyendo los datos de evaluación en inglés y español <u>G3.2B</u> Subgrupos: Al final de la Etapa 2 Gr6, el 70% o más de los subgrupos de estudiantes de Gr6 mostrarán un crecimiento desde el comienzo del año hasta el final del año, leyendo los datos de evaluación en inglés y español		
	<u>G3.3 Objetivo SWD del estudiante con IEP -</u> Los estudiantes con discapacidades cumplirán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.	*Reuniones anuales del IEP, monitoreo del progreso de las metas del IEP, observación del maestro, evaluaciones formativas y sumativas*	*La revisión anual de los perfiles IEP de los estudiantes del programa SPED reflejará los datos de las metas.*
	Responsabilidad Externa: **Objetivos al final de la etapa 3 de Gr8:** <u>G4.0 SBAC % de estudiantes que cumplieron/ excedieron los</u>	Analizar los datos de logros de matemáticas por escuela, nivel de grado y subgrupos Estudio continuo sobre la investigación de inmersión bilingüe más reciente y su	Mantener los datos de rendimiento de Matemáticas SBAC de Fin de la Etapa 3 (Gr8) para que estén en una trayectoria comparable/ competitiva: para toda la escuela y para

	estándares de Matemáticas – G4.0A Todos los alumnos: Al final de la Etapa 3 Gr8, el cohorte de Gr8 mostrará una trayectoria ascendente desde la punta de partida de matemáticas de Gr5 SBAC G4.0B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos de cohorte Gr8 mostrarán una trayectoria ascendente desde la punta de partida de matemáticas de Gr5 SBAC G4.0C Todos los estudiantes y subgrupos: Al final de la Etapa 3 Gr8, el cohorte de Gr8 todos los datos de estudiantes y subgrupos serán comparables/ superiores a las escuelas del estado, distrito y escuelas vecinas	eficacia para los estudiantes, en particular los subgrupos identificados	subgrupos numéricamente significativos
	G4.1 Diferencia SBAC de los puntos Met (DFM) en matemáticas:		

	G4.1A Todos los estudiantes: Al final de la Etapa 3 Gr8, el cohorte Gr8 mostrará un crecimiento positivo en los puntos DFM a partir de sus datos de referencia del cohorte Gr6 G4.1B Subgrupos: Al final de la Etapa 3 Gr8, los subgrupos del cohorte Gr8 mostrarán un crecimiento positivo en los puntos DFM a partir de su punto de referencia del cohorte Gr6		
	Responsabilidad interna: G4.2 LAS MAP Matemáticas- Nuevo; Primer año de implementación. LAS establecerá objetivos de punto de partida en 2019 G4.2A Todos los alumnos: A determinar. G4.2B Subgrupos: A determinar	Análisis de datos escolares y de subgrupos de punto de referencia de MAP Matemáticas	Una vez que se establece el punto de partida, se monitorea el crecimiento de todos los estudiantes y subgrupos durante el año
	G4.3 Objetivo SWD del estudiante con IEP -	*Reuniones anuales del IEP, monitoreo del progreso de las metas del IEP, observación del*	*La revisión anual de los perfiles IEP de los estudiantes del programa SPED*

	Los estudiantes con discapacidades cumplirán al menos el 80% de las metas del IEP según lo determinen las reuniones anuales del IEP.	*maestro, evaluaciones formativas y sumativas*	*reflejará los datos de las metas*
Descripción de la prioridad del estado ***Sub-Prioridades***	**Metas medibles para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP5: Participación estudiantil basada en las tasas de asistencia escolar, tasa de ausentismo crónico y tasa de deserción escolar			
Participación estudiantil y desarrollo de la confianza y destrezas de la vida para todos los estudiantes.	FY17 y FY18 Datos históricos: Todos los estudiantes: Tasa de asistencia Real: 97% y 97% Subgrupos: 5) Latino: 97.4% y 97.3% 6) EL: 97.2% y 97.2% 7) SED: 97.2% y 97.2% 8) SWD: 97% y 97.1%	Continuar monitoreando de cerca las tendencias de asistencia de los estudiantes: en toda la escuela y para subgrupos identificados	Todos los estudiantes: tasa de asistencia de toda la escuela del 95% o más Tasa de subgrupos identificados dentro del margen del 2% de la asistencia escolar *(Tasa de asistencia anual)*
Baja tasa de ausentismo crónico	Ausentismo (crónico) a una tasa de 2.9% y 3.2%, respectivamente.	Continuar el esfuerzo coordinado con los grupos del Concilio de Padres, la Asociación de Padres,	Todos los alumnos: tasa de ausentismo crónico inferior al 3%.

	Subgrupos FY2018: 5) Latino: 3.3% 6) EL: 3.4% 7) SED: 3.6% 8) SWD: 2.7%	Concilio Estudiantil para hacer énfasis colectivo en la tasa de asistencia fuerte Continuar con el monitoreo cercano de subgrupos y áreas de necesidad a través del proceso de MTSS Envolver los apoyos de salud y salud mental proporcionados a subgrupos con necesidades identificadas Apoyo continuo y capacitación para la Prevención de Intimidación y la Resolución de Conflictos y los matices del efecto subyacente del privilegio, la opresión y la microagresión.	Tasa de subgrupos identificados dentro del margen del 2% de la tasa baja de ausentismo crónico en toda la escuela *(Tasa anual de ausentismo crónico)*
Baja tasa de deserción escolar	Tasa de deserción escolar a cero	Continuar la revisión de los datos de las encuestas anuales de los estudiantes para áreas de mejora	Tasa de deserción escolar en la secundaria a menos del 1% *(Tasa anual de deserción escolar* *Datos de la encuesta anual de estudiantes)*

Descripción de la prioridad del estado ***Sub-prioridades***	**Metas medibles para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP6: Clima escolar - Tasa de suspensión y tasa de expulsión Otras medidas locales, incluida la encuesta a alumnos, padres y maestros sobre el clima escolar, la seguridad escolar y la conexión			
Clima escolar y desarrollo de la confianza, el liderazgo y las destrezas de pensamiento crítico para todos los estudiantes *Baja tasa de suspensión*	FY17 y FY18: Tasa de suspensión = 1.9% y menos de 1%, respectivamente Subgrupos FY2018: 5) Latino: 0.7% 6) EL: 0% 7) SED: 0.9% 8) SWD: 2.7%	Continuar alto nivel de participación estudiantil académica y socioemocional Continuar monitoreando de cerca las tendencias de suspensión estudiantil: en toda la escuela y para los subgrupos identificados Continuar con el monitoreo cercano de subgrupos y áreas de necesidad a través del proceso MTSS	Todos los alumnos: Objetivo de tasa de suspensión del 2% o menos Tasa de subgrupos identificados dentro del margen del 2% de la tasa de suspensión en toda la escuela *(Tasa de suspensión anual)*

Baja tasa de expulsión	Tasa de expulsión = 0% para ambos años Tasa de subgrupos identificados dentro del margen del 2% de la tasa de suspensión en toda la escuela	Continuar monitoreando de cerca las tendencias de expulsión de los estudiantes: en toda la escuela y para los subgrupos identificados	Objetivo de la tasa de expulsión de menos del 1% Tasa de subgrupos identificados dentro del margen del 2% de la tasa de expulsión en toda la escuela *(Tasa de expulsión anual)*
Alta tasa de participación	FY17 y FY18: Participación en la encuesta a las partes interesados: Estudiante: 95% y 93%, respectivamente. Familias: 69% y 67%, respectivamente. Personal: 95% y 98%, respectivamente.	Continuar administrando los datos de la encuesta de las partes interesadas anualmente y monitorear las áreas de mejora	Objetivo de participación en la encuesta a las partes interesadas: mantenimiento del 90% y por encima de la tasa actual y aumento incremental del 5% para completar la encuesta familiar *Datos de la encuesta anual de las partes interesadas:* *4) Familias* *5) Personal* *6) Estudiantes*
Descripción de la prioridad del estado ***Sub-prioridades***	**Metas medibles para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito**

			(Métodos de medición)
SP7: Acceso al curso: Amplio curso de estudio que incluyó todas las áreas descritas en 51210 y 51220 (a)(i) según corresponda; Programas y servicios desarrollados y proporcionados a alumnos no duplicados y estudiantes con necesidades excepcionales.			
Acceso al curso y su papel en el apoyo al cumplimiento de la misión LAS *1) Los estudiantes de LAS están matriculados en un amplio curso de estudio. Como programa DLBE, los estudiantes reciben instrucción equivalente al nivel avanzado de estudio de idiomas extranjeros*	El 100% de los estudiantes tiene acceso a un amplio curso de estudio de materias básicas, que incluye: educación física, tecnología de artes visuales y escénicas y lenguaje global, en los años de secundaria Subgrupos: las oportunidades de aprendizaje ampliadas o las intervenciones estarán disponibles para las necesidades identificadas del subgrupo: sesión antes, después de la escuela, en invierno o en verano	Continuar con las ofertas de materias principales basadas en el diseño del programa DLE (español e inglés) Continuar con las ofertas de cursos electivos en la escuela intermedia Las oportunidades de aprendizaje ampliado continuado o las intervenciones estarán disponibles para las necesidades del subgrupo identificadas: antes, después de la escuela, en invierno o en la sesión de verano	100% de los estudiantes de secundaria participan en cursos electivos Oportunidad de aprendizaje ampliado y/o plan de programa de intervención y resultados *(Curso que ofrece archivos)*
Establecer eventos en el camino escolar	*Transición facilitada de graduados a preparatorias locales*	Continuar las reuniones de Senderos al Exito (SALE) donde las familias de LAS Gr8 aprenden sobre los	El 100% de los estudiantes y familias de Gr8 reciben el lugar de SALE y tienen acceso al personal de apoyo para comprender las

		programas de las preparatorias Continuar con el apoyo facilitado de los estudiantes de Gr8 a medida que se aplican a las preparatorias locales	aplicaciones y transiciones de la escuela secundaria *(Calendario de eventos de secundaria y registros de asistencia)*
Descripción de la prioridad del estado ***Sub-prioridades***	**Metas medibles para lograr sub-prioridades**	**Acciones para lograr objetivos medibles**	**Resultado medible para definir el éxito** ***(Métodos de medición)***
SP8: Otros resultados de los estudiantes: Resultados de los alumnos (si están disponibles) en las áreas de materias descritas en 51210 y 51220 (a)(i) según corresponda			
Misión LAS: *ALFABETIZACION BILINGÜE - dominio del idioma español*	Datos de lectura en español de EDL al final de la etapa 2 (Gr6): 75% a nivel de grado	Continuar la administración de la evaluación del idioma español en lectura (K-8) y en matemáticas (2-4)	*Al menos un aumento del 5%* en el porcentaje de EDL/español de nivel de grado en español al final de la Etapa 2 (Gr6) anualmente
	Gr8 Diagnostic SAT Subject Test en español/AP Test de español: datos comparables con puntaje promedio del College Board	Continuar con la administración de los exámenes de diagnóstico de Gr8 College Board en español.	Gr8 College Board pone a prueba los datos comparativos de rendimiento en español con el puntaje promedio de College Board *(Gr8 College Board datos de prueba en español)*

LCAP Year ☐ 2017–18 ☒ 2018–19 ~~Board Approved v6.15.18~~ ☒ 2019–20 Draft 052519 10AM

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: 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	The Language Academy of Sacramento (LAS)		
Contact Name and Title	Teejay Bersola – Academic Accountability Specialist	Email and Phone	tbersola@lasac.info 916.277.7137

2017-20 Plan Summary

THE STORY

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

On February 19, 2004, the SCUSD School Board unanimously voted to approve the charter petition for the Language Academy of Sacramento (LAS). Today the school operates as an independent directly funded charter that is also a California non-profit 501(c)(3) public benefit corporation. Since the charter school's opening in 2004, LAS enrollment has grown from 228 students to 607~~585~~ for the 2018~~7~~-19~~8~~ school year. As of June 2019~~8~~, there are 791~~32~~ of children on the LAS waiting list.

LAS Demographics

For ~~the~~ 2018~~7~~-19~~8~~, LAS demographic data constitutes 72~~5~~% Socioeconomically Disadvantaged, 38~~41~~% English Learners and 13~~1~~% qualifying for Special Education services. About 93~~4~~% of the students are Latino, 2% Black/African Americans, 3% White, 0.5% Asian, 0.5% Filipino, and 1% other. Sixty two~~one~~ (62~~1~~%) of the families at LAS identify Spanish as their primary language.

LAS Mission

The LAS mission is to create a learning environment where students: 1) Utilize bilingualism and biliteracy (Spanish and English) to achieve academic excellence and apply skills in real-world situations and diverse settings. (BILITERACY); 2) Develop and exhibit positive self-esteem, pride,

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confidence, and respect for themselves and others. (CONFIDENCE AND LIFE SKILLS); and, 3) Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

~~To create a learning environment where **students**:~~
~~**1) Biliteracy**: Utilize bilingual academic knowledge and skills in real-world situations and diverse settings~~
~~**2) Confidence and Life Skills**: Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others~~
~~**3) Leadership and Critical Thinking**: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society~~

LAS Academics

The Language Academy of Sacramento (LAS) is a TK-8 Two Way Spanish Immersion public school that offers a challenging curriculum emphasizing **Academic Achievement, Bilingualism and Biliteracy**, and a **Collaborative** home and school relationship. Key components of the LAS academic program include instruction in English and Spanish in all grade levels, smaller class size, an extended school day and year, as well as community partnerships to enrich the curriculum. In its 15~~4~~th year, LAS has become the areas only TK-8 dual immersion educational program, and has seen continuous academic growth that supports college and career readiness.

Two-Way Immersion
90-10 Model

Grade	Spanish	English
TK-1st	90%	10%
2nd	80%	20%
3rd	70%	30%
4th	60%	40%
5th	50%	50%
6th-8th	*LAS middle school language of instruction varies per subject*	

LCAP HIGHLIGHTS

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

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LAS Facts ~~*(*Historical trend)*~~

Academics:

- Congruent to the Dual Immersion Research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district schools/students and the State of California peer group in English, while **simultaneously** learning Spanish.
- LAS's educational model provides area high schools with the only students prepared to enroll in Advanced Placement Spanish courses.

Basic Infrastructure:

- As of 2015, LAS has completed a state of the art gymnasium and two-story structure for middle school.
- As of 2016, the access to technology for students in Grades K-1 is a 5:1 ratio and Grades 2-8 is a 1:1 ratio.
- As of 2018, 96% of LAS teachers have two years or more classroom teaching experience and 68% have five or more years of teaching experience.

Climate and Parent Engagement:

- Based on the 2018 student survey, 95%-97% of students agreed with the statement, "It is important to me to learn to read and write in English and Spanish, respectively," and 90% responded, "I like my school."
- Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 95% stating they would recommend the school to others (Based on 2018 Parent Survey Data).

Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's

existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.

- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

- Dr. Jun Takizawa, Professor of the Graduate School of Literature and Human Science at Osaka City University conducted multi-year research of the LAS program. Dr. Takizawa published the following articles about the Language Academy of Sacramento in the Japan Educational Administration Society Journal:
  - *A Charter School Implementing a Two-Way Immersion Program: The Significance and Factors of Compatibility of Securing Accountability and Realizing Bilingualism (2013).*
  - *The Potential for School Choice to Secure Equal Educational Opportunities for Language Minorities: A Study of Two-Way Immersion Programs in California (2014).*

~~**Academics:**~~

- ~~Congruent to dual immersion research, LAS 8th grade students achieve at comparable and/or higher levels than the neighborhood district and the State of California peer group in English, while **simultaneously** learning Spanish.*~~
- ~~LAS 2015 Cohort for Grades 5-6 Standards Met or Exceeded in ELA and Math: 16 out of 16 comparative categories or 100%, showed cohort growth in achievement based on CAASPP 2017 data.*~~
- ~~LAS' educational model provides the area high schools with the only students prepared to enroll in Advanced Placement foreign language courses.~~

~~**Basic Environmental Infrastructure:**~~

- ~~As of 2016, the access to technology for students from Grades 2-8 is 1:1 ratio.~~

~~**Climate and Parent Engagement:**~~

- ~~Based on 2017 student survey, 97% of students agree with the statement, "It is important to me to learn to read and write in Spanish and English," and 90% stated that, "I like my school."*~~
- ~~Since its inception, LAS continues to meet its parent satisfaction goal with ~93% stating overall satisfaction with the school and ~96% stating they would recommend the school to others.*~~
- ~~LAS has a shared governance model that includes parents, staff and community members. LAS Board Election participation in the last three years average is 63%, with the highest participation as 74% in June 2016.~~

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.

Overall, LAS has shown consistent, incremental growth towards its schoolwide goals. Although there are definite areas for improvement, it is evident that the LAS community: governance team, leadership team, academic team, schoolwide support team, families and students continues to work together to refine and implement agreed upon actions to increase achievement for all students. This is apparent in the following data sources below: State Dashboard and LAS Local Dashboard.

State Dashboard

https://www.caschooldashboard.org/#/Home

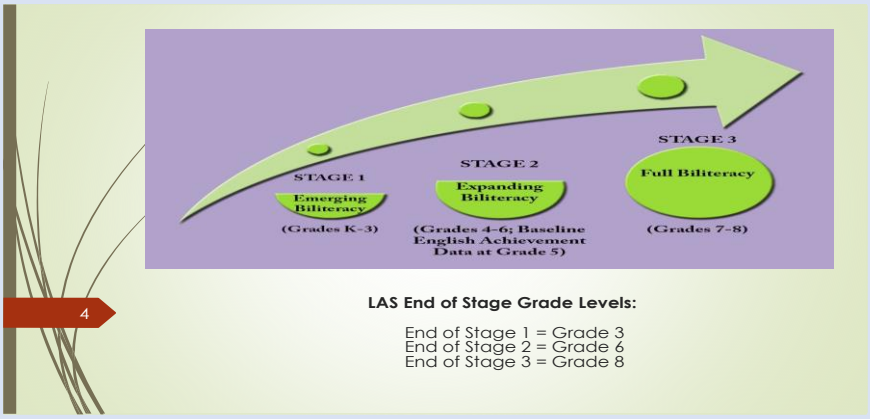
LAS received the following marks based on the Spring 2018~~7~~ CAASPP:

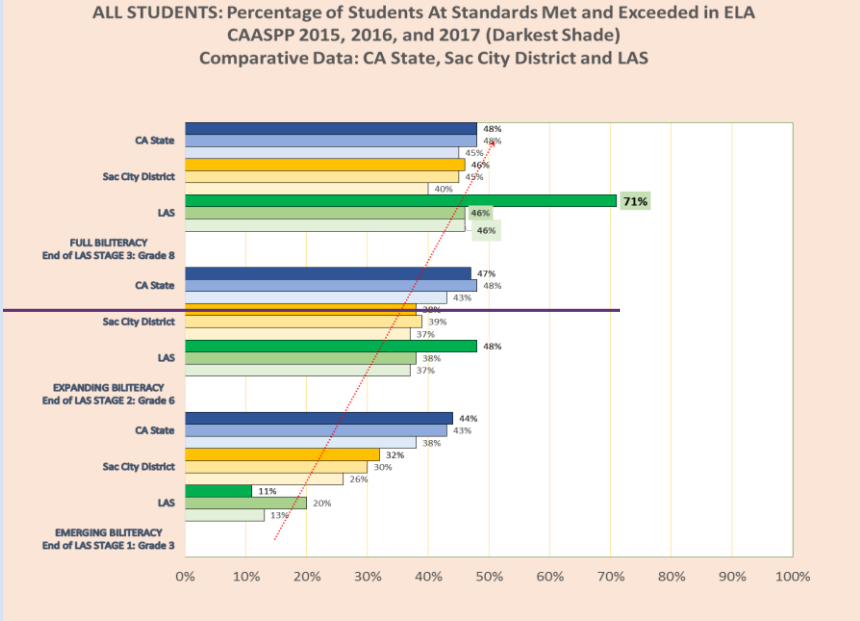
1) Suspension Rate = Green
2) English Learner Progress = No Performance Color~~Orange~~
3) English Language Arts (3-8) = Orange~~Yellow~~
4) Mathematics (3-8) = Orange

LAS received two "Orange" overall performance marks: ELA ~~Progress~~ and Math.

Comparative Data: CA State, Sac City District, and LAS

GREATEST PROGRESS




ALL STUDENTS: Percentage of Students At Standards Met and Exceeded in ELA
CAASPP 2015, 2016, and 2017 (Darkest Shade)
Comparative Data: CA State, Sac City District and LAS
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
48%
48%
45%
46%
45%
40%
71%
46%
46%
47%
48%
43%
39%
39%
37%
48%
38%
37%
44%
43%
38%
32%
30%
26%
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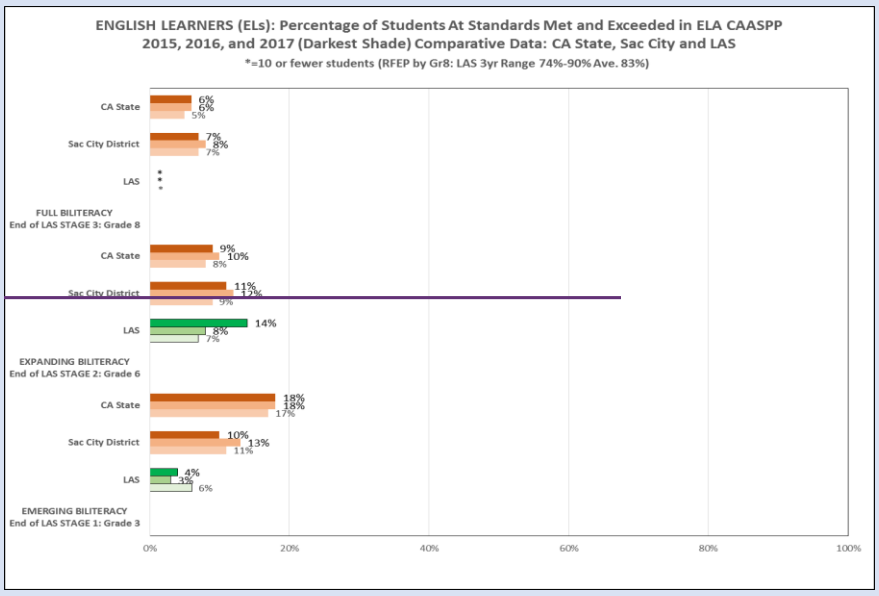
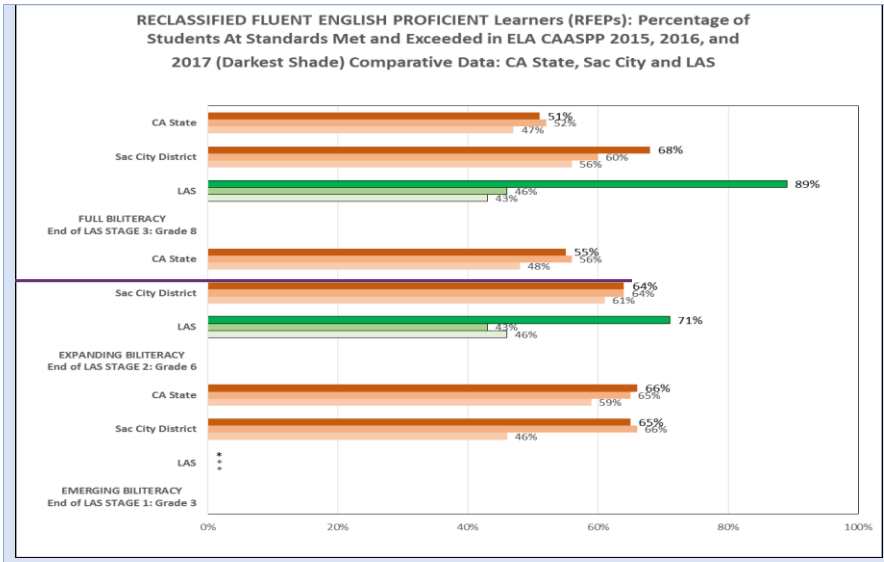
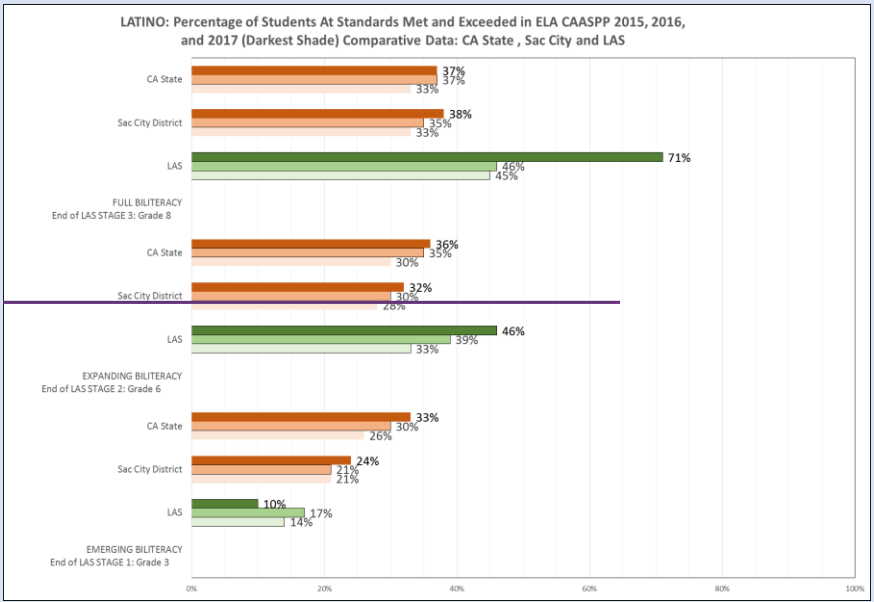
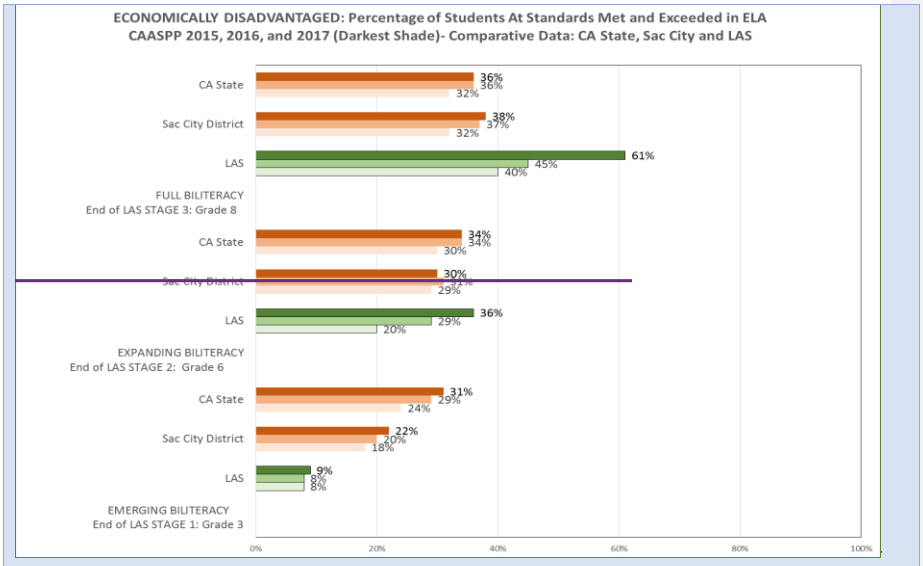
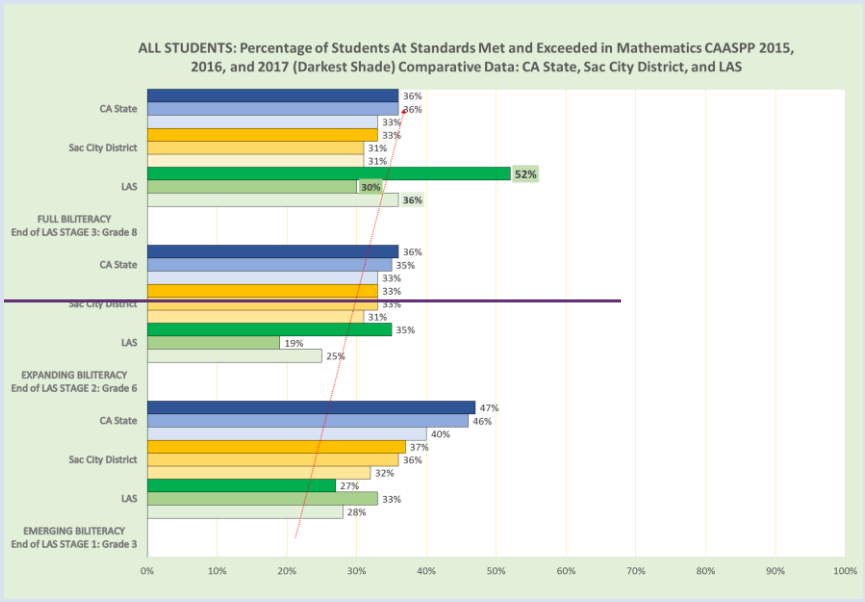
50%
60%
70%
80%
90%
100%

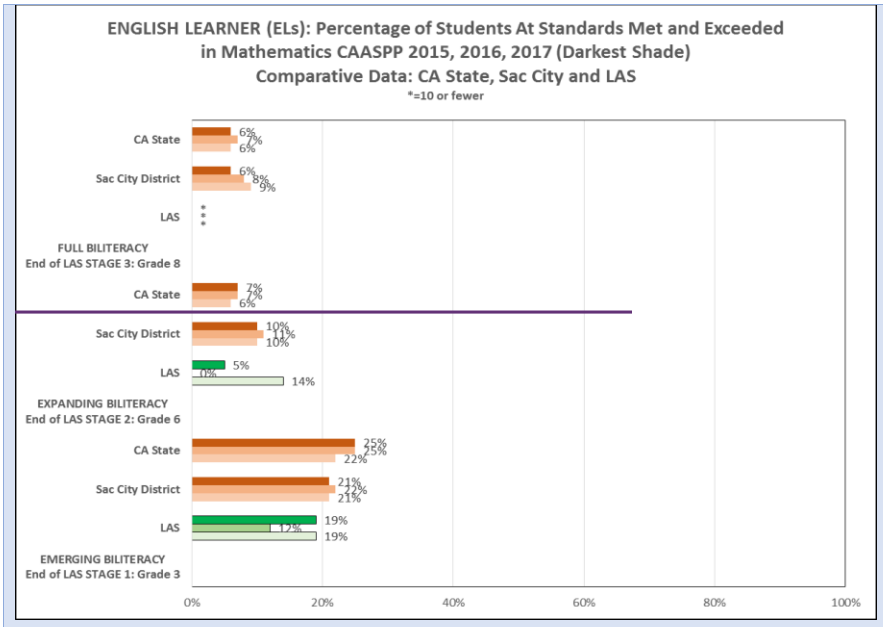

ENGLISH LEARNERS (ELs): Percentage of Students At Standards Met and Exceeded in ELA CAASPP
2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City and LAS
*=10 or fewer students (RFEP by Gr8: LAS 3yr Range 74%-90% Ave. 83%)
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
6%
6%
5%
7%
8%
7%
9%
10%
8%
11%
12%
9%
14%
8%
7%
18%
18%
17%
10%
13%
11%
4%
3%
6%
0%
20%
40%
60%
80%
100%

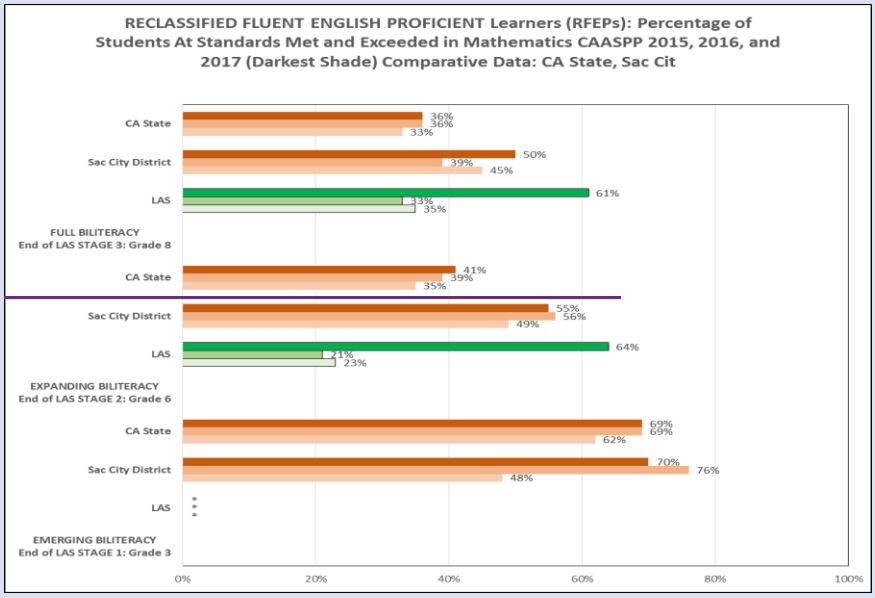

RECLASSIFIED FLUENT ENGLISH PROFICIENT Learners (RFEPs): Percentage of Students At Standards Met and Exceeded in ELA CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City and LAS
CA State
51%
52%
47%
Sac City District
68%
60%
56%
LAS
89%
46%
43%
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
55%
56%
48%
Sac City District
64%
64%
61%
LAS
71%
43%
46%
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
66%
65%
59%
Sac City District
65%
66%
46%
LAS
***
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%


LATINO: Percentage of Students At Standards Met and Exceeded in ELA CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State , Sac City and LAS
CA State
37%
37%
33%
Sac City District
38%
35%
33%
LAS
71%
46%
45%
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
36%
35%
30%
Sac City District
32%
30%
28%
LAS
46%
39%
33%
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
33%
30%
26%
Sac City District
24%
21%
21%
LAS
10%
17%
14%
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%


ECONOMICALLY DISADVANTAGED: Percentage of Students At Standards Met and Exceeded in ELA
CAASPP 2015, 2016, and 2017 (Darkest Shade)- Comparative Data: CA State, Sac City and LAS
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%


ALL STUDENTS: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015,
2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac City District, and LAS
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


ENGLISH LEARNER (ELs): Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, 2017 (Darkest Shade)
Comparative Data: CA State, Sac City and LAS
*=10 or fewer
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%


RECLASSIFIED FLUENT ENGLISH PROFICIENT Learners (RFEPs): Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State, Sac Cit
CA State
Sac City District
LAS
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
Sac City District
LAS
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
Sac City District
LAS
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%

LATINO: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade) Comparative Data: CA State , Sac City and LAS
CA State
23%
23%
20%
Sac City District
23%
20%
22%
LAS
53%
30%
37%
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
24%
23%
20%
Sac City District
24%
24%
21%
LAS
31%
19%
21%
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
36%
34%
28%
Sac City District
29%
27%
25%
LAS
25%
31%
30%
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%

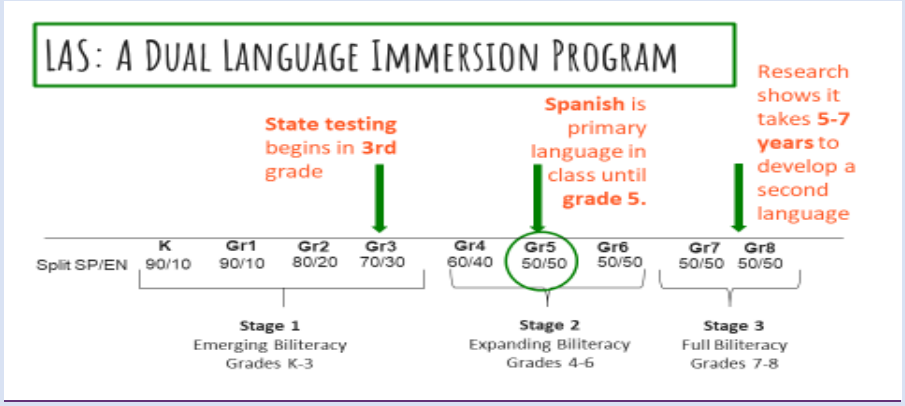
ECONOMICALLY DISADVANTAGED: Percentage of Students At Standards Met and Exceeded in Mathematics CAASPP 2015, 2016, and 2017 (Darkest Shade)- Comparative Data: CA State, Sac City and LAS
CA State
23%
23%
21%
Sac City District
25%
23%
25%
LAS
39%
31%
27%
FULL BILITERACY
End of LAS STAGE 3: Grade 8
CA State
23%
21%
19%
Sac City District
25%
25%
22%
LAS
26%
11%
17%
EXPANDING BILITERACY
End of LAS STAGE 2: Grade 6
CA State
34%
33%
27%
Sac City District
28%
27%
23%
LAS
23%
18%
23%
EMERGING BILITERACY
End of LAS STAGE 1: Grade 3
0%
20%
40%
60%
80%
100%

Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades. Simultaneously, by end of Grade 8, LAS student achievement scores on the diagnostic College Board SAT Subject Test in Spanish are comparable or higher than the national norm.

- ❑ HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION YEARS:

ACHIEVEMENT IN ENGLISH

The Language Academy of Sacramento has demonstrated that by the comparative end of Grade 8, student performance is at least equal to the academic performance of nearby public schools, and it exceeds that of the district in certain subgroups.



2018 CAASPP Scores: Aggregate

English Language Arts

LAS	35%
SCUSD	40%
STATE	50%

Math

LAS	28%
SCUSD	32%
STATE	39%

Aggregate scores do NOT tell our story...

LAS, STATE & SURROUNDING SCHOOLS

CAASPP by Grade Levels: English Language Arts

% Percentage of Students At **Standards Met and Exceeded in ELA**

This is where we outperform!

Highest Performance
2nd Highest Performance
3rd Highest Performance

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	**23%**	**25%**	**29%**	**35%**	**52%**	**59%**
CA State	48%	49%	49%	48%	50%	49%
SCUSD	36%	38%	36%	38%	43%	44%
Pacific	17%	14%	18%	18%	na	na
Oak Ridge	17%	15%	12%	17%	na	na
Will C Wood	na	na	na	na	32%	30%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded

End of Stage 1 → End of Stage 2 → End of Stage 3

CAASPP BY GRADE LEVELS: MATH

% Percentage of Students At **Standards Met and Exceeded in MATH**

This is where we outperform!

Highest Performance 2nd Highest Performance 3rd Highest Performance	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
LAS	**28%**	**14%**	**17%**	**26%**	**53%**	**37%**
CA State	49%	43%	36%	38%	37%	37%
SCUSD	38%	35%	25%	34%	32%	32%
Pacific	28%	17%	9%	23%	na	na
Oak Ridge	14%	13%	10%	19%	na	na
Will C Wood	na	na	na	na	21%	21%

Using CAASPP 2017-2018 scores
% Students At Standards Met and Exceeded

End of Stage 1 → End of Stage 2 → End of Stage 3

SUBGROUP COMPARISON: SURROUNDING SCHOOLS

English Language Arts (*Using CAASPP 2017-2018 aggregate scores*)

Percentage of Students At **Standards Met and Exceeded in ELA**

Highest Performance 2nd Highest Performance 3rd Highest Performance	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**35%**	**29%**	**5%**	**52%**	**34%**
SCUSD	40%	31%	8%	58%	31%
Pacific	17%	15%	5%	42%	16%
Oak Ridge	15%	14%	7%	35%	15%
Will C Wood	31%	30%	2%	48%	25%

Mathematics (*Using CAASPP 2017-2018 aggregate scores*)

Percentage of Students At Standards Met and Exceeded in MATH

Highest Performance 2nd Highest Performance 3rd Highest Performance	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**28%**	**22%**	**6%**	**40%**	**26%**
SCUSD	32%	24%	9%	42%	23%
Pacific	19%	18%	14%	34%	22%
Oak Ridge	14%	14%	6%	32%	11%
Will C Wood	21%	20%	5%	32%	12%

SUBGROUP COMPARISON: SCUSD & STATE

English Language Arts *(Using end of 8th grade CAASPP 17-18 scores)*

% Percentage of Students who **Meet or Exceeded standards in ELA**

	All Students (Aggregate)	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**59%**	**46%**	*	**56%**	**60%**
CA State	49%	37%	6%	51%	38%
Sac City District	44%	34%	3%	52%	33%

**Due to confidentiality, we do not report scores when there are less than 11 students in the group.*

By the end of 8th grade, LAS outperforms the State and the District as an aggregate and in all subgroups in English Language Arts!

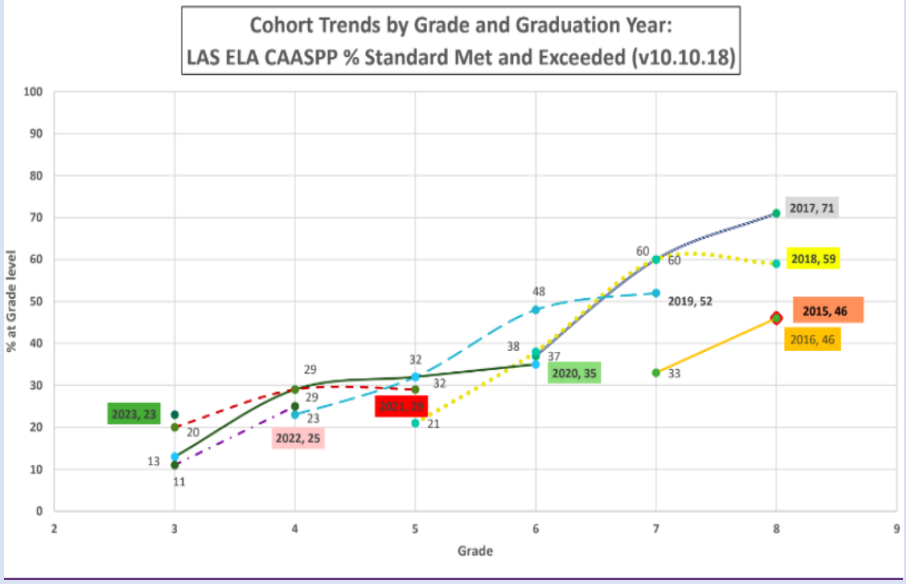
Mathematics *(Using end of 8th grade CAASPP 17-18 scores)*

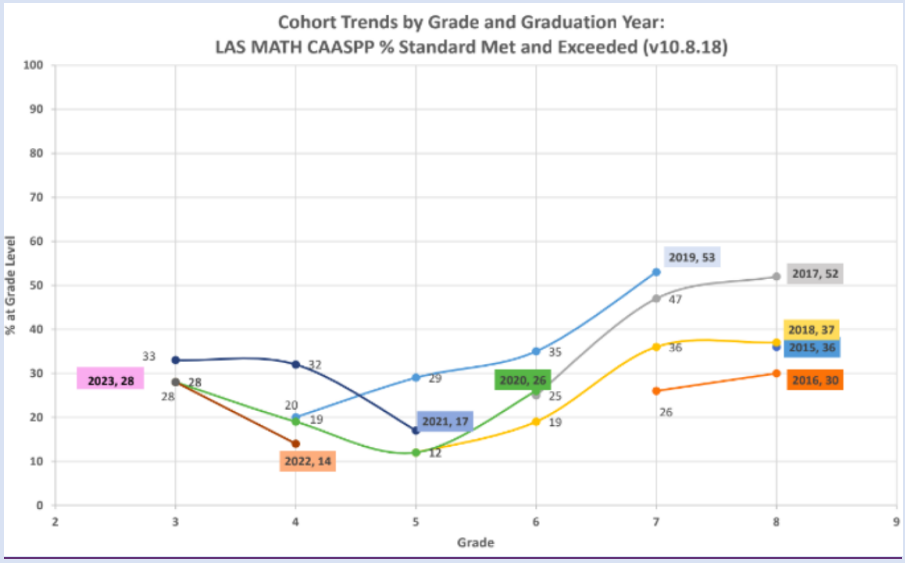
% Percentage of Students who **Meet or Exceeded standards in MATH**

	All Students	Economically Disadvantaged	English Learner (ELs)	Reclassified Fluent English Proficient Learners (RFEPs)	Latino
LAS	**37%**	*	*	**30%**	**38%**
CA State	37%	24%	7%	37%	24%
Sac City District	32%	23%	4%	36%	21%

**Due to confidentiality, we do not report scores when there are less than 11 students in the group*

COHORT TRENDS


Cohort Trends by Grade and Graduation Year:
LAS ELA CAASPP % Standard Met and Exceeded (v10.10.18)
% at Grade level
Grade
2017, 71
2018, 59
2019, 52
2015, 46
2016, 46
2020, 35
2021, 29
2022, 25
2023, 23


Cohort Trends by Grade and Graduation Year:
LAS MATH CAASPP % Standard Met and Exceeded (v10.8.18)
% at Grade Level
Grade
2019, 53
2017, 52
2018, 37
2015, 36
2016, 30
2020, 26
2021, 17
2022, 14
2023, 28

(LAS) Local Dashboard

Parent Participation supporting LCAP school goal
LCAP YEAR 1 Baseline: 2014-15
LCAP YEAR 2: 2015-2016
LCAP YEAR 3: 2016-2017
Cycle 2:
LCAP Year 4: 2017-2018
LCAP Year 5: 2018-2019

#1-Improve student climate by building leadership and critical thinking skills for all students

Q: School-Family Communication Parent surveys indicate a rating of 80% or above in overall satisfaction with the school (Historically at 94% or above)
Cycle 1:
LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) Met goal 93%
LCAP YEAR 2: 2015-2016: (Goal 85% or above) Met goal 89%
LCAP YEAR 3: 2016-2017: (Goal 90% or above) Met goal 93%
Cycle 2:
LCAP Year 4: 2017-2018: (Goal 90% or above) Met goal 96%
LCAP Year 5: 2018-2019: (Goal 90% or above) Met goal 96%

Families recommend the school to others at 85% or above (Historically at 97% or above)
Cycle 1:
LCAP YEAR 1 Baseline: 2014-15: (Goal 85% or above) Met goal 100%
LCAP YEAR 2: 2015-2016: (Goal 90% or above) Met goal 94%
LCAP YEAR 3: 2016-2017: (Goal 95% or above) Met goal 97%
Cycle 2:
LCAP Year 4: 2017-2018: (Goal 95% or above) Met goal 96%
LCAP Year 5: 2018-2019: (Goal 95% or above) Nearly met goal 93%

#2 – Improve parent involvement and its role in fulfilling LAS mission
80% or above of families complete the annual parent survey (Historically at 95% or above)
Cycle 1:
LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) 43% Out of the 43% above: 72%=paper 28%=online (First time made available)
LCAP YEAR 2: 2015-2016: (Goal 85% or above) 53% Out of 53% above: 85%=paper 15%=online
LCAP YEAR 3: 2016-2017: (Goal 90% or above) 69% Out of 69% above: 90%= paper 10%=online
Cycle 2:
LCAP Year 4: 2017-2018: (Goal 90% or above) 67% Out of 67%: 48%=paper, 19%=online

LCAP Year 5: 2018-2019: (Goal 90% or above) 76% Out of 76%: 66%= paper and 10%= online

90% of families complete the Parent/Student/Teacher Compact (Historically at 98% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 90% or above) Met goal above 95%

LCAP YEAR 2: 2015-2016: (Goal 95% or above) Met goal above 95%

LCAP YEAR 3: 2016-2017: (Goal 100%) Nearly met goal above 95%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 100%) Nearly met goal above 95%

LCAP Year 5: 2018-2019: (Goal 100%) Nearly met goal above 95%

80% or more of parents participate in the election process for parent representatives to Governing Board and Parent Council (Historically between 57%-67% for Governing Board Elections:

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) Did not meet goal 8/2015: 69% 10/2015: 47%

LCAP YEAR 2: 2015-2016: (Goal 85% or above) Did not meet goal; **Improved 5/2016: 70% 6/2016=*74%** ~~**(*Highest record)**~~

LCAP YEAR 3: 2016-2017: (Goal 90% or above) Did not meet goal; 6/2017 = 62%

Cycle 2:

LCAP Year 4: 2017-2018 (Goal 90% or above) Did not meet goal; 4/2018 = 57%

LCAP Year 5: 2018-2019 (90% or above) Did not meet goal; 5/2019 = 76% (*Highest record)

80% or more of families will show a survey response indicating satisfaction with student(s) progress (Historically at 93% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: **(Goal 80% or above)**

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

Q: Satisfied with development in Critical Thinking: Met goal 91%

Q; Satisfied with development in Creative Thinking: Met goal 83%

LCAP YEAR 2: 2015-2016: **(Goal 85% or above)**

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 95%

Q: Satisfied with development in Creative Thinking: Met goal 92%

LCAP YEAR 3: 2016-2017: **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

Q: Satisfied with development in Critical Thinking: Met goal 98%

Q: Satisfied with development in Creative Thinking: Met goal 99%

Cycle 2:

LCAP Year 4: 2017-2018 **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 97%

Q: Satisfied with development in Creative Thinking: Met goal 96%

LCAP Year 5: 2018-2019 **(Goal 90% or above)**

Q: Satisfied with Spanish Progress: Met goal 96 %

Q: Satisfied with English Progress: Met goal 95%

Q: Satisfied with development in Critical Thinking: Met goal 96%

Q: Satisfied with development in Creative Thinking: Met goal 98%

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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

State Dashboard

https://www.caschooldashboard.org/#/Home

LAS received two "Orange" overall performance marks: ELA ~~Progress~~ and Math. These marks only partially reflect the academic achievement of LAS dual immersion students. These marks are based on aggregate student scores representing the span of Gr3 students who are at emerging biliteracy stage and who have just been introduced to English literacy for the first time, to Gr8 students who are at full biliteracy stage biliterate in Spanish and English, along with the rest of grade levels in the middle, between (Gr4-Gr6) who are at expanding biliteracy stage, with varying percentages of Spanish to English language instruction ratio. An area of concern is the RFEP End of Stage 3 Gr8 group's drop in Difference from Met (DFM) points in Mathematics. LAS continues to monitor student academic progress in English Language Arts and Mathematics to ensure continued growth in these areas *as expected within the research framework of dual language immersion educational programs.*

Local Dashboard

As mentioned above, LAS continues to improve its teaching and learning infrastructure in English Language Arts and Mathematics with hope that it will propel even higher student achievement in these areas as appropriate in the developmental stages of dual language settings. LAS End of Stage 3 (EOS): Grade 8 RFEP has averaged between 83-93% historically. New RFEP goals for EOS3: Gr8 will be stated after analysis of the initial ELPAC state exam results are made available.

In collaboration with the Governing Board, Parent Council and Student Council, LAS strives to improve the number of participants for both its annual School Surveys and Board elections.

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

State Dashboard

https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport

LAS CAASPP results for all students do not reflect performance gaps by definition." There were no student groups that reflect two or more performance levels below the "all student" performance marks. Moreover, our school continues to monitor our student academic progress in English Language Arts and Mathematics to ensure continued growth in these areas as *expected within the research framework of dual language immersion educational programs.*

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.

Components:

MTSS= Multi-Tiered Systems of Support

IPT = Individual Progress Team

Literacy Coaches: 1FT and 0.5PT

Counselor ~~and Counselor Intern~~

Interventions: Core Day, Extended Day, and Extended Calendar Year (Summer)

Psychologist

Technology ratio

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. OF the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. ~~In the same school year,~~ In addition to assessing 26 students for special education in the FY19, t~~t~~he school psychologist completed seven (FY18) and three (FY19) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 65 drop-ins (students/parents) in FY19, with consistent services to 14 students, including 2 with 504 for counseling. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school's student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

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	$ TBD~~6,383,552~~
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ TBD~~5,720,346~~

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.

General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP includes expenses related to the recent LAS Prop 1D construction project: 1) ~~$108,206~~ (5843)- LAS interest payment due to its facilities loan for the Pro 1D construction and 2) ~~$555,000~~ (6900) – depreciation expense.

$ TBD~~5,608,464~~ Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018~~7~~–19~~8~~

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 1	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.

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
PREMISES FOR DATA ANALYSIS (PDA) 1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups 2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English	**State Dashboard** https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport LAS received the following marks: 1) Suspension Rate = Green 2) English Learner Progress = No Performance Color ~~Orange~~ 3) English Language Arts (3-8) = Orange~~Yellow~~ 4) Mathematics (3-8) = Orange LAS received two "Orange" overall performance marks: ELA ~~Progress~~ and Math. CAASPP Overview and Analysis: Overview of LAS Accountability System and CAASPP Analysis: Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student

Language Proficiency Assessments (ELPAC) 3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests 4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress 5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals 6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal. **SP#1: Student achievement and biliteracy for all students**	achievement at critical grade spans. LAS' biliteracy grade span progression is divided into three stages: Stage 1: Emerging Biliteracy, Stage 2: Expanding Biliteracy, and Stage 3: Full Biliteracy. Because of its 90-10 dual language immersion model, LAS students in Stage 1 and early Stage 2 receive instruction primarily in Spanish. Concurrently, academic assessments at these levels are predominantly conducted in Spanish. By the end of Stage 2, many students make the linguistic academic transfer as expected in dual language immersion programs. Therefore, it is most appropriate for LAS to utilize the end of Grade 5 English standardized assessment data as the baseline for individual student growth analysis. By Grades 7 and 8 in Stage 3, LAS students' English proficiency in various subject matters is at least comparable, if not higher than, students in non-dual language immersion schools. At the same time, these same LAS middle school students will have acquired Spanish language proficiency comparable to that of a college student enrolled in an advanced level language class. Reaching full biliteracy, the LAS Graduate enters the high school pipeline better prepared to travel the bridge to college and career milestones. CAASPP 2015, 2016, ~~and~~ 2017, and 2018 ~~Analysis~~: Comparative Data Based on LAS Three Stages of Biliteracy Continuum– LAS, SCUSD, and CA State (Visuals are located in the Review of Performance section above) School-wide: By the End of LAS Stage 3, LAS students performed at comparative levels with both SCUSD and CA, ranging between 30%-3~~6~~7% in Math ~~and 46% in ELA,~~ for percentage of students at Standards Met and Exceeded between 2015- 2018. ~~in 2015 and 2016~~. In the recent two years, LAS outperformed SCUSD and CA by the End of Stage 3 Gr8 in ELA with 71% (FY17) and 59% (FY18) ~~In 2017, LAS outperformed both SCUSD and CA State with 71% in ELA and 52% in Math~~, for percentage of students at Standards Met and Exceeded performance levels. This statement is contextualized in a dual language setting where students are simultaneously learning how to read and write in another language, Spanish. Subgroups: Economically Disadvantaged: By the End of LAS Stage 3, LAS students from economically disadvantaged background outperformed both SCUSD and CA for percentage of students at Standards Met and Exceeded for ELA and Math, in 2015, 2016, ~~and~~ 2017, and 2018. English Learner: By the End of LAS Stage 3, there are fewer than 10 students at LAS who are still designated as English Learner (CDE does not provide data for items tested with 10 or fewer students). Redesignated Fluent in English (RFEP): By the End of LAS Stage 3, LAS RFEP students performed at comparative levels with both SCUSD and CA for ELA and Math, in 2015 and 2016. In 2017 and 2018, LAS RFEP students outperformed both SCUSD and CA State with 89% (FY17) and 56% (FY18) in ELA and 61% (FY17) in Math, for percentage of students at Standards Met and Exceeded performance levels. In FY18, there was a considerable drop in performance level of RFEPs in mathematics with only 30% of students meeting the performance levels. Latino: By the End of Stage 3, LAS Latino students outperformed both SCUSD and CA in ELA and in Math, for school years from 2015 to 2018, ~~both 2015 and 2016 school years. In 2017, LAS Latino students outperformed both SCUSD and CA State with 71% in ELA and 53% in~~

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)
STAGE 1: Emerging Biliteracy (Gr K-3)
STAGE 2: Expanding Biliteracy (Gr 4-6)
STAGE 3: Full Biliteracy (Gr 7-8)

STAGE 1 Emerging Biliteracy Grades K-3
1.1 (ENGLISH) 80% of all EL students will be at:
a. Intermediate level or above in the listening and speaking sections and;
b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1

STAGE 2 Expanding Biliteracy Grades 4-6
2.1 (ENGLISH) 80% of all EL students will be at:
a. Early Advanced level or above in listening and speaking sections and;
b. Intermediate level or above in the reading and writing sections of the

~~Math, for percentage of students at Standards Met and Exceeded performance levels.~~

TBD CELDT Performance Analysis: Due to CA state test transition, FY18 update represents available data based on CELDT 2016, CELDT 2017, CELDT 2018 (Initials only TK-K) and RFEP Policy Criteria per the state.

1) Based on CELDT 2016 data, LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 89% and Speaking= 96%), End of Stage 2 (Goal 2.1: Listening = 96% and Speaking = 94%), End of Stage 2 (Goal 2.1: Reading = 89% and Writing = 96%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 96%).
   However, LAS did not meet End of Stage 1 (Goal 1.1b: Reading = 73% and Writing = 69%)
2) Based on CELDT 2017 data (see table below), LAS External Accountability Goals 1.1, 2.1 and 3.1, LAS met its End of Stage 1 (Goal 1.1a: Listening = 93% and Goal 1.1b: Reading = 83% and Writing = 93%) End of Stage 2 (Goal 2.1a: Listening = 93% and Speaking = 96%), End of Stage 2 (Goal 2.1b: Reading = 96% and Writing = 96%).
   However, LAS did not meet End of Stage 1 (Goal 1.1a: Speaking= 71%) and End of Stage 3 (Goal 3.1: Redesignation Rate = 74%). (See table below)
   For FY18, LAS Redesignation Rate for Gr8 students at the End of Stage 3 is at 85%, higher by nearly 10 percentage points from the previous year. (See table below)
3) LAS school wide redesignation percentage in FY16 and FY17 are 6% and 10%, respectively. For FY18, the LAS school wide redesignation percentage is at 11%. Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student achievement at critical grade spans.
4) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new state language test, the ELPAC during the upcoming school year. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.

CELDT by the end of Stage 2
2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8
3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3
3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)
*SED*Latino*SWD *EL

SP#3: Other student outcomes and biliteracy for all students

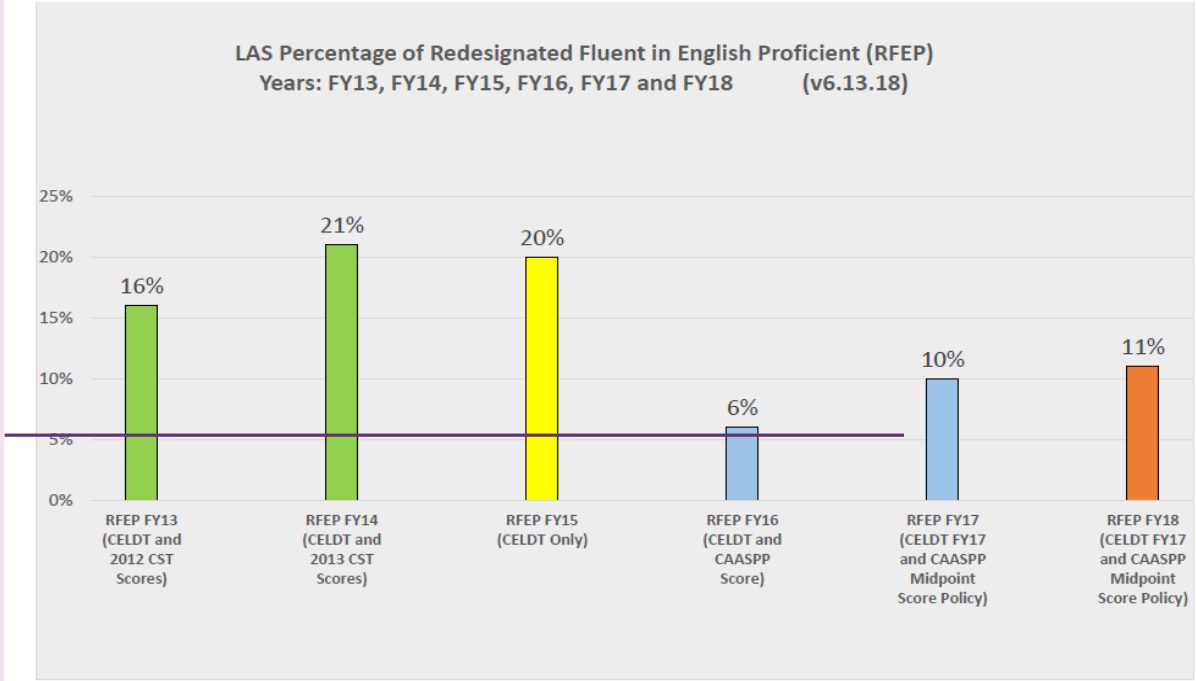
CELDT 2017 Data TBD
Note: Data is the same for EOS 1 Gr3 (FY17 Cohort) and for EOS 2 for Gr6 (FY17 Cohort) since CELDT for FY18 was not administered to Gr1-8 (Only CELDT initials were administered for Gr TK-K). EOS Gr8 (FY18 Cohort) data reflects CELDT 2017 and CAASPP FY17 criteria qualification per LAS redesignation criteria.

		2017 CELDT Proficiency Level Overall Text	2017 CELDT Proficiency Level Listening (L)	2017 CELDT Proficiency Level Speaking (S)	2017 CELDT Proficiency Level Reading (R)	2017 CELDT Proficiency Level Writing (W)
Goal	**END OF STAGE 1 Gr3:** Goal 80% INT or Above (L & S)		**93%**	**71%**		
Goal	End of Stage 1 Gr3: Goal 80% EI or Above (R&W)				**83%**	**93%**
	END OF STAGE 2 Gr6: Expanding Biliteracy					
Goal	End of Stage 2 Gr6: Goal 80% EA or Above (L & S)		**93%**	**96%**		
Goal	End of Stage 2 Gr6: Goal 80% I or Above (R&W)				**96%**	**96%**
	END OF STAGE 3 Gr8: Full Biliteracy					
Goal	End of Stage 3 Gr8: Goal 90% of EL Redesignated (RFEP)	**FY17 74%** **FY18 85%**				

Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27) **STAGE 1: Emerging Biliteracy (Gr K-3)** **STAGE 2: Expanding Biliteracy (Gr 4-6)** **STAGE 3: Full Biliteracy (Gr 7-8)** STAGE 3: Full Biliteracy (Gr 7-8) 3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments 3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments 3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses **SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to**	TBD LAS Redesignated Fluent in English Proficient (RFEP) Historical Data

ensure biliteracy for all students

1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade
2. Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
#EL	**203**	**210**	**209**	**221**	**250**	**238**
RFEP by School Year (Fall +	32	25	15	0	2	0
RFEP by School Year (+ Spring)	0	19	26	13	22	24
TOTAL	**32**	**44**	**41**	**13**	**24**	**24**
% of RFEP	16%	21%	20%	6%	10%	11%

	TBDSP#1: 2.2 and 3.2 CAASPP 2015 Cohort - Students who achieved Standard Met or Exceeded in ELA and Math (Total of 16 Comparative Categories)	

LAS COHORT GROWTH PREMISES FOR DATA ANALYSIS: 4.0	CAASPP FY15	CAASPP FY16	CAASPP FY17
Cohort 2015 Grade 5 ELA: 21%	**21%**	**38%**	**60%**
Latino	*19%*	*39%*	*61%*
Students with Disability (SWD)	*	*	*
Low Income Pupil (LIP)	*6%*	*29%*	*47%*
Redesignated English Learners (RFEP)	*33%*	*43%*	*71%*
English Learners (EL)	*4%*	*8%*	*8%*
Cohort 2015 Grade 6 ELA: 37%	**37%**	**60%**	**71%**
Latino	*33%*	*56%*	*71%*
Students with Disability (SWD)	*	*	*
Low Income Pupil (LIP)	*20%*	*52%*	*61%*
Redesignated English Learners (RFEP)	*46%*	*67%*	*89%*
English Learners (EL)	*7%*	*	*6%*
Cohort 2015 Grade 5 Math: 12%	**12%**	**19%**	**36%**
Latino	*9%*	*19%*	*37%*
Students with Disability (SWD)	*	*	*
Low Income Pupil (LIP)	*8%*	*11%*	*23%*
Redesignated English Learners (RFEP)	*67%*	*21%*	*44%*
English Learners (EL)	*4%*	*0%*	*7%*
Cohort 2015 Grade 6 Math: 25%	**25%**	**47%**	**52%**
Latino	*21%*	*45%*	*53%*
Students with Disability (SWD)	*	*	*
Low Income Pupil (LIP)	*27%*	*35%*	*39%*
Redesignated English Learners (RFEP)	*23%*	*55%*	*61%*
English Learners (EL)	*14%*	*	*6%*

CAASPP FY17: Analysis Per Cohort	
Total Criteria	24
Yellow/Blue	-8
Actual Total Criteria	16
Green	16
Actual Total Criteria	16
% Growth	100%
Red	0
Actual Total	16
% Decline	0%
Orange	0
Actual Total Criteria	16
% Same	0%

* or NA = 10 or fewer names; State data not available

PDA#6

~~During the day 156 out of 186 teachers requested students received additional academic intervention support which is equivalent to 83%.~~ TBD

~~In addition, 74 students were identified for the MTSS process during the year. Out of this number, 62 remain as active files for close monitoring. Moreover, 12 students were properly served or identified for program support in Tier 3 level such as and IEP.~~ TBD

T~~Some t~~eachers feedback include better consistency of interventionists schedules: early start in the beginning of the year and less time being pulled out for other projects. There is an increased discussion on creating a systematic intervention system where current certificated personnel (i.e. literacy coaches) lead in facilitating and modeling strategic small group interventions in early primary grades, especially with the grade(s) with lowest EDL/DRA reading results.

SP#3
LAS LCAP Professional Reflections video archives from June 2015, captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT) received grade level cohort performances of grade level determined internal assessments. 2016-19~~8~~ provided a more consistent internal accountability data with the implementation of DRA/EDL reading assessments.

SP#7:

100% of LAS teachers continue to receive professional development in CCSS curriculum and instruction. Several LAS staff attended NGSS training conducted by Sac City Unified in the start of the FY17and in FY18, LAS teachers have received ongoing NGSS professional development from SCOE consultants throughout the year. Moreover, selected teachers have also received on-going ELD trainings that address the new state language exam, the ELPAC. In FY19, LAS is investigating best aligned ELD curriculum for dual language immersion programs for adoption.

INTERNAL ACCOUNTABILITY
(Goals: 2.1-2.2) Background: In FY18, LAS adopted a revised report card which more clearly specifies expected grade level standards. After its initial implementation, Curriculum Design Team CDT will fine-tune the calibration of variables that represent grade level ratings.

TBD

Internal Accountability Document 2018

1.2A (Spanish GrK-3): 80% or more of all students will meet grade level mark or above in their courses by the end of the year (3-4)

Kinder Spanish- Retells stories and names the topic of informational texts	1st Spanish - Retells stories using illustrations; including important details and basic story elements	1st Spanish - Names the topic of informational texts including important details	2nd Spanish - Retells stories and identifies the central message, including key details about the text and basic story elements	2nd Spanish - Identifies the main topic of informational texts	3rd Spanish - Retells stories, including key details, basic story elements and themes	3rd Spanish - Identifies the main idea of informational texts and provides details
82%	68%	69%	53%	58%	98%	86%

Kinder Math- Knows number names and the count sequence	1st Math - Uses place value/properties of operations to add/subtract	2nd Math- Uses place value understanding to add and subtract	3rd Math - Represents and solves problems involving x and ÷
70%	77%	67%	79%

1.2B (English: GR 3 only): 80% will be approaching grade level by the end of 3rd grade (2-3-4)

3rd English - Retells stories, including key details, basic story elements and themes	3rd English - Identifies the main idea of informational texts and provides details
98%	98%

2.2A (Spanish Gr4 only): 80% or more of all students will meet grade level mark or above in their courses by the end of the year. (3-4)

4th Spanish - Determines the theme of a story; summarizes the text	4th Spanish - Determines the main idea of informational texts; summarizes the text	4th Math - Uses the operations with whole numbers to solve problems
67%	Not assessed	76%

2.2B (English Gr4 only) 70% or more of all students will meet grade level mark or above in their course by the end of the year (3-4)

4th English - Determines the theme of a story; summarizes the text	4th English - Determines the main idea of informational texts; summarizes the text
Not Assessed	58%

2.2C (Spanish and English: Gr 5 and 6) 80% or more of all students will earn a passing grade of C or above in their courses

5th Spanish Language Arts	5th English Language Arts	6th Spanish Language Arts	6th English Language Arts
69%	91%	85.2%	86.7%
5th Math		6th Math	
92%		92.6%	

3.2 (Spanish and English): 85% or more of all students will earn a passing grade of C or above in their courses

7th Spanish Language Arts	7th English Language Arts	8th Spanish Language Arts	8th English Language Arts
85.2%	91.8%	78%	85.3%
7th Math		8th Math	
88.5%		75.6%	

TBD **Based on LAS DRA/EDL Reading Assessments, June 2018:**

End of the Year DRA and EDL Data for TK-8th Grades 2017-2018

Grade Level	FY18 Percentage at Benchmark in Spanish - End of Year	Percentage Points Change from Beginning to End of Year (at benchmark)	Percentage of Students Who Increased Reading Levels	Percentage at Benchmark in English	Percentage Points Change from Beginning to End of Year (at benchmark)	Percentage of Students Who Increased Reading Levels
K	42%	FY19	FY19	NA	NA	NA
1st	44%	0% points	98%	NA	NA	NA
2nd	52%	8% points	98%	NA	NA	NA
~~EOS1 Emerging~~ and transfer readiness: 3rd	48%	~~15% points~~	~~100%~~	64%	6% points	100%
4th	57%	17% points	88%	59%	12% points	100%
5th	52%	21% points	83%	65%	22% points	89%
EOS2 Expanding: 6th	54%	30% points	91%	56%	28% points	95%
7th	74%	23% points	84%	79%	34% points	95%
EOS3 Full Biliteracy: 8th	73%	46% points	80%	56%	32% points	76%

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 Actions/Services	ACTUAL
	LAS Program Six Design Components: ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* *RESEARCH* *1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster*	R1.1 In the fall, staff began the year analyzing data trends from the spring CAASPP exams. Moreover, staff also analyzed EL performance from the CELDT and identified RFEP candidates. As of June 2019~~8~~, LAS will have three~~wo~~ years data of the College Board PSAT practice tests as administered to Grade 8 students. R1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above: 1) Sent a LAS teacher to attend Writer's Workshop (WW) Implementation Leadership training (2015-16). 2) Sent several more teachers to attend statewide WW training. 3) Sent a second teacher to Columbia University for Writer's Workshop (WW) Seminar with emphasis on implementation for middle school immersion programs (2015-16). R1.3 This continues to be work in progress. ~~For the first time,~~ LAS administered the College Board AP Spanish testing and SAT Subject

	youth number at LAS does not qualify as numerically significant.) *1.2 Continue study on most recent two-way immersion research and its efficacy for all students, including the subgroups above* *1.3 Research and/or use of standardized Spanish assessments* *PROFESSIONAL DEVELOPMENT* *2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to: Data analysis (API, Benchmarks)* *Common Core State Standards (CCSS)* *Expository Reading and Writing Training such as (ERWC)* *Designing CCSS redefined rubrics* *Differentiated Instruction* *PBIS* *Writer's Workshop* *DRA/EDL Assessments*	Test in Spanish practice examinations to its Gr8 students in the fall of 2017 and early spring of 2019~~. In retrospect, LAS is considering administering the exam early spring instead during the 2018-19 school year.~~ PD 2.1 Provided differentiated professional development *(Training - Coaching - Mentoring)* in the following, but not limited to: • Data analysis (SBAC~~EL CELDT~~, Benchmarks) • Common Core State Standards (CCSS) • Designing CCSS redefined rubrics • Differentiated Instruction • Response to Interventions • Writer's Workshop K-8 • Reader's Workshop K-8 • ~~PBIS~~MAP Math Online Assessment (2-8) Teacher requests for more kindergarten specific professional development training.
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1) $24,867	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1) $31,730 (Title 1: $10,000, OC:5863) TBD

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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.	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. Action/Services Implementation: Full implementation with all available resources directed towards meeting LAS Charter External and Internal Accountability Goals on academic achievement. LAS has

	focused on the listed professional development topics and has scheduled them accordingly, depending on staff readiness and resource availability.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, LAS most recent research and PD efforts have been aligned to the Common Core State Standards (CCSS). Collectively, the PD training listed above have contributed to the increase in teaching and learning effectiveness at LAS this year. LAS staff is looking forward to the end of year analysis of the newly implemented mathematics online student assessment and its efficacy for programmatic improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD~~The differences mostly reflect increase in professional development expenses: conferences and supplies~~ In FY19, LAS implemented an online computer adaptive assessment in Mathematics to serve as a tool in measuring the growth progress of students throughout the school year. Although this was not originally budgeted for, LAS community took this action early in the year immediately after analyzing the FY18 CAASPP data as well as after receiving feedback from stakeholder groups.
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.	There has been a request to provide a more focused professional development training for primary grades, particularly in the kindergarten (FY17) and there is a general consensus to deepen knowledge of assessments that can used school-wide for ELD (FY18) and for mathematics (FY19).~~,~~

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 **2**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design***	CD 3.1 Continued use of CCSS aligned core and supplementary materials, including Units of Study for writer's workshop. LAS is researching Social Studies ~~and~~ Science and ELD state adopted curriculum lists for the upcoming year. CD 3.2 Designed ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. ELPAC,~~,~~ DRA and EDL

AA= Assessments and Accountability *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Use of CCSS aligned core and supplementary materials* *3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT* *3.3 Create yearlong backward plans for curriculum* *3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17)* *3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight* *Words (SIPPS) (Gr3-Gr4)* *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)* *4.2 Administer CDT defined curriculum and benchmark assessments* *4.3 Participate in World-Class Instructional* *Design and Assessment (WIDA) Field test* *Prueba Óptima del Desarrollo del Español* *Realizado (PODER) and Prueba Útil y Eficaz del* *Desarrollo del Español (PUEDE) for Grades K- 2 (if available)*	CD 3.3 Created yearlong backward plans for writer's workshop curriculum (work in progress in other subjects) CD 3.4 Did not implement Understanding by Design (UbD) principles in curriculum/instructional planning CD 3.5. Need to revisit implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4) AA 4.1 Implemented Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL AA 4.2 Administered CDT defined curriculum and benchmark assessments AA 4.3 Not available this year

	BUDGETED	ESTIMATED ACTUAL
Expenditures	(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) $74,753	(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) $137,026 (Title 1: $51,354 (OC:4200) TBD

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.	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. Action/Services Implementation: Partial implementation due to shift on PD focus for the year. UbD and SIPPs were not emphasized this past year. The focus has been on establishing consistency in implementing school wide DRA and EDL reading assessments, consequent data analysis, strategic small group literacy instructions and year-long planning accordingly. Moreover, teachers received online training of the newly implemented MAP mathematics computer adaptive student assessment.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS shift in focus this year has greatly advanced collective understanding of research based literacy development. This is foundation to any other initiatives written on this section such as the teaching of spelling, ELD, and language transfer expectations within a dual language immersion context. The ultimate goal would be to come to a full integration of all these parts with that of the foundation staff has just recently focused on. ***FY19 TBD 2018 Highlights (Alphas***) More authentic literature available, second year of PSAT 8/9 Gr8 results, first year administration of College Board AP Spanish and SAT Spanish Practice Tests to Gr8 students Earlier decision about looping, every grade level, trying ENGAGE NEW YORK, looping, support with readers and writer's workshop, earlier decision about next year's looping, Remind app, Kindergarten and First-Grade teams both at summer session, Student Council participation in assemblies, School wide RW and WW; school wide Reading and writing data, NGSS transition, Substitutes available for staff, reading and writing school wide data, SEL & Circle Up, Student Council involvement in assemblies, SSR (students like reading) A-Z Reading School Climate Committee SPED Support K/1 Intervention Books in classrooms NGSS training, 8th HS Admissions. **Deltas/Areas for Improvement:** ELD Professional development + school agreements, Math Program, science and social studies implementation, do not have enough leveled books for RW, Internet often did not work properly, using a shared printer is

	inconvenient, not efficient, and wastes time, Social Studies, Science, and ELD support and next steps, Science/ social studies and ELD P.D, PD in Spanish, Improve "healthy" snack sales Social Sciences PD Library (organization and updating books)
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The differences for this section include purchase of materials related to Units of Study for grade level implementation of Writers Workshop in the classrooms as well as DRA and EDL reading assessments. Expenses were also allocated for assessment administration staff support. In FY19, LAS invested in a mathematics computer adaptive assessment to measure student progress throughout the school year.
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.	Due to the fact that it is no longer available, LAS will not be participating/administering Spanish assessments from WIDA. Moreover, LAS will revisit its UbD action item and decide if it's still applicable for the upcoming LCAP years. LAS will use FY19 MAP Math data to establish baseline goals for the grade levels and cohort groups in the upcoming year.

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 **3**

Actions/Services

PLANNED Actions/Services	ACTUAL
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Implementation of CCSS aligned core curriculum* *5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction* *5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP* *SUPPORT STRUCTURE* *6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)* *6.2 School-wide agreements on homework expectation* *6.3 100% of middle school SWDs who need extra study skills support will receive assistance*	I 5.1 Continued implementation of CCSS aligned core curriculum, including Writer's Workshop and Reader's Workshop I 5.2 Incorporated of basic math concepts (mental math and basic measurements) during PE instruction I 5.3 Utilized second language learning strategies trainings such as SDAIE SS 6.1 Provided extensive student support structures (Examples: differentiated instruction, Interventions, tutoring, summer school for incoming kindergarteners, extended day remediation) Teachers are requesting intervention support in mathematics and some would like to see RSP teachers do more push in models in the classrooms. SS 6.2 Created an ad-hoc task force on homework expectation but needs to be revived SS 6.3 100% of middle school SWDs who needed extra study skills support received assistance; another study skills class was created due to increased needs SS 6.4. Continued implementation of the LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Intervention Progress Team (IPT)

	6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)	
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) $3,019,871	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) $2,891,082 (Title 1: $90,152 , OC:1100; $11,478, OC:1940 and Title 2: $1,140, OC:1100) TBD

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.	**LAS MISSION: #1 BILITERACY** Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings. Action/Services Implementation: Full implementation. Summer school implemented for rising Kindergarteners as well as reading intervention session for rising Gr2 students. LAS created an ad-hoc task force to address alignment of homework expectations schoolwide; however, this needs to be revived with concrete end of year outcomes.~~.~~
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Establishing MTSS and IPT process has created a formal structure for addressing student needs for academic intervention. During the day interventionists received on-going training via the on-site literacy coach. In 2016-17, LAS ad-hoc committee completed the update of LAS report cards and progress reports to reflect better alignment with CCSS and internal accountability assessments. Overall, LAS concentrated effort this year has led to a consistent increase trajectory in academic achievement for all students. MTSS and IPT structure will continue to be improved as feedback is analyzed from the recently gathered surveys. In addition, staff would like to see math interventions established and stronger relationships between general education and RSP support to ensure optimal learning for our student with exceptionalities. Overall, there is a need to have a comprehensive evaluation in place with data indicating a positive correlation between high levels of school implementation of MTSS and improved achievement of identified students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.
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.	~~There are no changes made to this action item for Goal 1.~~ LAS plans to continue summer school programs for the summer of 201~~8~~9 both for kindergarteners~~ and~~, for identified students in primary grades who need support in Spanish reading as well piloting a hybrid summer reading program for upper primary students.~~.~~

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	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.

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
SP#2 Student engagement and building confidence and life skills for all students 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate **SP#3 Other student outcomes and building confidence and life skills for all students** 4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year 5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses 6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program (Not applicable for 2016-17 school year) 7. 100% of K-8 students participate in daily "Brain Breaks" physical activities **SP#4 School climate and building confidence and life skills for all student**	SP#2 Goals: TBD 1. Met: Attendance rate of 95% or above (Actual: TDB~~97~~%) 2. Did not meet: Absenteeism (chronic) at ~~3.2~~% rate 3. Met: Dropout for middle school at zero rate SP#3 TBD #4 Goal met: 100% of students in Grades K-4 met the grade level mark in PE by the end of the school year. #5 Goal met: 100% of students in Grades 5-8 earned a passing grade of C or above in PE. #6 Physical Activity Plus Grant Program was not available for the 2015-16 and 2016-17, 2017-18, 2018-19 school years. SP#7 Did not meet: Less than 100% of K-8 students participated in daily "Brain Breaks" physical activities. Two variables contributed to this: 1) internet access became challenging as more technology arrived in the classrooms and 2) MS

8. Suspension and expulsion rate at less than 1% per year 9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation 10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production	classrooms on the second floor are not conducive for physical activities as they cause tremendous noise for the classrooms downstairs. SP#4 #8 Met goal: Suspension and expulsion at less than 1% #9 Goal met with 436 ~~397~~of Grades 2-8 and 147 TK-Gr1 students who participated with survey, representing 96~~3~~% of the student body #10 Goal met with 98~~7~~% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish #11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin classes, Martial Arts, Visual Arts. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate. Some also feel that there are not enough opportunities for the younger grades TK-1 to participate in after-school activities on site.

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**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*	R 1.1 Staff studied recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups (ROPES- not in FY17 and FY18 , PBIS and SEL) R 1.2 Need to revisit research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections (work in progress) PD 2.1 Provided differentiated professional development *(Training - Coaching - Mentoring)* in:

	RESEARCH 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections PROFESSIONAL DEVELOPMENT 2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes	A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students (ROPES, PBIS – Implementation of a non-classroom setting system in cafeteria) 1) PBIS August 2015, 2016, 2017 and year round = Entire staff training 2) CASP October 2015, 2016, 2017, 2018 = SEL staff attended 3) CARS PLUS February 2016, 2017, 2018, 2019= SEL staff attended 4) Restorative Justice Conference, June 2017, 2018- SEL and staff attended 5) Responsive Classroom, June 2017 = Gr5 staff attended 6) Circle Up (Year round), 2017-198 = Entire staff training B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress) C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES- not this year) 1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017, 2018 2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor
Expenditures	BUDGETED (R: 1.1, 1.2 PD: 2.1, 2.2) $9,700	ESTIMATED ACTUAL (R: 1.1, 1.2 PD: 2.1, 2.2) $19,729 TBD

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.	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. Action/Services Implementation: Full implementation with all available resources (ROPES training not offered this year). There has been consistency in providing opportunities for staff instrumental in implementing actions delineated above to attend statewide conferences on their subject matter expertise. FY18 has been a year of school-wide agreements advancing SEL goals with full implementation of programs: 1) Restorative Justice, 2) Circle Up (For Staff), and 3) Second Step. FY19 is a continuation of FY18 with more in depth level of implementation and peer feedback and reflections.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Both the PE/Kinesiology Team and the SEL/PBIS Team have received ongoing training on how to keep improving their area of expertise. Moreover, all staff received and put in action the "Consequence Flow Chart" designed by the School Climate Committee. Collectively, this has translated to strong teaching and learning in the classrooms as well as schoolwide systematic coordination of addressing socio-emotional needs of students. There is still a need to develop a stronger program evaluation of this area.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Most of the differences reflect actual costs of various statewide conferences that staff attended this year.
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 stated action above remains the same for the upcoming school year. In addition, the SEL team would like to investigate the feasibility of parent trainings regarding issues such as self-harm and staff trainings in mental health first aide.

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 **2**

Actions/Services

PLANNED Actions/Services	ACTUAL
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate "Brain Break" into lesson planning ASSESSMENTS AND ACCOUNTABILITY 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical	CD 3.1 Incorporated socio-emotional strategies, LIFESKILLS goals, and PBIS and activities in unit and lesson design as well full implementation of the Second Step curriculum schoolwide. CD 3.2 Incorporated "Brain Break" into lesson planning; less participation of students in classroom located on the second floor of MS building; space not conducive to the activities due to excessive noise. AA 4.1 Conducted regular attendance assemblies; consistent with LIFESKILLS recognition assemblies; invited families to all events. Schoolwide reinforcement with Manchas Jaguares has been effective particularly to primary grades. AA 4.2 Encouraged classroom and grade level incentives AA 4.3 Administered and analyzed yearly student survey Grades TK-8: 9~~30~~% stated, "I like my school." Grades TK-8: 89% stated, "I feel safe at school." Grades TK-8: 59~~64~~% stated, "My school is clean." AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (Inconsistent; still work in progress) PE 4.5 Analyzed student achievement in Physical Education; historical PFT data analysis available. Baseline for Grade 5 in HFZ (Data for each Grade 5 Cohort will be compared with their Grade 7)

	Education	FY2015 Gr 5 Cohort / TBDFY2017 Gr7 Cohort TBD Aerobic Capacity 95.5% / Body Composition 52.3% / Abdominal Strength 65.9% / Trunk Extension 70.5% / Upper Body Strength 52.3% / Flexibility 90.9% /
Expenditures	BUDGETED (CD: 3.1 AA: 4.1, 4.2, 4.3) $25,788	ESTIMATED ACTUAL (CD: 3.1 AA: 4.1, 4.2, 4.3) $29,494

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.	**LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS** Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others. Action/Services Implementation: Partial implementation due to the fact that the second floor of the middle school building does not lend itself to implementation of "Brain Breaks" video series as it causes too much noise for the bottom floor classrooms. In addition, there is still a need to be consistent in posting 100% perfect attendance banners outside classrooms. FY18 and FY19 has been a year of school-wide agreements advancing SEL goals with full implementation of programs: 1) Restorative Justice, 2) Circle Up (For Staff), and 3) Second Step. Moreover, the School Climate Committee oversees the implementation of the SEL Second Step Curriculum as it addresses bullying prevention, and common language and procedures for behavior expectations and problems solving.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Full implementation of the stated actions and services above is crucial in order to meet Goal 2. Investing on staff training in order to guarantee quality teaching and learning experiences that lead to students developing confidence and like skills will continue to be LAS priority to ensure program effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Most of the differences reflect shift in allocation of professional development funding and instructional materials and supplies such as the Second Step materials purchase for full implementation in both General Education and SPED.
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.	TBD The stated action above remains the same for the upcoming school year. However, middle school team will need to redefine their "Brain Breaks" activity to resolve the noise issue being in a two story building.

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 **3**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Integrate lessons on life skills and healthy life style choices during instruction	I 5.1 Not consistent schoolwide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate. In FY18, families participated in LAS Picture the Graduate Activity that solicited visions of the ideal LAS alum. FY19 parent meetings focused on the charter renewal process: goal setting and public presentations regarding program efficacy.

	5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year	SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance (need to revisit this goal; work in progress) SS 6.3 Highlighted students' progress in After- school Education and Safety (ASES) Program and Enrichment classes via performances – Talent Show and work display in the cafeteria SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS- i.e. respect and anti-bullying behavior SS 6.5 Ensured students' access to technology and communication venues such as school website, intercom and Blackboard, Remind app to encourage engagement in civic actions SS 6.6 Although there is a school wide promotion of healthy snacks, many fundraising events still served unhealthy choices. On an annual basis, Student Council organizes a Health Fair to provide information on healthy life style choices. In May 2017, Parent Council established a metric for this goal: every event with food will have at least one offering of a healthy food choice. SS 6.7 Maintained a suspension and expulsion rate at less than 1% per year; this is an area of improvement.
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) $ 600,586	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) $ 661,569 (Title 1: $500, OC:5804) TBD

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.

	LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.
Describe the overall implementation of the actions/services to achieve the articulated goal.	Action/Services Implementation: Partial implementation due to lack of coordinated and concentrated effort for all stakeholder groups to define "healthy lifestyle and nutritional choices" and create action plan based on it.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	If implemented fully, the delineated actions/services above have the potential to create a paradigm shift in LAS students' understanding of wellness and enduring life skills. This area is definitely still work in progress for the upcoming year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.
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.	In May 2017, Parent Council established a metric for Item 6.6 "Promote school-wide healthy snacks choices" goal and it is that at "every school event with food, there will have at least one offering of a healthy food choice." This goal remains elusive since it is difficult to monitor for adherence to the stated goal.

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 3	**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

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
SP#3 Other student outcomes and building leadership and critical thinking skills for all students 1. More than 90%of students participate in the election process for Student Council Officers 2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives 3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. More than 90%of students participate in school-wide cleaning. 6. By the end of Gr 8, more than 90% students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service. 8. Subject emphasis: Electives (Middle School only) -LAS will offer five or more elective courses annually	SP#3 #1-4: All goals are met #5 and 7: These items are still work in progress and need program structures. This spring, Student Council and Action Civics student leaders organized schoolwide cleaning schedules for all classes. This has created wonderful morale for the school. #6 LAS recently received a Merit of Recognition from the state for its implementation of the Action Civics Program in grades 6-8. Action Civics incorporates the teaching of student directed community based research with emphasis on problem solving application via community service. In May 2017, MS students displayed their Actions Civics research at Actions Civics Event at CSU, Sacramento. #8 Goals met SP #4 Items 9 and 10: Goals met; 96~~3~~% of TK-8 students participated in the student survey completion Item 11: Goal met; 93~~6~~% of families would recommend LAS to other parents

-85% or more of students earning a passing grade of C or above in their elective course

- More than 90% of students who need extra study skills support will receive assistance during elective block

SP#4 Student climate and building leadership and critical thinking skills for all students

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
10. 95% or above of students participate in student survey completion
11. Parent surveys indicate a rating of 90% or above overall satisfaction with the 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	ACTUAL
Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* *RESEARCH*	R 1.1 Need to design systematic way to document student driven projects based on current community needs: Classroom, grade level, school-wide, and community at large (work in progress). In 2016-17, LAS has invested on creating a Google School status where students have school email addresses and a means to store and share their work. R 1.2 Need to design a community survey about community service projects (work in progress) PD 2.1 Need to establish professional development on performance task rubric design, calibration, and multiple measures of achievement (work in progress). Need training on implementing Life Skills PD 2.2 Need to reintroduce the concept to whole staff - directed

	1.1 Document student driven projects based on current community needs: *Classroom, grade level, school-wide, and community at large* *1.2 Analyze community survey for responses to questions about community service projects* *PROFESSIONAL DEVELOPMENT* *2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement* *2.2 Continued training in student directed participatory research*	participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOE).
Expenditures	BUDGETED (R: 1.2, PD: 2.1) $6,667	ESTIMATED ACTUAL (R: 1.2, PD: 2.1) $10,000 (Title 2: $8,825, OC:5863) TBD

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.	**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society Action/Services Implementation: Partial implementation due to the need to still establish the logistics of ad-hoc task groups to tackle evaluation or progress monitoring of delineated action/services above.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS is at the novice stage of implementing Google School accounts for students and the school looks forward to seeing the full potential of an electronic means to document student community activism and leadership endeavors. LAS recently adopted an updated policy on technology use and social media to address emerging needs as the school expands its technological infrastructure.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD The minimal difference accounts for the estimated actual cost for the year.
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.	There are no updates for this section. LAS will continue to pursue delineated actions towards the stated goal.

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 **2**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Ensure curriculum includes leadership and critical thinking components*	CD 3.1 Ensured curriculum includes leadership and critical thinking components. MS Environmental Science elective class has taken the leadership to establish the school's amazing garden. CD 3.2 Need to establish systematic expectations on how to include community service projects in curriculum design based on student reflections on survey results (work in progress) AA 4.1 Administered yearly student survey AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives AA 4.3 Analyzed student achievement in middle school elective courses

	3.2 Include community service projects in curriculum design based on student reflections on survey results *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer yearly student survey* *4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives* *4.3 Analyze student achievement in middle school elective courses*	
Expenditures	BUDGETED (AA: 4.1, 4.3) $ 12,918	ESTIMATED ACTUAL (AA: 4.1, 4.3) $15,500 TBD

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.	**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society Action/Services Implementation: Partial implementation; there is still a pending need to clearly identify means to document community service related instruction and student actions as well a way to measure its efficacy as reflected in the annual student survey.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Middle school staff has led the schoolwide focus on student action based leadership experiences. As members of SCOE's Action Civics training series for the past couple of years, the group, along with their students, participated in the statewide annual showcase of student activism. There is, however, still room for improvement particularly in expanding the program schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD The minimal difference accounts for the estimated actual cost for the year.
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.	TBD The MS Environmental Science elective class along with various stakeholder groups have taken the lead to create an amazing school garden where the synthesis of academics and leadership has blossomed this year.

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 **3**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Highlight student led participatory action research projects and events during class*	I 5.1 Highlighted student led participatory action research projects and events during class (Action Civics) I 5.2 Continued to ensure multiple opportunities for students to practice critical thinking and collaboration I 5.3 Continued to offer elective classes in middle school SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 TBD ~~Journalism elective middle school class published newsletter information and articles on leadership and citizenship~~ SS 6.3 Ensured students' access to technology and communication venues such as the school website and Blackboard to encourage engagement in leadership and critical thinking

	5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration *5.3 Offer elective classes in middle school* *SUPPORT STRUCTURE* *6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school* *6.2 Publish newsletter information on leadership and citizenship* *6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking* *6.4 Provide opportunities for students to participate in school wide cleaning* *6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities*	SS 6.4 Provided opportunities for students to participate in school wide cleaning SS 6.5 Encouraged classroom and grade level incentives for those who participated in Student Council sponsored activities
Expenditures	BUDGETED (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) $12,000	ESTIMATED ACTUAL (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) $12,000 TBD

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.	**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

	Action/Services Implementation: Full implementation with all available resources. LAS reached a milestone this year in establishing its technology infrastructure goal of 1:1 computer devise for students in grades 2-8 and classroom teaching and learning experiences have been tremendously changed with greater enthusiasm and curiosity.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Because technology infrastructure is still new, a statement of the overall effectiveness of this action would be too preliminary. Consequentially, however, there is an emerging need for creating system-wide behavior expectations re: technology usage in class. Students, however, continue to expand their leadership skills through various schoolwide events, including participating in schoolwide cleaning efforts.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Most of the differences reflect the slight increase in technology devise purchases as well as infrastructure set ups such as internet and bandwidth increase and IT consultant supports.
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.	LAS will continue to pursue the stated action/services as stated above.

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 4	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission
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

SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission

1. Eighty percent (80%) or above of families complete annual parent survey
2. Families recommend the school to others at 85% or above rating
3. Ninety percent (90%) completion of Parent Student Teacher Compact
4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:

-90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees

5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

SP#6: Basic services and its role in supporting the fulfillment of LAS Mission

6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments
7. LAS utilizes standards-aligned materials which are available to all students
8. LAS, in conjunction with SCUSD, maintains facilities in good repair

SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission

9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design
10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) *(TBD per program availability)* and methods to support ELs

SP#8: Course access and its role in supporting the fulfillment of LAS Mission

12. LAS students are enrolled in a broad course of study delineated by Education Code above

ACTUAL

SP#5
Item 1: Nearly met~~Did not meet~~; 7667% of families completed the annual survey. Of the 7667% submitted: 6648% paper survey and 109% online.
Item 2: 936% of families stated that they would recommend the school to others.
Item 3: Met goal
Item 4: Partial implementation. (Reading Buddies is no longer being implemented)

Parent Volunteer Hours: TBD

	No. of Families	FY18	FY17	FY16	FY15
Total No. of Volunteer Hours Reported		***4930.5***	***3947***	***2948***	***3144***
Number of LAS Families	**395**	**395**	**374**	**361**	**347**
% Families with No Hours	**150**	**38**	**44**	**48**	**48**
% Families with Some Hours	**129**	**33**	**29**	**26**	**38**
% Families that Met 20 Hours	**116**	**29**	**27**	**25**	**14**

The trends on volunteerism are positive:

- Total volunteer hours increased - to be expected as our number of families increase
- Families with No Hours have gone down

13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs
14. Facilitate transition of LAS Graduates to local high schools – 90% implementation

- Families who met hours or have some hours has gone up!

Governing Board Elections Voter Participation:

2014-15:

(Goal 80% or above) Did not meet goal 8/2015: 69% 10/2015: 47%

2015-16:

(Goal 85% or above) Did not meet goal; Improved 5/2016: 70% 6/2016=~~*~~74% ~~(*Highest record)~~

Goal 16-17:

(Goal 90% or above) Did not meet goal; 6/2017 = 62%

Goal 17-18:

(Goal 90% or above) Did not meet goal; 5/2018 = 57%

(Goal 90% or above) Did not meet goal; 5/2019 = *76% (*Highest record)

Item 5:

80% or more of families will show a survey response indicating satisfaction with student(s) progress (Historically at 93% or above)

2014-15 (Goal 80% or above)

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

Q: Satisfied with development in Critical Thinking: Met goal 91%

Q; Satisfied with development in Creative Thinking: Met goal 83%

2015-16 (Goal 85% or above)

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

Q: Satisfied with development in Critical Thinking: Met goal 95%

Q: Satisfied with development in Creative Thinking: Met goal 92%

2016-17 (Goal 90% or above)

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

Q: Satisfied with development in Critical Thinking: Met goal 98%

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	Q: Satisfied with development in Creative Thinking: Met goal 99% **2017-18 (Goal 90% or above)** Q: Satisfied with Spanish Progress: Met goal 97% Q: Satisfied with English Progress: Met goal 93% Q: Satisfied with development in Critical Thinking: Met goal 97% Q: Satisfied with development in Creative Thinking: Met goal 96% LCAP Year 5: 2018-2019 **(Goal 90% or above)** Q: Satisfied with Spanish Progress: Met goal 96 % Q: Satisfied with English Progress: Met goal 95% Q: Satisfied with development in Critical Thinking: Met goal 96% Q: Satisfied with development in Creative Thinking: Met goal 98% SP#6 All three goals are met SP#7 All three goals are met; LAS is researching current state adopted curriculum for Social Studies, ~~and~~ Science, and ELD ~~-~~(#11- LAS has not revisited UbD implementation) SP#8 All three goals are met; LAS is looking into the core building improvement for the upcoming year FY20~~19~~

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 Actions/Services *LAS Program Six Design Components:* ***Action 1:*** ***R= Research***	ACTUAL R 1.1 School leadership continues to research and establish rigorous hiring process R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials

PD= Professional Development *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* RESEARCH 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction PROFESSIONAL DEVELOPMENT 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology	R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction PD 2.1 Ensured all faculty are highly qualified PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year PD 2.3 School leadership attended new accountability and assessment training from CDE and charter organizations PD 2.4 Need to revisit training on EL teaching methodology; Provided ELD and ELPAC professional development in FY19~~8~~ PD 2.5 Implemented an extensive professional development: -Data analysis -CCSS Math and ELA -Expository Reading and Writing Course (ERWC) (did not have training in 2016-17) -Designing CCSS redefined rubrics, and differentiation -ROPES (did not have training in 2016-17) -MAP Math ~~PBIS~~ -Writer's Workshop -Reader's Workshop

	2.5 Implement an extensive professional development: -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer's Workshop -Reader's Workshop	
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) $13,867	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) $20,331 TBD

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.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission Action/Services Implementation: Full implementation with all available resources (Note: ERWC and ROPES PD training were not offered this year due to the focus on Writers Workshop implementation initiative.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	LAS effectively implemented the actions/services noted above and this is evident based on the consistent academic growth as evidenced by the external and internal accountability data stated in Goal 1. In FY18, ~~There is~~ one area of ~~need~~ need is regarding the internet use dependability school-wide, particularly, during heavy use such as state online examination months. During FY19 CAASPP testing, internet connectivity was not as much of an issue as the fact that there are technology devices (i.e. MS laptops) that are old and need to be replaced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Slight differences reflect estimated actual costs for this action/service item.
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.	LAS will continue to pursue the stated action/services as stated above.

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 **2**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based Materials	CD 3.1 Continue learning how to Integrate CCSS in yearlong backwards planning (work in progress); Created a goggle doc delineating writing tasks for the entire year for Grades TK-8. CD 3.2 Ensured use of state approved standards based materials. Expanded budget for classrooms libraries. AA 4.1 Administered yearly parent surveys AA 4.2 Families completed Parent - Student - Teacher Compact AA 4.3 Administered student and parent surveys and analysis of responses pertinent to materials, and teacher performance. There is a need to revisit the surveys to address facilities.

	ASSESSMENTS AND ACCOUNTABILITY 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance	
Expenditures	BUDGETED (CD: 3.1, 3.2 AA: 4.1) $23,638	ESTIMATED ACTUAL (CD: 3.1, 3.2 AA: 4.1) $21,220 TBD

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.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission Action/Services Implementation: Full implementation with all available resources.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Effective implementation of actions/services on this item has contributed to the overall growth in academic achievement for students this year. Consequently, teachers have increased collaboration and articulation about student reading levels and writing proficiency. Moreover, LAS continues to thrive as a learning community as it solicits feedback from its stakeholders on an annual basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD Most of the differences on this category reflect budget items such as purchase of General Ed adopted textbooks and core curriculum materials, instructional materials and supplies, office supplies as well as SPED textbook purchases.

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.	LAS will continue to implement the actions/services delineated above. It will also expand school surveys to include more specific questions regarding facilities for the future.

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 **3**

	PLANNED	ACTUAL
Actions/Services	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability) SUPPORT STRUCTURE	I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress) SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school. SS 6.2 Published list of differentiated opportunities for parental involvement, including attending the parent workshops at the end of the year in preparation for their child's upcoming grade level; provided PIQUE training for interested families in the fall of 2017 and PIQUE inspired LAS Parent Academy for interested families in the fall of 2018. SS 6.3 Designated time for parent representatives to meet with school leadership for feedback SS 6.4 School leaders conducted regular walk through of facilities SS 6.5 Need consistent Facilities Committee annual facilities checklist survey (work in progress)

	6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade. SS 6.8 Continued to ensure technology infrastructure is compatible with CCSS implementation. Expanded technology budget to increase student to computer ratio of 1:1 from Grades 2-8. Expanded schoolwide bandwidth to double capacity to meet usage needs. Established Google school accounts.
Expenditures	BUDGETED (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) $ 1,246,717	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) $ 1,439,464 (Title 1: $500, OC: 5804) TBD

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.	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission

	Action/Services Implementation: Partial implementation; there is a need to establish a formal facilities checklist for evaluation purposes. Moreover, UbD was not implemented this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	TBD Seven out of the nine actions/services stated above was fully implemented and have been effective in moving toward meeting Goal 4.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	TBD The major differences reflect the changes in budgeting allocation from previous year's LCAP to the end of the year-estimated actuals. The actuals include all other instrumental personnel including classified staff: salaries and compensations, which were not previously accounted for on this action/service item.
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.	TBD LAS will continue to implement the stated actions/services above with hope to meet expectations of Goal 4. ~~Moreover, LAS is looking into adding an administrative support staff who can assist in various school-wide focus such as assessments and parent engagement.~~

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?

TOPIC: LAS Charter Mission, State Priorities, Local Control and Accountability Plan (LCAP) and Federal Addendum Cycle 1: 2014-17, Cycle 2: 2017-2020

WHAT – WHEN - WHERE: ITEM 1: LAS Community Survey Distribution March 11 –May 9, 2019 LAS

ITEM 2: LCAP available on LAS Website for Feedback By June 10, 2019 online at: www.lasac.info

LCAP Stakeholder Outreach and Consultation Dates 2018-2019:

Stakeholder Group Date Governing Board Meetings and Retreat 2018: 8/31 , 9/8, 9/28, 10/26, 11/30, 12/14 2019: 1/25, 2/22, 3/22, 5/7, 5/24, 6/21
Parent Council Meetings/PC Executive Group 2018: 9/5, 10/1, 11/5, 12/3 2019: 1/14, 2/4, 3/4, 4/8, 5/6
Parent Association Meeting and ELAC Workgroups 2018: 9/12, 10/10, 11/7, 12/12 2019: 2/13, 3/13, 4/10, 5/8
ELAC Meeting and School Site Council Meetings 2018: 11/30 2019: 2/26, 3/22
Staff Meeting and PD Meetings 2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7 2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4
CDT Committee Meetings 2018: 9/6, 10/4, 11/1, 12/6 2019: 2/7, 3/7, 4/4, 5/2, 6/6

ITEM 3: LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings
Tuesday, May 28, 2019 and June 21, 2019 @ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137

~~**WHAT – WHEN - WHERE:**~~
~~*ITEM 1: LAS Community Survey Distribution*~~
~~April 16 – May 11, 2018~~
~~LAS~~

~~*ITEM 2: LCAP available on LAS Website for Feedback*~~
~~By June 4, 2018~~
~~online at: www.lasac.info~~

~~LCAP Stakeholder Outreach and Consultation Dates 2017-2018:~~

~~Stakeholder Group~~	~~Date~~
~~Governing Board Meeting and Retreat~~	~~*2017: 8/18 , 9/15, 10/20, 12/1*~~ ~~2018: 2/16, 3/16, 4/20, 5/18, 6/15~~

~~Parent Council Meeting/PC Executive Group~~	~~*2017: 9/7, 10/5, 11/2, 12/7*~~ ~~2018: 2/7, 3/7, 4/5, 5/3~~
~~Parent Association Meeting and ELAC Meeting~~	~~*2017: 9/13, 10/11, 11/8*~~ ~~2018: 2/14, 3/14, 4/11, 5/3~~
~~Staff Meeting and PD Meetings~~	~~*2017: 9/21, 10/12, 11/9, 12/14,*~~ ~~2018: 1/11, 2/8, 3/8, 4/6, 5/10, 5/18~~
~~CDT Committee Meeting~~	~~*2017: 10/5, 12/7*~~ ~~2018: 1/17, 2/1, 3/1, 4/5~~

~~*ITEM 3: LAS Public Hearing*~~
~~*Public comments are welcome at all monthly*~~
~~*Governing Board Meetings*~~
~~Friday, May 18, 2018 and June 15, 2018 @ 5:30PM~~
~~LAS - 2850 49th Street, Sacramento, CA 95826~~

~~For more information call: 916.277.7137~~

IMPACT ON LCAP AND ANNUAL UPDATE

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

LAS community's LCAP work has definitely become more in-depth with each passing year both at the participation level and the collective knowledge level. LAS established its School Site Council (SSC) in the fall of 2018 and conducted meetings in preparation for its federal program monitoring in the spring. LAS continued its structure from the previous years and created an LCAP Advisory group in the fall composed of members from the Parent Council and Parent Association groups as well as representatives from the English Language Advisory Council (ELAC). This group took the lead of meeting and learning 5 Key Learning Points to share, discuss, and problem solve with various stakeholders during stakeholder meetings. After each session, participants completed "What I Know" and "What I Want to Know" form. Data from these forms was presented at board meetings has provided the board discussion regarding LCAP updates as well as charter renewal work.

The following lists the milestones of LAS LCAP work for 2018~~7~~-19~~8~~:

1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2018~~7~~. With spring 2018~~7~~ CAASPP results, LAS had four~~three~~ years of achievement data to use to refine the school's metrics for external accountability of student achievement in English, in the context of a dual immersion program.
2) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new language exam ELPAC. ~~.~~This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
3) LAS teaching staff has created support structures and/or task forces in order to advance the school's internal accountability goals.
   a. Homework expectations school-wide

b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment. There is also a need to fine tune assessment agreements for students in Gr6-Gr8 and exploration of a more efficient reading tests (i.e. computer adaptive MAP) for the older students. ~~-~~
c. Designing schoolwide implementation plan for writing assessment.

4) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
5) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
6) As of June 2019~~8~~, LAS has collected 3~~6~~1~~7~~7 (Yr1: 88, Yr2: 94, Yr3: 88, ~~and~~ Yr4: 47, and Yr5: 50) "What I Know" and 330~~263~~ (Yr1: 108, Yr2: 75, Yr3: 36, ~~and~~ Yr4: 43 and Yr5: 67) "What I Want to Know" statements. Thus far, 697~~580~~ total comments have been verified and responded to. Also, the document compiling all of this information has been shared to the public both in English and in Spanish via monthly board meetings and LAS website.
7) An emerging theme from the stakeholder comments is the area of COMMUNICATION. There is a need to improve on ways to communicate with families, particularly regarding forms that need parent feedback – i.e. ballots, surveys, etc.

Goals, Actions, & Services

Strategic Planning Details and Accountability: This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.

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

☒ New ☐ Modified ☐ Unchanged

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Goal 1

Low Chronic Absenteeism ~~LAS MISSION: #1 BILITERACY~~

~~Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.~~

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State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL SCUSD: KP4

Identified Need

Student~~s need high quality bilingual classroom instruction, curriculum, and assessments.~~

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	*2018-2019~~7-18~~*	2019-20~~18-19~~
All Students: Schoolwide attendance	*Refer to data from Annual Update Section* FY17 and FY18 Historical Data:	***PREMISES FOR DATA ANALYSIS (PDA)*** 1. *LAS will meet or exceed the state API targets for school wide and LAS significant subgroups* 2. *LAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language Proficiency Assessments (ELPAC)*	G1.0 Attendance rate of 95% or above G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal. ~~PREMISES FOR DATA ANALYSIS (PDA)~~

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rate of 95% or above Identified subgroups rate within 2% margin of schoolwide attendance *(Annual attendance rate)* All Students: Chronic Absenteeism rate of less than 3% Identified subgroups rate within 2% margin of schoolwide low chronic	All Students: Attendance rate Actual: 97% and 97% Subgroups: 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2% 4) SWD: 97% and 97.1% Absenteeism (chronic) at 2.9% and 3.2% rate, respectively Subgroups FY2018: 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7%	3. *LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests* 4. *End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress* 5. *End of Grade Level Span CELDT goals will be assessed in the fall of the following year- meet or exceed goals* 6. *Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.* ***SP#1: Student achievement and biliteracy for all students*** ***Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)*** ***STAGE 1: Emerging Biliteracy (Gr K-3)*** ***STAGE 2: Expanding Biliteracy (Gr 4-6)*** ***STAGE 3: Full Biliteracy (Gr 7-8)*** *STAGE 1 Emerging Biliteracy Grades K-3* *1.1 (ENGLISH) 80% of all EL students will be at:* *a. Intermediate level or above in the listening and speaking sections and;* *b. Early Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 1* *STAGE 2 Expanding Biliteracy Grades 4-6* *2.1 (ENGLISH) 80% of all EL students will be at:* *a. Early Advanced level or above in listening and speaking sections and;* *b. Intermediate level or above in the reading and writing sections of the CELDT by the end of Stage 2* *2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)* *2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL*	~~1. LAS will meet or exceed the state API targets for school wide and LAS significant subgroups, within the framework of the LAS 3 Stages of Biliteracy continuum.~~ ~~2. LAS will meet or exceed new goals upon the official implementation of the new state assessments: CAASPP and ELPAC, within the framework of the LAS 3 Stages of Biliteracy continuum.~~ ~~3. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress. There will be a consistent increase in the percentage of students who demonstrate growth on CAASPP per Difference from Level 3 (DF3) definition.~~ ~~4. End of Grade Level Span ELPAC goals will be assessed in the fall of the following year. ELPAC goals will guide the monitoring of EL progression based on LAS 3 Stages of Biliteracy continuum~~ ~~5. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet stated goals.~~ ~~**SP#1: Student achievement and biliteracy for all students**~~ ~~**Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – EXTERNAL Accountability (See LAS Charter page 59, Figure: 28)**~~ ~~**STAGE 1: Emerging Biliteracy (Gr K-3)**~~ ~~**STAGE 2: Expanding Biliteracy (Gr 4-6)**~~ ~~**STAGE 3: Full Biliteracy (Gr 7-8)**~~ ~~STAGE 1 Emerging Biliteracy Grades K-3~~ ~~1.1 (ENGLISH) 80% of all EL students will be at:~~ ~~a. TBD (per ELPAC) in the listening and speaking sections and;~~

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absenteeism rate *(Annual chronic absenteeism rate)* Middle school dropout rate at less than 1% *(Annual middle school dropout rate* *Annual student survey data)*	Dropout for middle school at zero rate	*STAGE 3 Full Biliteracy Grades 7-8* *3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3* *3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)* *3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5) *SED*Latino*SWD *EL* ***SP#3: Other student outcomes and biliteracy for all students*** ***Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)*** ***STAGE 1: Emerging Biliteracy (Gr K-3)*** ***STAGE 2: Expanding Biliteracy (Gr 4-6)*** ***STAGE 3: Full Biliteracy (Gr 7-8)*** *STAGE 3: Full Biliteracy (Gr 7-8)* *3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments* *3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments* *3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses* ***SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students*** 1. *100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade* 2. *Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes*	~~b. TBD (per ELPAC) in the reading and writing sections of the ELPAC by the end of Stage 1~~ ~~STAGE 2 Expanding Biliteracy Grades 4-6~~ ~~2.1 (ENGLISH) 80% of all EL students will be at:~~ ~~a. TBD (per ELPAC) above in listening and speaking sections and;~~ ~~b. TBD (per ELPAC) in the reading and writing sections of the ELPAC by the end of Stage 2~~ ~~2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the CAASPP per DF3~~ ~~2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the CAASPP per DF3 *SED*Latino*SWD *EL~~ ~~STAGE 3 Full Biliteracy Grades 7-8~~ ~~3.1 (ENGLISH) TBD (per ELPAC) XX% or more of EL students will be reclassified by the end of Stage 3~~ ~~3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the CAASPP per DF3~~ ~~3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the CAASPP per DF3 *SED*Latino*SWD *EL~~ ~~**SP#3: Other student outcomes and biliteracy for all students**~~ ~~**Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes – INTERNAL Accountability (See LAS Charter page 58, Figure: 27)**~~ ~~**STAGE 1: Emerging Biliteracy (Gr K-3)**~~ ~~**STAGE 2: Expanding Biliteracy (Gr 4-6)**~~ ~~**STAGE 3: Full Biliteracy (Gr 7-8)**~~ ~~STAGE 3: Full Biliteracy (Gr 7-8)~~ ~~3.1A (SPANISH) 80% or more of all students will show progress on internal benchmark assessments~~ ~~3.1B (ENGLISH) 80% or more of all student will show progress on internal benchmark assessments~~	

			~~3.2 (SPANISH and ENGLISH) 85% or more of all students will earn a passing grade of C or above in their courses~~ **~~SP#7: Full implementation of Common Core State Standards (CCSS) and aligned English Language Alignment of (ELD) Standards within the dual immersion context to ensure biliteracy for all students~~** ~~1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade~~ ~~2.~~1. ~~Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes~~

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

2019-20~~7-18~~	2020-2021~~18-19~~	
☐ New ☒ Modified ☐ Unchanged	☒ ~~☐~~ New ☐ ~~☒~~ Modified ☐ Unchanged	
LAS Program Six Design Components: ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure* *RESEARCH*	Actions/Services Continue to closely monitor student attendance trends: schoolwide and for identified subgroups Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate Continue close monitoring of subgroups and areas of need via MTSS process Wrap around health and mental health supports provided to subgroups with identified need	

1.1 Analyze achievement data by school- wide, grade level and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.) *1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above* *1.3 Research and/or use of standardized Spanish assessments* *PROFESSIONAL DEVELOPMENT* *2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:* • *Data analysis (API, Benchmarks)* • *Common Core State Standards (CCSS)* • *Expository Reading and Writing Training such as (ERWC)* • *Designing CCSS redefined rubrics* • *Differentiated Instruction* • *PBIS* • *Writer's Workshop* • *Reader's Workshop* • *DRA/EDL Assessments* •	Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression Continue review of annual student survey data for improvement areas ~~*LAS Program Six Design Components:*~~ ~~***Action 1:***~~ ~~***R= Research***~~ ~~***PD= Professional Development***~~ ~~*Action 2:*~~ ~~*CD= Curriculum Design*~~ ~~*AA= Assessments and Accountability*~~ ~~*Action 3:*~~ ~~*I= Instruction*~~ ~~*SS= Support Structure*~~ ~~*RESEARCH*~~ ~~*1.1 Research CAASPP DF3 and ELPAC Performance Levels and analyze achievement data within the framework of the LAS 3 Stage of Biliteracy continuum: school- wide, grade level, and subgroups: SED, Latino, SWD and ELs (Foster youth number at LAS does not qualify as numerically significant.)*~~ ~~*1.2 Continued study on most recent two-way immersion research and its efficacy for all students, including the subgroups above*~~ ~~*1.3 Research and/or use of standardized Spanish assessments*~~ ~~*PROFESSIONAL DEVELOPMENT*~~ ~~*2.2 Provide differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:*~~ • ~~*Data analysis (External and Internal Accountability Metrics)*~~ • ~~*Common Core State Standards (CCSS)*~~ • ~~*Expository Reading and Writing Training such as (ERWC)*~~ • ~~*Designing CCSS redefined rubrics*~~ • ~~*Differentiated Instruction*~~ • ~~*PBIS*~~	

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	• ~~Writer's Workshop~~ • ~~Reader's Workshop~~ • ~~DRA/EDL Assessments~~ •

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BUDGETED EXPENDITURES

	2018-19~~2017-19~~	2019-20~~18-19~~ TBD
Amount	(R-1.1, 1.2, 1.3 PD-2.1) $24,867	~~$~~43,766 (Title 1: $6,450, OC:1101; Title 2: $3,916, OC:5863 and $2,700 OC:5864) TBD
Source	EPA, LCFF Base, Supplemental, Title 2	EPA, LCFF Base, Supplemental, Title 1 and Title 2~~2~~
Budget Reference	Object: 1000, 4000, 5000	Object: 1000, 4000, 5000

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

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~~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~~

☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Use of CCSS aligned core and supplementary materials* *3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT* *3.3 Create yearlong backward plans for curriculum* *3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17)* *3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)* *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)* *4.2 Administer CDT defined curriculum and benchmark assessments* *4.3 Participate in World-Class Instructional Design and Assessment (WIDA) Field test Prueba Óptima del Desarrollo del Español*	Actions/Services *LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Use of CCSS aligned core and supplementary materials* *3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. ELPAC* *3.3 Create yearlong backward plans for curriculum* *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)*	

Realizado (PODER) and Prueba Útil y Eficaz del Desarrollo del Español (PUEDE) for Grades K- 2 (if available)		

BUDGETED EXPENDITURES

2017-18		2018-19
Amount	(CD: 3.1, 3.2, 3.3 AA- 4.1, 4.2) $74,753	$115,081
Source	LCFF Base, Supplemental, Concentration	LCFF Base, Supplemental, Concentration
Budget Reference	Object: 4000, 5000	Object: 4000, 5000

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

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	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	

Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Implementation of CCSS aligned core curriculum* *5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction* *5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP* *SUPPORT STRUCTURE* *6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)* *6.2 School-wide agreements on homework expectation* *6.3 100% of middle school SWDs who need extra study skills support will receive assistance* *6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)*	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Implement CCSS aligned core curriculum* *5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction* *5.3 Utilize second language learning strategies trainings such as SDAIE, GLAD* *SUPPORT STRUCTURE* *6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration, year round intervention cycles)* *6.2 School-wide agreements on homework expectation* *6.3 100% of middle school SWDs who need extra study skills support will receive assistance* *6.4. Implement LAS Interventions Model: Multi-Tier Systems of Support (MTSS) and Individual Progress Team (IPT)*	

BUDGETED EXPENDITURES

2017-18		2018-19
Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4) $3,019,871	$2,510,997

~~Source~~	~~EPA, LFCC Base, Supplemental, Concentration, Title 2~~	~~EPA, LFCC Base, Supplemental, Concentration, Title 2~~
~~Budget Reference~~	~~Object: 1000, 2000, 3000, 4000, 5000~~	~~Object: 1000, 2000, 3000, 4000, 5000~~

Goals, Actions, & Services *(MOST RECENT LAS CHARTER RENEWAL GOALS (v022219) WILL BE INCORPORATED FURTHER BELOW: See Goal 1 above as an example.)*

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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

LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS
Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.

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 need a safe and engaging academic, social emotional, and physical school environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19

	Refer to data from Annual Update Section	**SP#2 Student engagement and building confidence and life skills for all students** 1. Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 1% 3. Dropout for middle school at zero rate **SP#3 Other student outcomes and building confidence and life skills for all students** 4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year 5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses 6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program (Not applicable for 2016-17 school year) 7. 100% of K-8 students participate in daily "Brain Breaks" physical activities **SP#4 School climate and building confidence and life skills for all student** 8. Suspension and expulsion rate at less than 1% per year 9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation 10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating 11. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production	**SP#2 Student engagement and building confidence and life skills for all students** **1.** Attendance rate of 95% or above 2. Absenteeism (chronic) at rate of less than 2% 3. Dropout for middle school at zero rate **SP#3 Other student outcomes and building confidence and life skills for all students** 4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year 5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses **SP#4 School climate and building confidence and life skills for all student** 6. Suspension and expulsion rate at less than 2% per year 7. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation 8. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating 9. Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production	

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**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Actions/Services	Actions/Services
LAS Program Six Design Components: ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*	*LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*

RESEARCH 1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections PROFESSIONAL DEVELOPMENT 2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes	RESEARCH 1.1 Study recent brain research in relation to socio-emotional wellness and intellectual development, particular to LAS significant subgroups 1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections PROFESSIONAL DEVELOPMENT 2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in: A. Brain research in relation to physical fitness, socio-emotional health best practices for major subgroups (Latino, SED, SWD, and EL), neurological disorders, and strategies to support struggling students B. Performance task rubrics design and calibration, and multiple measures of achievement C. Training on how to implement physical activities to stimulate attention and focus in the classroom 2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes

BUDGETED EXPENDITURES

2017-18		2018-19
Amount	(R: 1.1, 1.2, PD: 2.1, 2.2) $9,700	$29,537 (Title 2: $2,700, OC: 5864) TBD
Source	EPA, LCFF Base, Supplemental, Concentration	EPA, LCFF Base, Supplemental, Concentration, Title 2
Budget Reference	Object: 1000, 5000	Object: 1000, 5000

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**	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 (New) Implement the Second Step curriculum to address SEL areas of need. 3.2 (New) Implement Cyber Civics in middle school and introduce the program in Gr5.	

3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design 3.2 Incorporate "Brain Break" into lesson planning ASSESSMENTS AND ACCOUNTABILITY 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education	ASSESSMENTS AND ACCOUNTABILITY 4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families 4.2 Encourage classroom and grade level incentives 4.3 Administer and analyze yearly student survey 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) 4.5 Analyze student achievement in Physical Education	

BUDGETED EXPENDITURES

	2017-18	2017-18	
Amount	(CD: 3.1 AA: 4.1, 4.2, 4.3) $25,788	$35,858 TBD	
Source	Source: EPA, LCFF Base, Supplemental, Concentration	Source: EPA, LCFF Base, Supplemental, Concentration	
Budget Reference	Object: 4000, 5000	Object: 4000, 5000	

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	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Integrate lessons on life skills and healthy life style choices during instruction 5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate 6.2 Publish newsletter information on health, nutrition choices in relation to attendance 6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes 6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS	

6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS 6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 1% per year	6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions 6.6 Promote school-wide healthy snacks choices 6.7 Maintain suspension and expulsion rate at less than 2% per year		

BUDGETED EXPENDITURES

2018-19

Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4, 6.5) $600,586	$647,932 (Title 1: $550, OC:1101; $700, OC:1920; $500, OC:5804) TBD	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2, ASES, Title 1	EPA, LCFF Base, Supplemental, Concentration, ~~Title 2,~~ ASES, Title 1	
Budget Reference	Object: 1000, 2000, 4000, 5000	Object: 1000, 2000, 4000, 5000	

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	**LAS MISSION: #3 LEADERSHIP & CRITICAL THINKING** Application of LAS Mission #1 and #2: Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society.		

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 need opportunities to develop and apply leadership skills to create change

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	
	Refer to data from Annual Update Section	**SP#3 Other student outcomes and building leadership and critical thinking skills for all students** 1. More than 90%of students participate in the election process for Student Council Officers 2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives 3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. More than 90%of students participate in school-wide cleaning. 6. By the end of Gr 8, more than 90%students will have participated in a student directed community based research such as National Latino Education Research Agenda Project (NLERAP) Participatory Action Research (PAR) 7. By the end of Gr 8, 90% of students will have completed a minimum of 10 hours of community service. 8. Subject emphasis: Electives (Middle School only) -LAS will offer five or more elective courses annually -85% or more of students earning a passing grade of C or above in their elective course	**SP#3 Other student outcomes and building leadership and critical thinking skills for all students** 1. More than 90%of students participate in the election process for Student Council Officers 2. More than 90%of Gr 3-8 students participate in voting for Grade Level Representatives 3. More than 90%of K-8 students have opportunities to practice leadership skills by the end of Gr8. 4. 80% or more of students participate in Student Council sponsored activities such as community service events and/or Spirit Days 5. More than 90%of students participate in school-wide cleaning. 6. Subject emphasis: Electives (Middle School only) 7. -LAS will offer five or more elective courses annually 8. -85% or more of students earning a passing grade of C or above in their elective course - More than 90% of students who need extra study skills support will receive assistance during elective block **SP#4 Student climate and building leadership and critical thinking skills for all students**	

		- More than 90% of students who need extra study skills support will receive assistance during elective block **SP#4 Student climate and building leadership and critical thinking skills for all students** 9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need 10. 95% or above of students participate in student survey completion 11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school	9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need 10. 95% or above of students participate in student survey completion 11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school	

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**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Actions/Services	Actions/Services
LAS Program Six Design Components: ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*	*LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*

RESEARCH *1.1 Document student driven projects based on current community needs:* *Classroom, grade level, school-wide, and community at large* *1.2 Analyze community survey for responses to questions about community service projects* *PROFESSIONAL DEVELOPMENT* *2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement* *2.2 Continued training in student directed participatory research*	*RESEARCH* *1.1 Document student driven projects based on current community needs:* *Classroom, grade level, school-wide, and community at large* *PROFESSIONAL DEVELOPMENT* *2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement* *2.2 Continued training in student directed participatory research*		

BUDGETED EXPENDITURES

2018-19

Amount	(R: 1.2, PD: 2.1) $6,667	$12,491 (Title 2: $3916, OC:5863 and $2,700, OC: 5864) TBD	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	EPA, LCFF Base, Supplemental, Concentration, Title 2	
Budget Reference	Object: 5000	Object: 5000	

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	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Ensure curriculum includes leadership and critical thinking components* *3.2 Include community service projects in curriculum design based on student reflections on survey results* *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer yearly student survey* *4.2 Ensure participation in the election process for Student Council Officers and* *Grade Level Representatives* *4.3 Analyze student achievement in middle school elective courses*	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* *CURRICULUM DESIGN* *3.1 Ensure curriculum includes leadership and critical thinking components* *3.2 Include community service projects in curriculum design based on student reflections on survey results* *ASSESSMENTS AND ACCOUNTABILITY* *4.1 Administer yearly student survey* *4.2 Ensure participation in the election process for Student Council Officers and* *Grade Level Representatives* *4.3 Analyze student achievement in middle school elective courses*	

BUDGETED EXPENDITURES

2018-19

Amount	(AA: 4.1, 4.3) $12,918	$10,305 TBD	
Source	EPA, LCFF Base	EPA, LCFF Base	
Budget Reference	Object: 4000	Object: 4000	

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**	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Highlight student led participatory action research projects and events during class*	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** *INSTRUCTION* *5.1 Highlight student led participatory action research projects and events during class*	

5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration *5.3 Offer elective classes in middle school* *SUPPORT STRUCTURE* *6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school* *6.2 Publish newsletter information on leadership and citizenship* *6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking* *6.4 Provide opportunities for students to participate in school wide cleaning* *6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities*	*5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration* *5.3 Offer elective classes in middle school with action civics emphasis* *SUPPORT STRUCTURE* *6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school* *6.2 Publish newsletter information on leadership and citizenship* *6.3 Ensure students' access to technology and communication venues such as the school website and Connect-Ed to encourage engagement in leadership and critical thinking* *6.4 Provide opportunities for students to participate in school wide cleaning* *6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities*	

BUDGETED EXPENDITURES

	2017-18	2018-19		
Amount	(I: 5.3 SS: 6.1, 6.2, 6.3, 6.5) $12,000	$16,000 TBD		
Source	EPA, LCFF Base, Supplemental, Concentration	EPA, LCFF Base, Supplemental, Concentration		
Budget Reference	Object: 5000	Object: 5000		

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	**LAS MISSION: #4 LAS SCHOOLWIDE GOALS** School-wide implementation of key infrastructures to support fulfillment of LAS mission.		
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 need a school infrastructure that support their learning		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	
	Refer to data from Annual Update Section	**SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission** 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board,	**SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission** 1. Eighty percent (80%) or above of families complete annual parent survey 2. Families recommend the school to others at 85% or above rating 3. Ninety percent (90%) completion of Parent Student Teacher Compact 4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:	

		Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies: -90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress **SP#6: Basic services and its role in supporting the fulfillment of LAS Mission** 6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 7. LAS utilizes standards-aligned materials which are available to all students 8. LAS, in conjunction with SCUSD, maintains facilities in good repair **SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission** 9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups 11. Design on-going Professional Development on CCSS, including Understanding by Design (UbD) *(TBD per program availability)* and methods to support ELs	-90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees 5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress **SP#6: Basic services and its role in supporting the fulfillment of LAS Mission** 6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments 7. LAS utilizes standards-aligned materials which are available to all students 8. LAS, in conjunction with SCUSD, maintains facilities in good repair **SP#7: Implementation of Common Core State Standards (CCSS) and its role in supporting the fulfillment of LAS Mission** 9. LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design 10. Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups 11. Design on-going Professional Development on CCSS and methods to support ELs **SP#8: Course access and its role in supporting the fulfillment of LAS Mission** 12. LAS students are enrolled in a broad course of study delineated by Education Code above 13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs 14. Facilitate transition of LAS Graduates to local high schools – 90% implementation	

		SP#8: Course access and its role in supporting the fulfillment of LAS Mission 12. LAS students are enrolled in a broad course of study delineated by Education Code above 13. As a result of LAS dual language immersion program design, LAS students receive instruction equivalent to advanced level of foreign language study in non-dual immersion educational programs 14. Facilitate transition of LAS Graduates to local high schools – 90% implementation		

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**	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*	*LAS Program Six Design Components:* ***Action 1:*** ***R= Research*** ***PD= Professional Development*** *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* *Action 3:* *I= Instruction* *SS= Support Structure*	

RESEARCH 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction PROFESSIONAL DEVELOPMENT 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology 2.5 Implement an extensive professional development: • Data analysis • CCSS • Expository Reading and Writing Course (ERWC) • Designing CCSS redefined rubrics, and differentiation • ROPES • PBIS • Writer's Workshop • Reader's Workshop	RESEARCH 1.1 School leadership researches and establishes rigorous hiring process 1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials 1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them 1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction PROFESSIONAL DEVELOPMENT 2.1 Ensure all faculty are highly qualified 2.2 Ensure all full-time faculty members attend Professional Development delineated for the year 2.3 School leadership attends new accountability and assessment training from CDE and charter organizations 2.4 Faculty receives on-going training on EL teaching methodology 2.5 Implement an extensive professional development: • Data analysis • CCSS • Expository Reading and Writing Course (ERWC) • Designing CCSS redefined rubrics, and differentiation • PBIS • Writer's Workshop • Reader's Workshop 2.6 Staff will design and lead Parent Education workshops that address LAS DLE Program and College and Career Readiness starting in the fall FY19.	

BUDGETED EXPENDITURES

2017-18

Amount	(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) $13,867	$18,941 (Title 2: $2,528, OC: 5863 and $1,071, OC: 5864) TBD
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	EPA, LCFF Base, Supplemental, Concentration, Title 2
Budget Reference	Object: 1000, 5000	Object: 1000, 5000

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**	
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	
Actions/Services	Actions/Services	
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based Materials	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* ***Action 2:*** ***CD= Curriculum Design*** ***AA= Assessments and Accountability*** *Action 3:* *I= Instruction* *SS= Support Structure* CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning	

ASSESSMENTS AND ACCOUNTABILITY 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance	3.2 Ensure use of state approved standards based materials for all subjects (i.e. Engaged New York Math and NGSS Science materials). ASSESSMENTS AND ACCOUNTABILITY 4.1 Administer yearly parent surveys 4.2 Completion of Parent - Student - Teacher Compact 4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance 4.4 Increase staff support in assessment administration (i.e. ELPAC) 4.5 Continued increase of classroom library resources		

BUDGETED EXPENDITURES

2018-19

Amount	(CD: 3.1, 3.2 AA: 4.1) $23,638	$38,466 TBD	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	EPA, LCFF Base, Supplemental, Concentration, Title 2	
Budget Reference	Object: 4000	Object: 4000	

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**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Actions/Services	Actions/Services
LAS Program Six Design Components: *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)	*LAS Program Six Design Components:* *Action 1:* *R= Research* *PD= Professional Development* *Action 2:* *CD= Curriculum Design* *AA= Assessments and Accountability* ***Action 3:*** ***I= Instruction*** ***SS= Support Structure*** INSTRUCTION 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)

SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	SUPPORT STRUCTURE 6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school 6.2 Publish list of differentiated opportunities for parental involvement 6.3 Designate time for parent representatives to meet with school leadership for feedback 6.4 School leaders conduct regular walk through of facilities 6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized 6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs 6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade. 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs	

BUDGETED EXPENDITURES

2018-19

Amount	(I: 5.1 SS: 6.1, 6.5, 6.6, 6.7, 6.8) $1,246,717	$2,241,993 (Title 1: $500, OC: 5804) TBD	
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	EPA, LCFF Base, Supplemental, Concentration, Title 1~~2~~	
Budget Reference	Object: 1000, 2000, 3000, 4000, 5000	Object: 1000, 2000, 3000, 4000, 5000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☐ 2017–18 ☐☒ 2018–19 ☒☐ 2019–20
Estimated Supplemental and Concentration Grant Funds:	$TBD~~1,055,100~~
Percentage to Increase or Improve Services:	TBD ~~22.09~~ %

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).

Based on SBE formula calculator, LAS's FY20~~19~~ LCFF Supplemental Grant is projected to be $TBD~~690,770~~ and $TBD~~364,330~~ for estimated concentration component.. The increase in Supplemental and Concentration funds are being utilized as follows, organized within the LAS EDUCATIONAL PROGRAM: SIX DESIGN COMPONENTS (C:1-6):

Research (C.1) and Professional Development (C.2) LAS unique educational program design necessitates that staff knows the on-going research base and professional development on the most current development in dual language immersion theories and their clinical application, as well as program efficacy in educating English Language Learners, RFEPs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school. Consequently, for FY20~~19~~, LAS has appropriated $TBD~~104,735~~ (Budget Series: 1000, 3000, 4000, 5000) for research and professional development.

Curriculum Design (C.3) and Assessments and Accountability (C.4) The state-wide implementation of the Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC) have been instrumental in LAS's current decisions with regards to curriculum design and assessments – both now requiring highly embedded technology features. CCSS has defined the 21st Century Skills as critical thinking, collaboration, communication, and creativity. LAS staff is fine-tuning its curriculum designing and assessments in order to academically better prepare all students, particularly those from subgroups: ELLs, RFEPs, SED, and SWD. This year, LAS has established an internal accountability measure for reading: DRA and EDL in order to do a better job in monitoring the literacy progression of all students TK-8. Consequently, related expenditures for these categories are $199,710from Budget Series 4000, 5000.

Instruction (C.5) and Support Structure (C.6) At the core of LAS Program Design are quality of the instructional team and the support structure to ensure student success - Personnel: *Classified staff, Education Specialists, Intervention teachers, Intervention Coordinator, Counseling, Translation services,* Technology (devises, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of $TBD~~750,655~~ as reflected in Budget Series: 1000, 2000, 4000, and 5000.

LAS Financial Updates

MAY 28, 2019

BRIAN HOLMES

edtec

Contents

1. 2018-19 Financial Update
   A. Forecast Updates
   B. Cash Flow Projection
2. 2019-20 Assumptions & Multi-year Projection

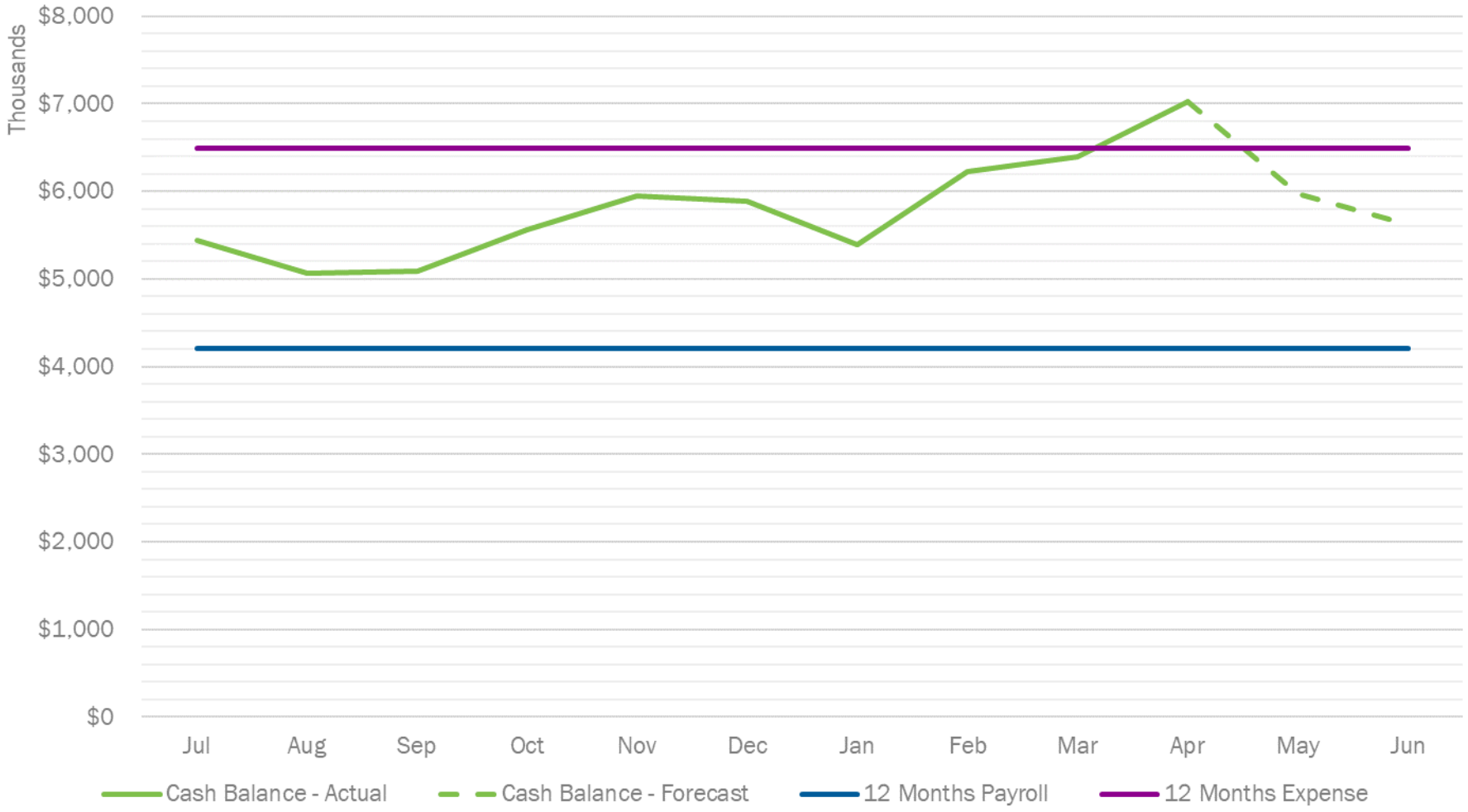
2018-19 Financial Update

2018-19 Forecast Update

		2018-19 Previous Forecast	2018-19 Current Forecast	Variance
Revenue	LCFF Entitlement	5,733,574	5,733,574	-
	Federal Revenue	292,645	292,645	-
	Other State Revenues	943,401	943,401	-
	Local Revenues	380,300	382,300	2,000
	Fundraising and Grants	75,000	79,000	4,000
	Total Revenue	**7,424,919**	**7,430,919**	**6,000**
Expenses	Compensation and Benefits	4,200,593	4,202,034	(1,441)
	Books and Supplies	325,135	325,135	-
	Services and Other Operating	1,389,752	1,405,712	(15,960)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	**6,470,480**	**6,487,881**	**(17,401)**
	Operating Income	**954,439**	**943,038**	**(11,401)**
	Beginning Balance (Unaudited)	8,340,720	8,340,720	-
	Operating Income	954,439	943,038	(11,401)
Ending Fund Balance (incl. Depreciation)		**9,295,159**	**9,283,758**	**(11,401)**
Ending Fund Balance as % of Expenses		**143.7%**	**143.1%**	**-0.6%**

2018-2019 Cash Update

Projecting to end FY19 with approx. $5.6M in cash reserves



2019-20 Assumptions & Multi-year Projection

2019-20 Budget Draft Comparison

		Mar Forecast	Apr MR Forecast	
		2019-20	2019-20	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	6,000,697	5,914,181	(86,516)
	Federal Revenue	287,250	287,250	-
	Other State Revenues	614,273	608,773	(5,501)
	Local Revenues	46,300	48,300	2,000
	Fundraising and Grants	55,000	55,000	-
	Total Revenue	**7,003,520**	**6,913,504**	**(90,017)**
Expenses	Compensation and Benefits	4,596,804	4,518,063	78,741
	Books and Supplies	303,132	368,332	(65,201)
	Services and Other Operating	1,334,466	1,335,605	(1,139)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	**6,789,402**	**6,777,000**	**12,401**
	Operating Income	**214,119**	**136,503**	**(77,615)**
	Beginning Balance	9,295,159	9,283,758	(11,401)
	Operating Income	214,119	136,503	(77,615)
Ending Fund Balance (incl. Depreciation)		**9,509,278**	**9,420,261**	**(89,016)**
Ending Fund Balance as % of Expenses		**140.1%**	**139.0%**	**-1.1%**

Multi-year Projection

2019-2020 projected Operating Income is $137k and grows to $179k FY22

		2018-19	2019-20	2020-21	2021-22
Revenue		Current Forecast	Projected Budget	Projected Budget	Projected Budget
	LCFF Entitlement	5,733,574	5,914,181	6,091,371	6,261,511
	Federal Revenue	292,645	287,250	287,625	287,625
	Other State Revenues	943,401	608,773	608,763	608,763
	Local Revenues	382,300	48,300	48,300	48,300
	Fundraising and Grants	79,000	55,000	55,000	55,000
	Total Revenue	**7,430,919**	**6,913,504**	**7,091,059**	**7,261,199**
Expenses	Compensation and Benefits	4,202,034	4,518,063	4,684,644	4,832,781
	Books and Supplies	325,135	368,332	301,867	307,905
	Services and Other Operating	1,405,712	1,335,605	1,360,603	1,386,398
	Depreciation	555,000	555,000	555,000	555,000
	Other Outflows	-	-	-	-
	Total Expenses	**6,487,881**	**6,777,000**	**6,902,114**	**7,082,083**
	Operating Income	**943,038**	**136,503**	**188,945**	**179,116**
	Beginning Balance (Audited)	8,340,720	9,283,758	9,420,261	9,609,206
	Operating Income	943,038	136,503	188,945	179,116
Ending Fund Balance (incl. Depreciation)		**9,283,758**	**9,420,261**	**9,609,206**	**9,788,322**
Ending Fund Balance as % of Expenses		**143.1%**	**139.0%**	**139.2%**	**138.2%**

Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

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Language Academy
Monthly Cash Forecast
As of Apr FY2019

	2018-19 Actuals & Forecast													
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**5,073,794**	**5,442,183**	**5,070,038**	**5,089,392**	**5,564,108**	**5,952,058**	**5,883,153**	**5,389,462**	**6,227,926**	**6,397,969**	**7,021,046**	**5,967,866**		
REVENUE														
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	-	1,050,137	577,948	564,699	444,310	444,310	5,733,574	644,889
Federal Revenue	-	-	-	-	49,587	2,500	-	90,182	-	52,205	4,630	-	292,645	93,541
Other State Revenue	14,011	-	14,011	269,522	137,460	44,326	25,219	85,205	97,956	42,842	55,300	12,448	943,401	145,101
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	1,537	5,856	1,132	74,839	216,141	60,497	382,300	-
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	-	4,983	5,707	4,878	7,706	7,900	79,000	-
TOTAL REVENUE	**15,521**	**2,921**	**412,680**	**785,047**	**828,309**	**564,344**	**26,756**	**1,236,363**	**682,743**	**739,463**	**728,087**	**525,155**	**7,430,919**	**883,531**
EXPENSES														
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	226,244	230,441	227,254	-	360,424	360,424	2,379,033	0
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	56,260	67,963	71,561	-	106,831	106,831	760,773	10,372
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	94,675	67,000	113,972	46,168	102,016	91,267	1,062,229	275
Books & Supplies	61,952	54,395	26,776	27,980	18,158	13,610	23,623	7,011	10,519	4,619	38,245	38,245	325,135	-
Services & Other Operating Expenses	56,669	77,228	69,940	102,421	76,118	129,831	131,016	54,993	82,023	69,672	275,894	275,894	1,405,712	4,014
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	17,497	-	4,800	16,209	508,750	46,250	555,000	(51,493)
Other Outflows	7,897	-	112	(112)	-	55,376	2,155	-	2,805	-	(68,233)	-	-	-
TOTAL EXPENSES	**225,238**	**320,539**	**493,052**	**528,967**	**490,153**	**595,448**	**551,469**	**427,409**	**512,934**	**136,668**	**1,323,926**	**918,910**	**6,487,881**	**(36,832)**
Operating Cash Inflow (Outflow)	**(209,716)**	**(317,619)**	**(80,372)**	**256,080**	**338,157**	**(31,104)**	**(524,714)**	**808,954**	**169,809**	**602,795**	**(595,840)**	**(393,755)**	**943,038**	**920,363**
Revenues - Prior Year Accruals	863,954	-	78,382	197,542	29,095	16,380	-	-	(42,858)	-	77,994	-		
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	-	-	-	-	-	-	-	-	-	508,750	46,250		
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	-	-	34,287	-	(70,933)	-		
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	2,460	9,128	6,162	(14,336)	20,282	(6,386)	-		
Summerholdback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	21,895	23,348	23,141	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-	-	-		
Other Liabilites	-	-	-	-	-	-	-	-	-	-	(966,766)	-		
Ending Cash	**5,442,183**	**5,070,038**	**5,089,392**	**5,564,108**	**5,952,058**	**5,883,153**	**5,389,462**	**6,227,926**	**6,397,969**	**7,021,046**	**5,967,866**	**5,620,360**		

Language Academy
Income Statement
As of Apr FY2019

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	1,050,137	577,948	564,699	4,200,065	5,608,464	5,733,574	5,733,574	-	125,110	1,533,509	73%
Federal Revenue	90,182	-	52,205	194,474	244,555	292,645	292,645	-	48,090	98,171	66%
Other State Revenues	85,205	97,956	42,842	730,552	683,303	943,401	943,401	-	260,097	212,849	77%
Local Revenues	5,856	1,132	74,839	105,662	371,000	380,300	382,300	2,000	11,300	276,638	28%
Fundraising and Grants	4,983	5,707	4,878	63,394	55,000	75,000	79,000	4,000	24,000	15,606	80%
Total Revenue	**1,236,363**	**682,743**	**739,463**	**5,294,147**	**6,962,322**	**7,424,919**	**7,430,919**	**6,000**	**468,597**	**2,136,773**	**71%**
Expenses											
Compensation and Benefits	365,405	412,787	46,168	3,063,595	4,227,634	4,200,593	4,202,034	(1,441)	25,600	1,138,439	73%
Books and Supplies	7,011	10,519	4,619	248,645	267,812	325,135	325,135	-	(57,323)	76,490	76%
Services and Other Operating Expenditures	54,993	82,023	69,672	849,910	1,333,106	1,389,752	1,405,712	(15,960)	(72,606)	555,802	60%
Depreciation	-	4,800	16,209	51,493	555,000	555,000	555,000	-	-	503,507	9%
Other Outflows	-	2,805	-	72,227	-	-	-	-	-	(72,227)	
Total Expenses	**427,409**	**512,934**	**136,668**	**4,285,871**	**6,383,552**	**6,470,480**	**6,487,881**	**(17,401)**	**(104,330)**	**2,202,011**	**66%**
Operating Income	**808,954**	**169,809**	**602,795**	**1,008,276**	**578,770**	**954,439**	**943,038**	**(11,401)**	**364,268**	**(65,238)**	
Fund Balance											
Beginning Balance (Unaudited)					-	8,340,720	8,340,720				
Operating Income					578,770	954,439	943,038				
Ending Fund Balance					**578,770**	**9,295,159**	**9,283,758**				
Fund Balance as a % of Expenses					9%	144%	143%				

Language Academy
Income Statement
As of Apr FY2019

	Actual			YTD	Budget						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS											
Enrollment Summary											
K-3					283	279	279	-	(4)		
4-6					198	198	198	-	-		
7-8					128	128	128	-	-		
Total Enrolled					**609**	**605**	**605**	**-**	(4)		
ADA %											
K-3					95.0%	96.2%	96.2%	0.0%	1.2%		
4-6					95.0%	96.2%	96.2%	0.0%	1.2%		
7-8					95.0%	96.2%	96.2%	0.0%	1.2%		
Average ADA %					**95.0%**	**96.2%**	**96.2%**	**0.0%**	**1.2%**		
ADA											
K-3					268.85	268.40	268.40	-	(0.45)		
4-6					188.10	190.48	190.48	-	2.38		
7-8					121.60	123.14	123.14	-	1.54		
Total ADA					**578.55**	**582.01**	**582.01**	**-**	**3.46**		

Language Academy
Income Statement
As of Apr FY2019

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	649,332	336,285	327,714	2,648,069	3,801,497	3,728,632	3,728,632	-	(72,865)	1,080,563	71%
8012	Education Protection Account Entitlement	205,476	-	236,985	647,937	673,037	859,418	859,418	-	186,381	211,481	75%
8096	Charter Schools in Lieu of Property Taxes	195,329	241,663	-	904,059	1,133,929	1,145,524	1,145,524	-	11,595	241,465	79%
	SUBTOTAL - LCFF Entitlement	**1,050,137**	**577,948**	**564,699**	**4,200,065**	**5,608,464**	**5,733,574**	**5,733,574**	**-**	**125,110**	**1,533,509**	**73%**
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	73,125	81,520	81,520	-	8,395	81,520	0%
8291	Title I	81,849	-	52,205	177,789	151,900	177,789	177,789	-	25,889	-	100%
8292	Title II	5,833	-	-	11,685	19,530	23,336	23,336	-	3,806	11,651	50%
8294	Title IV	2,500	-	-	5,000	-	10,000	10,000	-	10,000	5,000	50%
	SUBTOTAL - Federal Revenue	**90,182**	**-**	**52,205**	**194,474**	**244,555**	**292,645**	**292,645**	**-**	**48,090**	**98,171**	**66%**
Other State Revenue												
8311	Other State Apportionments - Current Year	-	-	-	-	-	4,047	4,047	-	4,047	4,047	0%
8319	Other State Apportionments - Prior Years	4,050	1,392	-	11,213	-	11,220	11,220	-	11,220	7	100%
8381	Special Education - Entitlement (State)	-	55,614	-	209,731	302,003	307,301	307,301	-	5,298	97,570	68%
8550	Mandated Cost Reimbursements	51,994	-	-	61,221	105,261	105,278	105,278	-	17	44,057	58%
8560	State Lottery Revenue	29,161	-	42,842	72,003	112,239	112,910	112,910	-	671	40,907	64%
8590	All Other State Revenue	-	-	-	9,880	-	19,760	19,760	-	19,760	9,880	50%
8593	Other State Revenue 3	-	-	-	219,084	-	219,084	219,084	-	219,084	-	100%
8596	Other State Revenue 6	-	40,950	-	147,420	163,800	163,800	163,800	-	-	16,380	90%
	SUBTOTAL - Other State Revenue	**85,205**	**97,956**	**42,842**	**730,552**	**683,303**	**943,401**	**943,401**	**-**	**260,097**	**212,849**	**77%**
Local Revenue												
8636	Uniforms	-	20	-	11,970	6,000	12,000	12,000	-	6,000	30	100%
8638	Merchandise Sales	-	-	-	1,029	1,000	1,300	1,300	-	300	271	79%
8660	Interest	467	503	1,494	8,232	4,000	7,000	9,000	2,000	5,000	768	91%
8670	Fees and Contracts	1,000	500	-	3,500	6,000	6,000	6,000	-	-	2,500	58%
8693	Field Trips	-	-	9,794	9,794	15,000	15,000	15,000	-	-	5,206	65%
8699	All Other Local Revenue	-	-	-	300	5,000	5,000	5,000	-	-	4,700	6%
8781	All Other transfers from Districts or Charter Schools	-	-	-	-	334,000	334,000	334,000	-	-	334,000	0%
8999	Uncategorized Revenue	4,389	109	63,551	70,837	-	-	-	-	-	(70,837)	
	SUBTOTAL - Local Revenue	**5,856**	**1,132**	**74,839**	**105,662**	**371,000**	**380,300**	**382,300**	**2,000**	**11,300**	**276,638**	**28%**
Fundraising and Grants												
8801	Donations - Parents	1,782	1,133	1,956	10,925	15,000	15,000	15,000	-	-	4,075	73%
8802	Donations - Private	305	-	-	3,840	15,000	15,000	15,000	-	-	11,160	26%
8803	Fundraising	2,896	4,574	2,922	48,629	25,000	45,000	49,000	4,000	24,000	371	99%
	SUBTOTAL - Fundraising and Grants	**4,983**	**5,707**	**4,878**	**63,394**	**55,000**	**75,000**	**79,000**	**4,000**	**24,000**	**15,606**	**80%**
TOTAL REVENUE		**1,236,363**	**682,743**	**739,463**	**5,294,147**	**6,962,322**	**7,424,919**	**7,430,919**	**6,000**	**468,597**	**2,136,773**	**71%**

Language Academy
Income Statement
As of Apr FY2019

		Actual			YTD	Budget							
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	172,304	172,148	-	1,174,094	1,745,625	1,679,077	1,679,077	-	66,548	504,983	70%
1101	Teacher - Stipends	1,250	-	-	14,520	25,800	32,300	32,300	-	(6,500)	17,780	45%
1103	Teacher - Substitute Pay	5,179	3,397	-	41,988	89,900	46,963	46,963	-	42,937	4,975	89%
1300	Certificated Supervisor & Administrator Salaries	9,135	9,135	-	82,219	107,675	107,675	107,675	-	-	25,456	76%
1311	Cert Admin - Custom 1	32,360	32,360	-	250,074	250,644	301,656	301,656	-	(51,012)	51,581	83%
1920	Other Cert - Summer	-	-	-	-	18,200	18,200	18,200	-	-	18,200	0%
1940	Academic Accountability & Intervention	10,213	10,213	-	95,289	191,675	193,163	193,163	-	(1,488)	97,873	49%
	SUBTOTAL - Certificated Salaries	**230,441**	**227,254**	**-**	**1,658,185**	**2,429,518**	**2,379,033**	**2,379,033**	**-**	**50,485**	**720,848**	**70%**
Classified Salaries												
2100	Classified Instructional Aide Salaries	2,570	2,684	-	17,747	29,735	30,665	30,665	-	(930)	12,918	58%
2103	SPED Classified	8,657	8,920	-	64,381	83,138	89,944	89,944	-	(6,806)	25,563	72%
2200	Classified Support Salaries	6,639	9,129	-	54,537	93,080	94,213	94,213	-	(1,133)	39,675	58%
2202	SES Tutoring	-	-	-	-	15,171	7,875	7,875	-	7,296	7,875	0%
2300	Classified Supervisor & Administrator Salaries	11,330	10,581	-	105,192	136,342	136,342	136,342	-	-	31,150	77%
2400	Classified Clerical & Office Salaries	8,123	9,385	-	73,687	105,380	106,380	106,380	-	(1,000)	32,693	69%
2900	Classified Other Salaries	4,028	3,392	-	11,448	-	-	-	-	-	(11,448)	
2905	Other Classified - After School	18,652	18,889	-	138,898	184,998	187,379	187,379	-	(2,381)	48,481	74%
2908	Climate	-	-	-	-	1,260	1,260	1,260	-	-	1,260	0%
2925	Other Classified - Childcare	40	-	-	208	2,313	2,313	2,313	-	-	2,105	9%
2930	Other Classified - Maintenance/grounds	7,925	8,582	-	70,641	87,828	104,402	104,402	-	(16,574)	33,761	68%
	SUBTOTAL - Classified Salaries	**67,963**	**71,561**	**-**	**536,739**	**739,245**	**760,773**	**760,773**	**-**	**(21,528)**	**224,034**	**71%**
Employee Benefits												
3100	STRS	37,306	36,850	-	261,170	385,342	377,285	377,285	-	8,056	116,115	69%
3300	OASDI-Medicare-Alternative	8,559	8,841	-	66,927	93,303	94,416	94,416	-	(1,113)	27,489	71%
3400	Health & Welfare Benefits	19,276	66,386	46,168	490,927	512,988	520,800	520,800	-	(7,812)	29,873	94%
3500	Unemployment Insurance	149	149	-	1,091	17,234	18,054	18,054	-	(821)	16,963	6%
3600	Workers Comp Insurance	-	-	-	33,479	38,025	37,678	37,678	-	347	4,199	89%
3700	Retiree Benefits	1,711	1,745	-	3,456	-	-	-	-	-	(3,456)	
3900	Other Employee Benefits	-	-	-	11,621	11,980	12,554	13,995	(1,441)	(2,015)	2,374	83%
	SUBTOTAL - Employee Benefits	**67,000**	**113,972**	**46,168**	**868,672**	**1,058,871**	**1,060,787**	**1,062,229**	**(1,441)**	**(3,358)**	**193,557**	**82%**
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	-	174	-	29,127	53,322	32,670	32,670	-	20,652	3,543	89%
4101	SPED Textbooks	218	672	-	891	7,000	7,000	7,000	-	-	6,109	13%
4200	Books & Other Reference Materials	602	2,136	1,079	47,573	55,005	68,365	68,365	-	(13,360)	20,792	70%
4201	Library Resources	-	900	18	6,253	12,180	12,100	12,100	-	80	5,847	52%
4315	Custodial Supplies	2,748	427	1,785	13,779	18,000	18,000	18,000	-	-	4,221	77%
4325	Instructional Materials & Supplies	489	736	733	21,166	15,225	26,620	26,620	-	(11,395)	5,454	80%
4330	Office Supplies	859	1,699	196	16,044	18,000	18,000	18,000	-	-	1,956	89%
4335	PE Supplies	-	6	-	2,999	6,090	6,090	6,090	-	-	3,091	49%
4340	Professional Development Supplies	20	326	60	3,277	4,700	4,700	4,700	-	-	1,423	70%
4352	Garden	-	-	379	846	2,000	2,000	2,000	-	-	1,154	42%
4354	ASES Materials	231	185	136	6,474	2,000	6,800	6,800	-	(4,800)	326	95%
4355	Summer Preschool	-	-	-	45	1,200	1,200	1,200	-	-	1,155	4%
4356	SPED Consumables	393	937	190	8,864	9,590	9,590	9,590	-	-	726	92%
4410	Classroom Furniture, Equipment & Supplies	-	-	43	4,688	10,000	10,000	10,000	-	-	5,312	47%
4420	Computers (individual items less than $5k)	-	-	-	65,546	46,000	75,000	75,000	-	(29,000)	9,454	87%

Language Academy
Income Statement
As of Apr FY2019

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4423	Classroom Noncapitalized items 1	-	2,320	-	2,515	5,000	5,000	5,000	-	-	2,485	50%
4430	Non Classroom Related Furniture, Equipment & Supplies	1,451	-	-	18,557	2,500	22,000	22,000	-	(19,500)	3,443	84%
	SUBTOTAL - Books and Supplies	**7,011**	**10,519**	**4,619**	**248,645**	**267,812**	**325,135**	**325,135**	**-**	**(57,323)**	**76,490**	**76%**
	Services & Other Operating Expenses											
5210	Conference Fees	682	-	-	7,589	35,250	35,250	35,250	-	-	27,661	22%
5215	Travel - Mileage, Parking, Tolls	130	728	141	3,038	9,400	9,400	9,400	-	-	6,362	32%
5220	Travel and Lodging	1,718	2,042	170	11,874	23,500	23,500	23,500	-	-	11,626	51%
5305	Dues & Membership - Professional	198	16	-	9,707	5,000	10,000	10,000	-	(5,000)	293	97%
5450	Insurance - Other	-	-	-	49,742	50,000	50,000	50,000	-	-	258	99%
5515	Janitorial, Gardening Services & Supplies	-	13,173	12,439	83,052	161,847	161,847	161,847	-	-	78,795	51%
5535	Utilities - All Utilities	-	-	-	36,298	54,000	54,000	54,000	-	-	17,702	67%
5605	Equipment Leases	-	2,612	5,363	28,869	27,600	27,600	33,960	(6,360)	(6,360)	5,091	85%
5610	Rent	-	-	-	-	97,265	97,265	97,265	-	-	97,265	0%
5615	Repairs and Maintenance - Building	-	-	100	5,974	10,000	10,000	10,000	-	-	4,026	60%
5616	Repairs and Maintenance - Computers	-	-	-	2,095	2,500	2,500	2,500	-	-	405	84%
5617	Repairs and Maintenance - Other Equipment	-	-	-	1,781	2,500	2,500	2,500	-	-	719	71%
5803	Accounting Fees	-	-	-	3,499	11,000	11,000	11,000	-	-	7,501	32%
5804	Parent Trainings	-	-	-	-	1,000	1,000	1,000	-	-	1,000	0%
5805	Administrative Fees	2,240	-	110	17,041	18,756	18,756	18,756	-	-	1,716	91%
5806	Assemblies	-	-	-	2,500	3,000	3,000	3,000	-	-	500	83%
5809	Banking Fees	19	20	21	252	420	420	420	-	-	168	60%
5812	Business Services	7,917	7,917	-	59,818	95,000	95,000	95,000	-	-	35,182	63%
5813	Board Development	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
5818	SPED Legal Fees	4,500	1,080	696	9,456	1,000	12,000	12,000	-	(11,000)	2,544	79%
5820	Title I SES	-	-	-	-	15,190	15,190	15,190	-	-	15,190	0%
5824	District Oversight Fees	-	-	-	-	56,085	57,336	57,336	-	(1,251)	57,336	0%
5830	Field Trips Expenses	11,734	4,887	4,682	49,531	54,810	54,450	54,450	-	360	4,919	91%
5833	Fines and Penalties	-	-	-	218	552	552	552	-	-	334	39%
5836	Fingerprinting	222	-	-	670	500	800	800	-	(300)	130	84%
5839	Fundraising Expenses	768	3,328	9,249	48,482	36,000	43,000	49,000	(6,000)	(13,000)	518	99%
5843	Interest - Loans Less than 1 Year	-	-	-	-	108,206	108,206	108,206	-	-	108,206	0%
5845	Legal Fees	1,287	1,111	-	6,707	7,800	10,000	10,000	-	(2,200)	3,294	67%
5851	Marketing and Student Recruiting	-	-	-	116	1,200	1,200	1,200	-	-	1,084	10%
5857	Payroll Fees	1,315	1,305	-	11,841	15,000	15,000	15,000	-	-	3,159	79%
5860	Printing and Reproduction	966	2,946	2,535	28,177	24,000	33,000	33,000	-	(9,000)	4,823	85%
5861	Prior Yr Exp (not accrued)	-	-	-	216	-	-	-	-	-	(216)	
5863	Professional Development	1,075	500	1,975	15,462	11,750	16,000	16,000	-	(4,250)	538	97%
5864	Professional Development - Other	-	-	-	13,400	13,500	13,500	13,500	-	-	100	99%
5866	Common Core Professional Development	-	-	-	200	3,500	3,500	3,500	-	-	3,300	6%
5869	Special Education Contract Instructors	12,659	25,360	13,661	146,376	216,700	160,700	160,700	-	56,000	14,324	91%
5874	Sports	354	1,174	-	9,203	15,225	15,225	15,225	-	-	6,022	60%
5875	Staff Recruiting	-	-	-	750	1,000	1,000	1,000	-	-	250	75%
5878	Student Assessment	-	897	462	9,415	12,180	12,100	12,100	-	80	2,685	78%
5880	Student Health Services	-	-	-	-	3,045	3,025	3,025	-	20	3,025	0%
5881	Student Information System	-	886	-	15,785	15,225	15,730	15,730	-	(505)	(55)	100%
5884	Substitutes	-	5,223	1,125	39,732	-	50,000	50,000	-	(50,000)	10,268	79%
5887	Technology Services	3,624	1,758	3,240	46,181	30,000	52,600	52,600	-	(22,600)	6,419	88%
5893	Transportation - Student	3,575	2,600	8,613	41,901	50,000	50,000	50,000	-	-	8,099	84%
5899	Miscellaneous Operating Expenses	-	-	-	2,198	-	-	-	-	-	(2,198)	
5910	Communications - Internet / Website Fees	10	40	327	2,661	4,800	4,800	4,800	-	-	2,139	55%
5915	Postage and Delivery	-	-	-	817	1,800	1,800	1,800	-	-	983	45%
5920	Communications - Telephone & Fax	-	2,420	4,764	27,290	24,000	24,000	27,600	(3,600)	(3,600)	310	99%
	SUBTOTAL - Services & Other Operating Exp.	**54,993**	**82,023**	**69,672**	**849,910**	**1,333,106**	**1,389,752**	**1,405,712**	**(15,960)**	**(72,606)**	**555,802**	**60%**

Language Academy
Income Statement
As of Apr FY2019

		Actual			YTD	Budget						
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Capital Outlay & Depreciation												
6100	Sites & Improvement of Sites	-	-	16,209	33,705	-	-	-	-	-	(33,705)	
6200	Buildings & Improvement of Buildings	-	4,800	-	17,788	-	-	-	-	-	(17,788)	
6900	Depreciation	-	-	-	-	555,000	555,000	555,000	-	-	555,000	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**4,800**	**16,209**	**51,493**	**555,000**	**555,000**	**555,000**	**-**	**-**	**503,507**	**9%**
Other Outflows												
7438	Long term debt - Interest	-	-	-	53,814	-	-	-	-	-	(53,814)	
7998	Temporary JE Clearing	-	-	-	3,994	-	-	-	-	-	(3,994)	
7999	Uncategorized Expense	-	2,805	-	14,419	-	-	-	-	-	(14,419)	
	SUBTOTAL - Other Outflows	**-**	**2,805**	**-**	**72,227**	**-**	**-**	**-**	**-**	**-**	**(72,227)**	
TOTAL EXPENSES		**427,409**	**512,934**	**136,668**	**4,285,871**	**6,383,552**	**6,470,480**	**6,487,881**	**(17,401)**	**(104,330)**	**2,202,011**	**66%**

Agenda Item# IVC

Board Meeting Date: May 7, 2019

Subject: **Finance Committee**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☒ Conference/Action
☐ Action

Finance Committee Members: M. Pérez, A. Hubbell, G. Castañeda, X. Macías, E. de León, J. Morales. Board members present A. Campa,

Summary: The Finance Committee met on Friday, April 19, 2019. The following is a summary of the discussion that took place at the meetings:

1) Reviewed Financial Summary highlights of activity through March 2019
   a) Apportionment report Certified at 96.4%. This is 1.4 percentage points higher than budgeted. Estimated gain of 75K
2) Reviewed Preliminary 2019-2020 Budget
   a) Several items from the Teacher Stakeholder feedback that was shared at the March meeting was incorporated in the 4000 series increasing the operating income by 18K.
      (1) Several items are still pending and are scheduled to be discussed and approved in the Curriculum Design Team (CDT)

Recommendation:
None at this time. Committee will continue to fine tune the budget with a preliminary read at the May Board Meeting. Final Budget must be approved no later than June 30, 2019.

Estimated Time of Presentation: 15 min
Submitted By: School Leadership
Date: 05.23.2019

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

Agenda Artículo# IVC

Fecha de la Reunión: 7 de mayo de 2019

Tema: Comité de finanzas

☐Artículo de información
☐Aprobación en la Agenda de Consentimiento
☐Conferencia (solo para discutir)
☐Conferencia/Primera lectura (Acción Anticipado:_____)
☒Conferencia/Acción
☐Acción

Miembros del Comité de Finanzas: M. Pérez, A. Hubbell, G. Castañeda, X. Macías, E. de León, J. Morales. Miembros de la Mesa presente A. Campa,

Resumen: El Comité de Finanzas se reunió el viernes, 19 de abril de 2019. A continuación se presenta un resumen de la discusión que tuvo lugar en las reuniones:

1) Resumen financiero resumido de la actividad hasta marzo de 2019
    a) Informe de asignación Certificado al 96.4%. Esto es 1.4 puntos porcentuales más alto que lo presupuestado. Ganancia estimada de 75K
2) Presupuesto preliminar revisado 2019-2020
    a) Comentarios de las partes interesadas - Compartida en la reunión de marzo se incorporó a la serie 4000. Incrementando los ingresos operativos por 18K.
        (1) Varios elementos pendientes para ser discutidos y decididos en el Equipo de Diseño Curricular (CDT)

Recomendación:
Ninguno en este momento. El comité continuará ajustando el presupuesto con una lectura preliminar en la reunión de la Mesa de mayo. El presupuesto final debe ser aprobado a más tardar el 30 de junio de 2019.

Documentos adjuntos:
1. Desglose de la serie 4000

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 05.23.2019

Páginas pertinentes en:
( ) La constitución, páginas_____
( ) MOU, páginas____

Language Academy
Multi-year Projection
As of Apr FY2019

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
SUMMARY					
Revenue					
LCFF Entitlement	5,733,574	5,914,181	6,091,371	6,261,511	
Federal Revenue	292,645	287,250	287,625	287,625	
Other State Revenues	943,401	608,773	608,763	608,763	
Local Revenues	382,300	48,300	48,300	48,300	
Fundraising and Grants	79,000	55,000	55,000	55,000	
Total Revenue	**7,430,919**	**6,913,504**	**7,091,059**	**7,261,199**	
Expenses					
Compensation and Benefits	4,202,034	4,518,063	4,684,644	4,832,781	
Books and Supplies	325,135	368,332	301,867	307,905	
Services and Other Operating Expenditures	1,405,712	1,335,605	1,360,603	1,386,398	
Depreciation	555,000	555,000	555,000	555,000	
Other Outflows	-	-	-	-	
Total Expenses	**6,487,881**	**6,777,000**	**6,902,114**	**7,082,083**	
Operating Income	**943,038**	**136,503**	**188,945**	**179,116**	
Fund Balance					
Beginning Balance (Unaudited)	8,340,720	9,283,758	9,420,261	9,609,206	
Audit Adjustment					
Beginning Balance (Audited)	8,340,720	9,283,758	9,420,261	9,609,206	
Operating Income	943,038	136,503	188,945	179,116	
Ending Fund Balance	**9,283,758**	**9,420,261**	**9,609,206**	**9,788,322**	
Total Revenue Per ADA	12,768	11,891	12,197	12,489	
Total Expenses Per ADA	11,147	11,656	11,872	12,181	
Operating Income Per ADA	1,620	235	325	308	
Fund Balance as a % of Expenses	143%	139%	139%	138%	

Language Academy
Multi-year Projection
As of Apr FY2019

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
Key Assumptions					
Enrollment Breakdown					
K	80	84	84	84	
1	66	66	66	66	
2	66	66	66	66	
3	67	66	66	66	
4	66	66	66	66	
5	66	66	66	66	
6	66	66	66	66	
7	68	66	66	66	
8	60	66	66	66	
Total Enrolled	**605**	**612**	**612**	**612**	
ADA %					
K-3	96.2%	95.0%	95.0%	95.0%	
4-6	96.2%	95.0%	95.0%	95.0%	
7-8	96.2%	95.0%	95.0%	95.0%	
Average ADA %	**96.2%**	**95.0%**	**95.0%**	**95.0%**	
ADA					
K-3	268.4	267.9	267.9	267.9	
4-6	190.5	188.1	188.1	188.1	
7-8	123.1	125.4	125.4	125.4	
Total ADA	**582.0**	**581.4**	**581.4**	**581.4**	
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	609	612	612	612	
# Unduplicated (CALPADS)	490	492	492	492	
# Free & Reduced Lunch (CALPADS)	452	454	454	454	
# ELL (CALPADS)	249	250	250	250	
New Students	24	3	-	-	
School Information					
Teachers	40	42	42	42	
Certificated Pay Increases		3%	3%	3%	
Classified Pay Increases		3%	3%	3%	
# of school days	179	179	179	179	
Default Expense Inflation Rate		2%	2%	2%	

Language Academy
Multi-year Projection
As of Apr FY2019

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State Aid	3,728,632	3,911,341	4,088,531	4,258,671	
8012	Education Protection Account Entitlement	859,418	858,517	858,517	858,517	
8096	Charter Schools in Lieu of Property Taxes	1,145,524	1,144,323	1,144,323	1,144,323	
	SUBTOTAL - LCFF Entitlement	**5,733,574**	**5,914,181**	**6,091,371**	**6,261,511**	
Federal Revenue						
8181	Special Education - Entitlement	81,520	76,125	76,500	76,500	
8291	Title I	177,789	177,789	177,789	177,789	
8292	Title II	23,336	23,336	23,336	23,336	
8294	Title IV	10,000	10,000	10,000	10,000	
	SUBTOTAL - Federal Revenue	**292,645**	**287,250**	**287,625**	**287,625**	
Other State Revenue						
8311	Other State Apportionments - Current Year	4,047	-	-	-	
8319	Other State Apportionments - Prior Years	11,220	-	-	-	
8381	Special Education - Entitlement (State)	307,301	316,863	316,863	316,863	
8550	Mandated Cost Reimbursements	105,278	9,504	9,494	9,494	
8560	State Lottery Revenue	112,910	118,606	118,606	118,606	
8590	All Other State Revenue	19,760	-	-	-	
8593	Other State Revenue 3	219,084	-	-	-	
8596	Other State Revenue 6	163,800	163,800	163,800	163,800	
	SUBTOTAL - Other State Revenue	**943,401**	**608,773**	**608,763**	**608,763**	
Local Revenue						
8636	Uniforms	12,000	12,000	12,000	12,000	
8638	Merchandise Sales	1,300	1,300	1,300	1,300	
8660	Interest	9,000	9,000	9,000	9,000	
8670	Fees and Contracts	6,000	6,000	6,000	6,000	
8693	Field Trips	15,000	15,000	15,000	15,000	
8699	All Other Local Revenue	5,000	5,000	5,000	5,000	
8781	All Other transfers from Districts or Charter Schools	334,000	-	-	-	
	SUBTOTAL - Local Revenue	**382,300**	**48,300**	**48,300**	**48,300**	
Fundraising and Grants						
8801	Donations - Parents	15,000	15,000	15,000	15,000	
8802	Donations - Private	15,000	15,000	15,000	15,000	
8803	Fundraising	49,000	25,000	25,000	25,000	
	SUBTOTAL - Fundraising and Grants	**79,000**	**55,000**	**55,000**	**55,000**	
TOTAL REVENUE		**7,430,919**	**6,913,504**	**7,091,059**	**7,261,199**	

Language Academy
Multi-year Projection
As of Apr FY2019

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries	1,679,077	1,895,753	1,943,147	1,991,725	
1101	Teacher - Stipends	32,300	29,520	30,258	31,014	
1103	Teacher - Substitute Pay	46,963	72,000	73,800	75,645	
1300	Certificated Supervisor & Administrator Salaries	107,675	110,905	113,678	116,520	
1311	Cert Admin - Custom 1	301,656	353,840	362,685	371,753	
1920	Other Cert - Summer	18,200	17,220	17,651	18,092	
1940	Academic Accountability & Intervention	193,163	156,582	160,497	164,509	
	SUBTOTAL - Certificated Salaries	**2,379,033**	**2,635,820**	**2,701,715**	**2,769,258**	
Classified Salaries						
2100	Classified Instructional Aide Salaries	30,665	31,585	32,532	33,508	
2103	SPED Classified	89,944	107,798	111,032	114,363	
2200	Classified Support Salaries	94,213	74,371	76,602	78,900	
2202	SES Tutoring	7,875	9,386	9,668	9,958	
2300	Classified Supervisor & Administrator Salaries	136,342	140,443	144,656	148,996	
2400	Classified Clerical & Office Salaries	106,380	109,584	112,871	116,258	
2905	Other Classified - After School	187,379	174,140	179,364	184,745	
2908	Climate	1,260	-	-	-	
2925	Other Classified - Childcare	2,313	2,080	2,142	2,207	
2930	Other Classified - Maintenance/grounds	104,402	104,513	107,648	110,878	
	SUBTOTAL - Classified Salaries	**760,773**	**753,900**	**776,517**	**799,812**	
Employee Benefits						
3100	STRS	377,285	429,441	477,079	502,516	
3300	OASDI-Medicare-Alternative	94,416	98,492	100,988	103,554	
3400	Health & Welfare Benefits	520,800	527,310	553,676	581,359	
3500	Unemployment Insurance	18,054	17,895	17,966	18,040	
3600	Workers Comp Insurance	37,678	40,677	41,739	42,829	
3900	Other Employee Benefits	13,995	14,528	14,964	15,413	
	SUBTOTAL - Employee Benefits	**1,062,229**	**1,128,343**	**1,206,412**	**1,263,711**	
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	32,670	111,384	39,780	40,576	
4101	SPED Textbooks	7,000	7,140	7,283	7,428	
4200	Books & Other Reference Materials	68,365	74,958	76,457	77,986	
4201	Library Resources	12,100	12,485	12,734	12,989	
4315	Custodial Supplies	18,000	18,360	18,727	19,102	
4325	Instructional Materials & Supplies	26,620	29,040	29,621	30,213	
4330	Office Supplies	18,000	18,360	18,727	19,102	
4335	PE Supplies	6,090	6,090	6,212	6,336	
4340	Professional Development Supplies	4,700	4,794	4,890	4,988	

Language Academy
Multi-year Projection
As of Apr FY2019

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
4352	Garden	2,000	2,000	2,040	2,081	
4354	ASES Materials	6,800	2,000	2,040	2,081	
4355	Summer Preschool	1,200	1,200	1,224	1,248	
4356	SPED Consumables	9,590	9,782	9,977	10,177	
4410	Classroom Furniture, Equipment & Supplies	10,000	10,200	10,404	10,612	
4420	Computers (individual items less than $5k)	75,000	33,000	33,660	34,333	
4423	Classroom Noncapitalized items 1	5,000	5,100	5,202	5,306	
4430	Non Classroom Related Furniture, Equipment & Supplies	22,000	22,440	22,889	23,347	
	SUBTOTAL - Books and Supplies	**325,135**	**368,332**	**301,867**	**307,905**	
	Services & Other Operating Expenses					
5210	Conference Fees	35,250	20,000	20,400	20,808	
5215	Travel - Mileage, Parking, Tolls	9,400	9,588	9,780	9,975	
5220	Travel and Lodging	23,500	28,970	29,549	30,140	
5305	Dues & Membership - Professional	10,000	10,200	10,404	10,612	
5450	Insurance - Other	50,000	51,000	52,020	53,060	
5515	Janitorial, Gardening Services & Supplies	161,847	165,084	168,386	171,753	
5535	Utilities - All Utilities	54,000	55,080	56,182	57,305	
5605	Equipment Leases	33,960	34,639	35,332	36,039	
5610	Rent	97,265	99,210	101,195	103,218	
5615	Repairs and Maintenance - Building	10,000	10,200	10,000	10,200	
5616	Repairs and Maintenance - Computers	2,500	2,550	2,601	2,653	
5617	Repairs and Maintenance - Other Equipment	2,500	2,550	2,601	2,653	
5803	Accounting Fees	11,000	11,220	11,444	11,673	
5804	Parent Trainings	1,000	1,020	1,040	1,061	
5805	Administrative Fees	18,756	19,132	19,514	19,904	
5806	Assemblies	3,000	3,060	3,121	3,184	
5809	Banking Fees	420	428	437	446	
5812	Business Services	95,000	95,000	95,000	95,000	
5813	Board Development	2,000	4,000	4,080	4,162	
5818	SPED Legal Fees	12,000	1,000	1,020	1,040	
5820	Title I SES	15,190	15,494	15,804	16,120	
5824	District Oversight Fees	57,336	59,142	60,914	62,615	
5830	Field Trips Expenses	54,450	56,182	57,305	58,451	
5833	Fines and Penalties	552	563	574	586	
5836	Fingerprinting	800	816	832	849	
5839	Fundraising Expenses	49,000	36,700	37,434	38,183	
5843	Interest - Loans Less than 1 Year	108,206	110,370	112,578	114,829	
5845	Legal Fees	10,000	10,200	10,404	10,612	
5851	Marketing and Student Recruiting	1,200	1,224	1,248	1,273	
5857	Payroll Fees	15,000	15,300	15,606	15,918	
5860	Printing and Reproduction	33,000	28,000	28,560	29,131	
5863	Professional Development	16,000	34,500	35,190	35,894	
5864	Professional Development - Other	13,500	-	-	-	
5866	Common Core Professional Development	3,500	-	-	-	
5869	Special Education Contract Instructors	160,700	163,914	167,192	170,536	
5874	Sports	15,225	15,530	15,840	16,157	

Language Academy
Multi-year Projection
As of Apr FY2019

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
5875	Staff Recruiting	1,000	1,020	1,040	1,061	
5878	Student Assessment	12,100	12,485	12,734	12,989	
5880	Student Health Services	3,025	3,121	3,184	3,247	
5881	Student Information System	15,730	16,230	16,555	16,886	
5884	Substitutes	50,000	25,000	25,500	26,010	
5887	Technology Services	52,600	20,000	20,400	20,808	
5893	Transportation - Student	50,000	51,000	52,020	53,060	
5910	Communications - Internet / Website Fees	4,800	4,896	4,994	5,094	
5915	Postage and Delivery	1,800	1,836	1,873	1,910	
5920	Communications - Telephone & Fax	27,600	28,152	28,715	29,289	
	SUBTOTAL - Services & Other Operating Exp.	**1,405,712**	**1,335,605**	**1,360,603**	**1,386,398**	
Depreciation Expense						
6900	Depreciation	555,000	555,000	555,000	555,000	
	SUBTOTAL - Depreciation Expense	**555,000**	**555,000**	**555,000**	**555,000**	
Other Outflows						
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	
TOTAL EXPENSES		**6,487,881**	**6,777,000**	**6,902,114**	**7,082,083**	

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	2018-19 Actuals & Forecast									
	Jul Actuals	**Aug** Actuals	**Sep** Actuals	**Oct** Actuals	**Nov** Actuals	**Dec** Actuals	**Jan** Actuals	**Feb** Actuals	**Mar** Actuals	**Apr** Actuals
Beginning Cash	**5,073,794**	**5,442,183**	**5,070,038**	**5,089,392**	**5,564,108**	**5,952,058**	**5,883,153**	**5,389,462**	**6,227,926**	**6,397,969**
REVENUE										
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	-	1,050,137	577,948	564,699
Federal Revenue	-	-	-	-	49,587	2,500	-	90,182	-	52,205
Other State Revenue	14,011	-	14,011	269,522	137,460	44,326	25,219	85,205	97,956	42,842
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	1,537	5,856	1,132	74,839
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	-	4,983	5,707	4,878
TOTAL REVENUE	**15,521**	**2,921**	**412,680**	**785,047**	**828,309**	**564,344**	**26,756**	**1,236,363**	**682,743**	**739,463**
EXPENSES										
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	226,244	230,441	227,254	-
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	56,260	67,963	71,561	-
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	94,675	67,000	113,972	46,168
Books & Supplies	61,952	54,395	26,776	27,980	18,158	13,610	23,623	7,011	10,519	4,619
Services & Other Operating Expenses	56,669	77,228	69,940	102,421	76,118	129,831	131,016	54,993	82,023	69,672
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	17,497	-	4,800	16,209
Other Outflows	7,897	-	112	(112)	-	55,376	2,155	-	2,805	-
TOTAL EXPENSES	**225,238**	**320,539**	**493,052**	**528,967**	**490,153**	**595,448**	**551,469**	**427,409**	**512,934**	**136,668**
Operating Cash Inflow (Outflow)	**(209,716)**	**(317,619)**	**(80,372)**	**256,080**	**338,157**	**(31,104)**	**(524,714)**	**808,954**	**169,809**	**602,795**
Revenues - Prior Year Accruals	863,954	-	78,382	197,542	29,095	16,380	-	-	(42,858)	-
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	-	-	34,287	-
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	2,460	9,128	6,162	(14,336)	20,282
Summerholdback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	21,895	23,348	23,141	-
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-
Other Liabilites	-	-	-	-	-	-	-	-	-	-
Ending Cash	**5,442,183**	**5,070,038**	**5,089,392**	**5,564,108**	**5,952,058**	**5,883,153**	**5,389,462**	**6,227,926**	**6,397,969**	**7,021,046**

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	May Forecast	Jun Forecast	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast
Beginning Cash	**7,021,046**	**5,967,866**			**5,620,360**	**6,015,045**	**6,248,709**	**6,099,747**	**6,333,771**	**6,300,147**
REVENUE										
LCFF Entitlement	444,310	444,310	5,733,574	644,889	-	264,504	333,235	658,886	444,032	444,032
Federal Revenue	4,630	-	292,645	93,541	-	-	-	-	52,781	-
Other State Revenue	55,300	12,448	943,401	145,101	-	15,365	15,365	134,127	27,657	37,161
Other Local Revenue	216,141	60,497	382,300	-	-	-	4,830	4,830	4,830	4,830
Fundraising & Grants	7,706	7,900	79,000	-	-	-	5,500	5,500	5,500	5,500
TOTAL REVENUE	**728,087**	**525,155**	**7,430,919**	**883,531**	**-**	**279,869**	**358,930**	**803,343**	**534,800**	**491,523**
EXPENSES										
Certificated Salaries	360,424	360,424	2,379,033	0	73,832	73,832	248,815	248,815	248,815	248,815
Classified Salaries	106,831	106,831	760,773	10,372	62,825	62,825	62,825	62,825	62,825	62,825
Employee Benefits	102,016	91,267	1,062,229	275	67,345	67,345	104,018	98,649	97,755	97,755
Books & Supplies	38,245	38,245	325,135	-	30,694	30,694	30,694	30,694	30,694	30,694
Services & Other Operating Expenses	275,894	275,894	1,405,712	4,014	20,213	23,762	130,701	128,335	128,335	128,335
Capital Outlay & Depreciation	508,750	46,250	555,000	(51,493)	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	(68,233)	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**1,323,926**	**918,910**	**6,487,881**	**(36,832)**	**301,160**	**304,709**	**623,304**	**615,569**	**614,675**	**614,675**
Operating Cash Inflow (Outflow)	**(595,840)**	**(393,755)**	**943,038**	**920,363**	**(301,160)**	**(24,840)**	**(264,373)**	**187,774**	**(79,874)**	**(123,151)**
Revenues - Prior Year Accruals	77,994	-			625,855	188,515	69,161	-	-	-
Other Assets	-	-			-	-	-	-	-	-
Fixed Assets	508,750	46,250			46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	(70,933)	-			23,740	23,740	-	-	-	-
Accounts Payable - Current Year	(6,386)	-			-	-	-	-	-	-
Summerholdback for Teachers	-	-			-	-	-	-	-	-
Loans Payable (Long Term)	-	-			-	-	-	-	-	-
Other Liabilites	(966,766)	-			-	-	-	-	-	-
Ending Cash	**5,967,866**	**5,620,360**			**6,015,045**	**6,248,709**	**6,099,747**	**6,333,771**	**6,300,147**	**6,223,245**

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	2019-20 Actuals & Forecast									
	Jan Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast	**Aug** Forecast
Beginning Cash	**6,223,245**	**6,344,536**	**6,338,245**	**6,316,819**	**6,513,632**	**6,498,263**			**6,401,885**	**6,700,248**
REVENUE										
LCFF Entitlement	658,886	444,032	511,542	645,735	431,556	431,556	5,914,181	646,185	-	273,086
Federal Revenue	-	52,781	-	38,063	52,781	-	287,250	90,844	-	-
Other State Revenue	27,657	55,885	29,569	70,519	57,797	29,569	608,773	108,100	-	15,843
Other Local Revenue	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-	-	-
Fundraising & Grants	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-	-	-
TOTAL REVENUE	**696,873**	**563,028**	**551,442**	**764,647**	**552,464**	**471,455**	**6,913,504**	**845,129**	**-**	**288,929**
EXPENSES										
Certificated Salaries	248,815	248,815	248,815	248,815	248,815	248,815	2,635,820	0	75,678	75,678
Classified Salaries	62,825	62,825	62,825	62,825	62,825	62,825	753,900	-	64,710	64,710
Employee Benefits	104,913	98,649	98,649	97,755	97,755	97,755	1,128,343	-	71,156	71,156
Books & Supplies	30,694	30,694	30,694	30,694	30,694	30,694	368,332	-	25,156	25,156
Services & Other Operating Expenses	128,335	128,335	131,884	127,744	127,744	127,744	1,335,605	4,140	20,459	24,114
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**621,833**	**615,569**	**619,118**	**614,083**	**614,083**	**614,083**	**6,777,000**	**4,140**	**303,409**	**307,063**
Operating Cash Inflow (Outflow)	**75,041**	**(52,542)**	**(67,676)**	**150,564**	**(61,619)**	**(142,628)**	**136,503**	**840,989**	**(303,409)**	**(18,134)**
Revenues - Prior Year Accruals	-	-	-	-	-	-			557,591	218,377
Other Assets	-	-	-	-	-	-			-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250			46,250	46,250
Expenses - Prior Year Accruals	-	-	-	-	-	-			(2,070)	-2.07E+03
Accounts Payable - Current Year	-	-	-	-	-	-			-	-
Summerholdback for Teachers	-	-	-	-	-	-			-	-
Loans Payable (Long Term)	-	-	-	-	-	-			-	-
Other Liabilites	-	-	-	-	-	-			-	-
Ending Cash	**6,344,536**	**6,338,245**	**6,316,819**	**6,513,632**	**6,498,263**	**6,401,885**			**6,700,248**	**6,944,670**

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	2020-21 Actuals & Forecast									
	Sep Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast
Beginning Cash	**6,944,670**	**6,792,580**	**7,030,698**	**7,001,396**	**6,928,807**	**7,054,167**	**7,053,618**	**7,035,641**	**7,236,553**	**7,226,069**
REVENUE										
LCFF Entitlement	341,745	674,143	459,514	459,514	674,143	459,514	528,173	662,700	448,070	448,070
Federal Revenue	-	-	52,781	-	-	52,781	-	38,250	52,781	-
Other State Revenue	15,843	134,988	28,518	38,012	28,518	58,169	28,518	69,468	58,169	28,518
Other Local Revenue	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500
TOTAL REVENUE	**367,918**	**819,461**	**551,143**	**507,856**	**712,991**	**580,794**	**567,021**	**780,747**	**569,351**	**486,918**
EXPENSES										
Certificated Salaries	255,036	255,036	255,036	255,036	255,036	255,036	255,036	255,036	255,036	255,036
Classified Salaries	64,710	64,710	64,710	64,710	64,710	64,710	64,710	64,710	64,710	64,710
Employee Benefits	111,081	105,691	104,793	104,793	111,980	105,691	105,691	104,793	104,793	104,793
Books & Supplies	25,156	25,156	25,156	25,156	25,156	25,156	25,156	25,156	25,156	25,156
Services & Other Operating Expenses	133,187	130,750	130,750	130,750	130,750	130,750	134,405	130,141	130,141	130,141
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**635,419**	**627,593**	**626,694**	**626,694**	**633,881**	**627,593**	**631,248**	**626,085**	**626,085**	**626,085**
Operating Cash Inflow (Outflow)	**(267,501)**	**191,868**	**(75,552)**	**(118,839)**	**79,110**	**(46,799)**	**(64,227)**	**154,662**	**(56,735)**	**(139,167)**
Revenues - Prior Year Accruals	69,161	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-
Other Liabilites	-	-	-	-	-	-	-	-	-	-
Ending Cash	**6,792,580**	**7,030,698**	**7,001,396**	**6,928,807**	**7,054,167**	**7,053,618**	**7,035,641**	**7,236,553**	**7,226,069**	**7,133,151**

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	Forecast	Remaining Balance	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	2021-22 Actuals & Forecast Jan Forecast	Feb Forecast
Beginning Cash			**7,133,151**	**7,437,669**	**7,681,233**	**7,521,179**	**7,758,228**	**7,727,862**	**7,654,208**	**7,778,473**
REVENUE										
LCFF Entitlement	6,091,371	662,700	-	281,593	350,252	689,456	474,826	474,826	689,456	474,826
Federal Revenue	287,625	91,031	-	-	-	-	52,781	-	-	52,781
Other State Revenue	608,763	104,200	-	15,843	15,843	134,988	28,518	38,012	28,518	58,169
Other Local Revenue	48,300	-	-	-	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	55,000	-	-	-	5,500	5,500	5,500	5,500	5,500	5,500
TOTAL REVENUE	**7,091,059**	**857,931**	**-**	**297,436**	**376,425**	**834,773**	**566,455**	**523,168**	**728,303**	**596,107**
EXPENSES										
Certificated Salaries	2,701,715	(0)	77,570	77,570	261,412	261,412	261,412	261,412	261,412	261,412
Classified Salaries	776,517	-	66,651	66,651	66,651	66,651	66,651	66,651	66,651	66,651
Employee Benefits	1,206,412	-	74,462	74,462	116,169	110,757	109,855	109,855	117,071	110,757
Books & Supplies	301,867	-	25,659	25,659	25,659	25,659	25,659	25,659	25,659	25,659
Services & Other Operating Expenses	1,360,603	4,264	20,710	24,467	135,750	133,245	133,245	133,245	133,245	133,245
Capital Outlay & Depreciation	555,000	-	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**6,902,114**	**4,264**	**311,302**	**315,059**	**651,891**	**643,974**	**643,072**	**643,072**	**650,288**	**643,974**
Operating Cash Inflow (Outflow)	**188,945**	**853,667**	**(311,302)**	**(17,623)**	**(275,465)**	**190,799**	**(76,617)**	**(119,904)**	**78,015**	**(47,868)**
Revenues - Prior Year Accruals			571,701	217,069	69,161	-	-	-	-	-
Other Assets			-	-	-	-	-	-	-	-
Fixed Assets			46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals			(2,132)	-2.13E+03	-	-	-	-	-	-
Accounts Payable - Current Year			-	-	-	-	-	-	-	-
Summerholdback for Teachers			-	-	-	-	-	-	-	-
Loans Payable (Long Term)			-	-	-	-	-	-	-	-
Other Liabilites			-	-	-	-	-	-	-	-
Ending Cash			**7,437,669**	**7,681,233**	**7,521,179**	**7,758,228**	**7,727,862**	**7,654,208**	**7,778,473**	**7,776,855**

Language Academy
Monthly Cash Forecast
As of Apr FY2019

	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	**7,776,855**	**7,757,708**	**7,957,571**	**7,946,039**		
REVENUE						
LCFF Entitlement	543,486	678,012	463,383	463,383	6,261,511	678,012
Federal Revenue	-	38,250	52,781	-	287,625	91,031
Other State Revenue	28,518	69,468	58,169	28,518	608,763	104,200
Other Local Revenue	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	5,500	5,500	5,500	5,500	55,000	-
TOTAL REVENUE	**582,333**	**796,060**	**584,663**	**502,231**	**7,261,199**	**873,244**
EXPENSES						
Certificated Salaries	261,412	261,412	261,412	261,412	2,769,258	-
Classified Salaries	66,651	66,651	66,651	66,651	799,812	-
Employee Benefits	110,757	109,855	109,855	109,855	1,263,711	-
Books & Supplies	25,659	25,659	25,659	25,659	307,905	-
Services & Other Operating Expenses	137,002	132,619	132,619	132,619	1,386,398	4,383
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	-	-	-	-	-	-
TOTAL EXPENSES	**647,731**	**642,446**	**642,446**	**642,446**	**7,082,083**	**4,383**
Operating Cash Inflow (Outflow)	**(65,398)**	**153,614**	**(57,783)**	**(140,215)**	**179,116**	**868,861**
Revenues - Prior Year Accruals	-	-	-	-		
Other Assets	-	-	-	-		
Fixed Assets	46,250	46,250	46,250	46,250		
Expenses - Prior Year Accruals	-	-	-	-		
Accounts Payable - Current Year	-	-	-	-		
Summerholdback for Teachers	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-		
Other Liabilites	-	-	-	-		
Ending Cash	**7,757,708**	**7,957,571**	**7,946,039**	**7,852,074**		

Agenda Item# IVD

Board Meeting Date: May 28, 2019

Subject: **April 2019 Check Register**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☒ Conference/Action
☐ Action

Committee: School Leadership

Recommendation:

School Leadership requests that the Governing Board review and approve the April 2019 check register.

Documents Attached:

1. April 2019 Check Register

April 2019				
Members	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 5.24.2019

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

Agenda Artículo# IVD

Fecha de la Reunión: 28 de mayo de 2019

Tema: Registros de la cuenta bancaria: abril 2019

☐Artículo de información
☐Aprobación en la Agenda de Consentimiento
☐Conferencia (solo para discutir)
☐Conferencia/Primera lectura (Acción Anticipado:_____)
☒Conferencia/Acción
☐Acción

Comité: Liderazgo Escolar

Recomendación: El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe los registros de la cuenta bancaria del mes de abril del 2019.

Documentos adjuntos:
1. Registros de la cuenta bancaria del mes de abril del 2019

abril 2019				
Miembros	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totales:				

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 04.22.2019

Páginas pertinentes en:
( ) La constitución, páginas_____
( ) MOU, páginas___

Language Academy of Sacramento
Check Register
April 2019

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
4/12/2019	7626	Corona, Veronica	Cash Advance PC Snack Fundraiser	160.00
4/16/2019	7627	Maria Anguiano	P.D. Conference/ Conference Reimbursement	165.44
4/16/2019	7628	Capitol Elementary	Special Education Services	3,350.84
4/16/2019	7629	CircleUp Education LLC	Professional Development	1,975.00
4/16/2019	7630	De Lage Landen Financial Services	Equipment Lease	2,611.73
4/16/2019	7631	Rosa De Solis	P.D. Conference/ Conference Reimbursement	121.57
4/16/2019	7632	DirectEd	Substitutes	675.00
4/16/2019	7633	Diverse Network Associates, Inc. (CatapultK12)	Internet Services	99.00
4/16/2019	7634	Domain Listings	Website Domain	228.00
4/16/2019	7635	Elevator Industries	Elevator Maintenance	100.00
4/16/2019	7636	Fagen Friedman & Fulfrost LLP	SPED legal fees	696.02
4/16/2019	7637	Francisca Garcia	ASES Enrichment Instructional Materials	37.00
4/16/2019	7638	Adriana Gutierrez	Fundraising Expenses	805.65
4/16/2019	7639	Hayes, Alex	7th Field trips/ Student Council/ P.D. Conference/ Conference Reimbursement	200.68
4/16/2019	7640	JCL Electronics, LLC	Tech Support & Testing Prep	3,240.00
4/16/2019	7641	K12 Health	Special Education Services	1,264.00
4/16/2019	7642	Kaiser Foundation Health Plan Inc	Health Benefits (May 2019)	20,593.76
4/16/2019	7643	Elizabeth Kennish	Fundraising Expenses	90.83
4/16/2019	7644	Pedro Leon	Instructional Materials	21.50
4/16/2019	7645	Michael's Transportation Service	Field Trips, Student Transportation (March)	4,407.25
4/16/2019	7646	Judy Morales	Office Supplies	71.40
4/16/2019	7647	Network Office Systems	Printing Supplies	1,156.99
4/16/2019	7648	Ana Novoa	Classroom Materials	68.30
4/16/2019	7649	Occupational Therapy for Children	Special Education Services	692.50
4/16/2019	7650	Claudia Ochoa	Parent Association/ ELAC Meeting Supplies	25.00
4/16/2019	7651	Office Depot	Instructional Materials, Classroom Materials, Printing & Reproduction	2,324.53
4/16/2019	7652	Pedro Miranda	Lawn Service	590.00
4/16/2019	7653	Really Good Stuff, Inc.	Assessments	151.31
4/16/2019	7654	Rivera, Alba	ASES Instructional Materials	50.21
4/16/2019	7655	Rodriguez, Andrea	Classroom Materials, AR- Math	286.74
4/16/2019	7656	Sacramento City Unified School District	Custodial Staff, Prop 39 SCUSD ConsultantFee	28,057.81
4/16/2019	7657	Scholastic Book Clubs	Classroom Library Frederiksen	361.56
4/16/2019	7658	Seventh Inning Stitch	Basketball Sweatshirts	804.36
4/16/2019	7659	Cynthia Suarez	Books	88.58
4/16/2019	7660	SupplyWorks	Custodial Supplies	1,785.39
4/16/2019	7661	Sutter Health Plus	Health Benefits (May 2019)	10,903.95
4/16/2019	7662	Wendy Aguilar	PC Fundraising Expenses	49.86
4/16/2019	7663	Windstream	Phone & Internet Services	2,450.48
4/16/2019	7664	World's Finest Chocolate, Inc.	8th Grade Fundraising, 7th Grade Fundraising	4,690.00
4/23/2019	7665	De Lage Landen Financial Services	Copier Monthly Lease	2,751.57
4/23/2019	7666		Enrollment Lottery Notary	110.00
4/23/2019	7667	Lincoln National Life Insurance Company	Monthly Premium (May)	4,340.88
4/23/2019	7668	OPS	7th Grade Field Trip	300.00
4/23/2019	7669	Seventh Inning Stitch	Basketball Sweatshirts	804.36
4/23/2019	7670	Vision Service Plan - CA	Monthly Premium (May)	956.30
4/23/2019	7671	Western Health Advantage	Monthly Premium (May)	9,372.99
4/24/2019	7672	Santana, Jorge	PC Cash Advance	615.00
Total				**114,703.34**

Agenda Item# IVE

Board Meeting Date: May 28, 2019

Subject: **Facility Committee**

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☒ Conference/Action
☐ Action

Committee Members: Lourdes Gomez, Tiffany Gellie, Karina Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomelí, and Judy Morales

Committee Information:
The committee met on Wednesday, May 8th, 2019 and addressed the following items:

1) Rebid Phase 1 of project
2) Phase 1 Rebid Schedule – LAS Leadership and RGA advertised the rebid on May 9th and 16th for any interested general contractors. Final Bid Proposals are due Friday, May 24, 2019.

LAS received **one** bid on May 24th, 2019 by 3pm deadline:

1. Triamid Construction of Central California
    a. Base bid $1,658,333 plus $250,000 in Prop 39 addendum for a grand total $1,908,333.

Financial Impact: Triamid Construction of Central California's base bid is $250,000* above original bid ($1,411,333.00) and $500,000 over total LAS project budget of $1,434,875.

**Base bid does not include the $250,000 in Prop 39 addendum funds.*

Recommendation: It is the recommendation of school leadership to postpone the construction of Phase 1 to summer of 2020. At which time, LAS can bid both phases *1 & 2) in January 2020.

Estimated Time of Presentation: 20 min
Submitted By: School Leadership
Date: 05.24.2019

Motion to postpone Phase 1 construction until Summer of 2020				
Members	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Agenda Artículo# IVE

Fecha de la Reunión: 28 de mayo de 2019

Tema: Comité del Plantel

☐Artículo de información
☐Aprobación en la Agenda de Consentimiento
☐Conferencia (solo para discutir)
☐Conferencia/Primera lectura (Acción Anticipado:_____)
☒Conferencia/Acción
☐Acción

Miembros del Comité: Lourdes Gomez, Tiffany Gellie, Karina Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomelí, and Judy Morales

Información:
El comité se reunión el 8 de mayo del 2019 para hablar sobre los siguientes temas:

3) Ofertes del Proyecto de Moderación, Primera Fase

4) Programación de Ofertas, Parte 2 –el liderazgo de LAS y los arquitectos RGA anunciaron las nuevas fechas para recibir ofertas el 9 y 16 de mayo a los contratistas generales interesados en entregar una nueva oferta. Ofertas finales deberían ser entregadas el 24 de mayo no más tardar de las 3:00 de la tarde.

LAS recibió **una** oferta el 24 de mayo a las 3 de la tarde:

2. Triamid Construction of Central California
    a. Base de la oferta $1,658,333 más $250,000 en Proposición 39 apéndice para un total de $1,908,333.

Impacto Fiscal: Triamid Construction of Central California's oferta base es $250,000* más de su oferta original (abril 25, 2019-$1, 411,333.00) y $500,000 más del presupuesto de LAS de $1, 434,875.

**La oferta base no incluye los $250,000 en fondos de Proposición 39 (apéndice).*

Recomendación: Es las recomendación del liderazgo de LAS de posponer la construcción de la primera fase hasta el verano del 2020. A cual tiempo, LAS puede pedir una oferta para fase 1 y 2.

Moción para posponer la construcción de fase una hasta el verano de 2020				
Members	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Agenda Item# IVF

Board Meeting Date: May 28, 2019

Subject: Executive Director Job Description and Evaluation Timeline

☐ Information Item Only
☐ Approval on Consent Agenda
☒ Conference/First Reading (Action Anticipated: June 21, 2019)
☐ Conference (for discussion only)
☐ Conference/Action
☐ Action

Committee: Nadeen Ruiz, Kathy Petree

The Executive Director (ED) Evaluation Committee submits to the Governing Board a draft of an updated Executive Director Job Description. The committee welcomes input from the Board on recommendations.

The committee will update the Governing Board on its progress with the ED Evaluation report.

Estimated Time of Presentation: 10 min
Submitted By: Petree
Date: 05.21.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Articulo# IVF

Fecha de la Reunión: 28 de mayo del 2019

Tema: Descripción del Trabajo del Director Ejecutivo y Línea Cronológica de Evaluación

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☒ Conferencia/Primera lectura (Acción Anticipado: 21 de junio de 2019)
☐ Conferencia/Acción
☐ Acción

Comité: Nadeen Ruiz, Kathy Petree

El Comité de Evaluación del Director Ejecutivo presenta a la Mesa Directiva un borrador de la Descripción del Trabajo del Director Ejecutivo. El comité agradece las sugerencias de la Mesa Directiva sobre las recomendaciones.

El comité actualizará a la Mesa Directiva sobre el progreso con el reporte de la Evaluación del Director Ejecutivo.

Tiempo estimado para la presentación: 10 min.
Entregado por: Petree
Fecha:05.21.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Adopted: mm.dd.yy

Language Academy of Sacramento
Job Description: Executive Director
Reports to: Board of Directors

POSITION SUMMARY

The Executive Director (ED) has primary authority and accountability for the charter school's overall performance in academics, finance, business operations, and applicable governance. The ED is a strong advocate for the school's mission and core values, and under the direction of the LAS Governing Board with input from a broad range of stakeholders, the Executive Director embodies the visionary leadership and management expertise necessary to advocate for, and execute on the mission, vision and strategic direction of the charter school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Progress and Student Achievement
   - 1.1. Monitor and analyze student performance data and oversee the school's progress in meeting its long-term academic achievement goals.
   - 1.2. Ensure the school sets challenging goals, with interim benchmarks and update the board on progress.
   - 1.3. Oversee student services, including attendance, transfers, suspension and expulsion procedures, special education services, and other related areas.
   - 1.4. Oversee school-wide support initiatives, including intervention programs that support students in the general education environment and address academic achievement, positive behavior and socio-emotional wellness.
   - 1.5. Ensure programs and effective teaching strategies are in place to meet all types of student learners, including students with special needs, English Language Learners (ELL), Spanish Language Learners/native English speakers (EO), gifted/exceptional students, and students from socio-economic disadvantaged background.
   - 1.6. Utilize skill and expertise of other stakeholders/staff to maximize program planning, curriculum implementation, and student academic achievement outcomes in the dual-language environment.

2. Quality Learning, Teaching and Assessment
   - 2.1. Facilitate teacher leadership and creating opportunities for professional development, short and long term instructional planning, shared decision making and program improvement (ie a peer review process within teaching cohorts) in response to the needs of teachers and establish a long-term professional development school-wide plan.
   - 2.2. Supervise improvement of learning and teaching by annually measuring and reviewing goals and objectives, observing instruction, analysis of student data and conferencing with teachers, in collaboration with staff, the Board of Directors (via the Curriculum Design Team Committee: CDT) and representational parent input.
   - 2.3. Oversee the collaboration between general education and special education staff.
   - 2.4. Providing access to materials/technology to students as required to support curriculum and student achievement goals.

3. Quality of Curriculum
   - 3.1. Oversee innovative curriculum design, implement effective professional development, and ensure teacher training for effective curriculum implementation in core academic instruction, academic enrichment programs, and other educational programs and services.
   - 3.2. Ensure that curriculum implementation by the school is aligned to state standards and internally developed accountability standards.
   - 3.3. Provide opportunities for staff to meet to modify the curriculum in response to emerging performance data and the needs of the students.

DRAFT

3.4. Ensuring appropriate curriculum pacing in each classroom according to year-long backwards plans.
3.5. Utilize program improvement strategies to monitor effectiveness of curriculum in student and teacher outcomes.

4. Management, Performance and Accountability
   4.1. Effectively communicate and work with the Governing Board to promote achievement and report on progress of the LAS mission, vision, and strategic plan.
   4.2. Prepare and deliver quarterly written and oral presentations on academic accountability to the Governing Board, teachers, parents, and community groups.
   4.3. Recruit, develop, manage and retain a high-quality school leadership and administrative staff and a highly qualified teaching staff necessary to meet California state requirements for fulfilling the programmatic and academic vision of the charter.
   4.4. Collaborate with staff, all associated agencies and back office providers to ensure that time, people and resources are aligned to identified priority areas.
   4.5. Oversee school office procedures, including supervising, evaluating and holding accountable the performance and professionalism of assigned staff; assigning special duties, monitoring attendance and travel reports, granting leave, while fostering positive, collaborative working relationships.
   4.6. Oversee timely and proper Human Resources information and processing to all faculty and staff.
   4.7. Oversee the school's support programs (i.e. interventions, extended year, summer session) to ensure effective instructional program, use of appropriate disciplinary protocols, and compliance with federal and state mandates.
   4.8. Serve as the key point person for legal issues and coordinating outside legal counsel for issues related to the facility, expulsions, employee/student policies, etc.
   4.9. Oversee the efficacy and efficiency of the human resources, business, legal, and communications operations of the school.

5. Quality Fiscal and Business Service
   5.1. Oversee the fiscal health of the charter, ensure accurate financial management and oversight to guarantee that the charter develops and secures adequate revenue sources through diverse funding streams, stays within the board approved budget, and effectively protects assets for long-term sustainability.
   5.2. Assist with the development of the annual operating budget for financial stability of the charter in support of the charter school's goals and objectives.
   5.3. Use cost-benefit thinking to set priorities; identify cost-effective approaches, and monitor expenditures in support of programs and policies.
   5.4. Ensure enrollment projections and planning strategies for optimal student attendance rate.
   5.5. Work with the Governing Board to demonstrate transparency in financial and accounting policies, develop long-term financial goals, set economic objectives, and develop other fiscal policies and practices, as necessary.
   5.6. Provide financial reports and make recommendations to the Board and other agencies as mandated by law.
   5.7. Ensure sound fiscal operation in preparation for the annual audit with an outside independent auditor.

6. Quality Facilities and Operational Services
   6.1. Ensure the school's progress in meeting long-term facilities goals.
   6.2. Oversee and administer use of facilities, property and funds with maximum efficiency, minimum waste and overriding concern for impact on each student's education.
   6.3. Oversee the application and negotiation with external entities for facilities use and funding.
   6.4. Oversee operations and maintenance of appropriate systems for measuring necessary aspects of operational management, including those related to finance, communications, development, human resources, legal, employee benefits, state and federal compliance, and technology.

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7. School Culture,
   7.1. Communicate a vision of providing an exceptional dual language bilingual education for all students with continuous improvement and high academic expectation.
   7.2. Maintain a visible and accessible presence to the school community; establish office hours availability for constituents at a time that is easily accessible for parents and LAS colleagues.
   7.3. Maintain a culture of professionalism by ensuring the highest ethical and professional behavior standards via oral and written communications when working and socializing with students, parents, and school personnel.
   7.4. Develop and maintain a staff culture that embodies the school's core values and brings the mission/vision to life.
   7.5. Consistently exhibit respect, understanding, and sensitivity toward cultural heritage, community values, and individual aspirations of diverse students, families, and colleagues. Demonstrate strategies for overcoming possible biases.

8. Partnership with Parents and Guardians and the Community
   8.1. Cultivate and maintain effective relationships and appropriate engagement with all stakeholders including students, families, faculty, staff, Board of Directors, the charter LEA, local leadership, community members and other private and public partners.
   8.2. Maintain frequent and regular communications with families as appropriate (ie newsletter, school website, meetings, etc).
   8.3. Represent LAS at district and other applicable administrative meetings.
   8.4. Oversee the development of partnerships with leading educational and community organizations, both locally and nationally, to support, complement, and enhance the charter school's program.
   8.5. Outreach and market for the purposes of maintaining enrollment.

9. Charter Legislation and Policies
   9.1. Manage the policies, procedures, regulations, and legal requirements to ensure educational and regulatory compliance at all governmental levels.
   9.2. Maintain current knowledge of state/federal legislation regulations requirements and remain current concerning trends in the education field.
   9.3. Participate in Board of Directors committees and provide school-wide operational context and research perspective pertinent to academic achievement, financial solvency, operational efficiency, and applicable governance statutes for independent, 501c3 charter schools.
   9.4. Represent and advocate for the charter at the local and state level.
   9.5. Serve as the primary point person for the Charter. Oversee the design and implementation of compliance plans- including, but not limited to, - LAS Charter, LCAP, LEA Plan, Strategic/School Plan and legal requirements such as school calendar and instructional minutes.

ADDITIONAL JOB FUNCTIONS: Performs other related work as required

EDUCATION, CERTIFICATIONS, AND WORK-RELATED EXPERIENCE:
1. Valid California Administrative Credential, required.
2. BCLAD Certificate or equivalent, required.
3. Minimum of five years of experience in teaching and school administration, including knowledge of academic and accountability testing, finance/budget and operations management, coaching and staff development, compliance, and charter governance.
4. BA/BS degree. Masters or Doctoral degree in Education, preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.
5. Demonstrated experience and success leading strategic educational initiatives that result in measurable improved student outcomes.

DRAFT

6. Effective bilingual oral and written communication skills in English and Spanish.

KNOWLEDGE OF:

1. National, state, and charter educational goals and standards.
2. Laws and regulations specific to charter schools. Current state and federal laws, codes, statutes, regulations, guidelines, policies, and procedures applicable to planning, assessment, educational accountability and categorical programs including the Every Student Succeeds Act (ESSA), Local Control Funding Formula (LCFF), and Local Control Accountability Plan, IDEA, and Section 504.
3. Pedagogy, curriculum development and educational programs, instruction, assessment, academic initiatives, specifically pertaining to dual-language education.
4. Principles of educational reform, research and evaluation program monitoring, data analysis, report writing, and presentation.
5. Budget preparation and control procedures.

ABILITY TO:

1. Demonstrate integrity and commitment to the academic and student achievement goals and philosophy of the charter school when working with professional staff, students, and the community toward the fulfilling the LAS mission/vision.
2. Adopting and insisting on continual evaluation, evidence, planning, and action for improvement for school plans and programs focused on successful student outcomes.
3. Set and model a high standard for professionalism and commitment; providing prompt explicit feedback when standards and expectations are not met.
4. Compile, verify, and interpret data and prepare comprehensive narrative and statistical reports to support decisions related to the improvement in instructional and operational programs.
5. Manage budgets, prioritize expenditures, and seek innovative methods for optimizing school resources.
6. Ability to work well with a team and maintain positive respectful relationships with a variety of people and stakeholders.
7. Engage families and the larger community in the life of the school.
8. Exercise effective decision-making and problem solving.
9. Establish and maintain effective presentations to diverse audiences. Promote the educational model and services of the school.
10. Insist on consistent implementation of policies, rules and procedures and modeling adherence to state and charter standards of professional conduct.
11. Possess a vision for the future of the organization, communicating this and adhering to it.

DRAFT

Adoptado: mm.dd.yy

Academia de Idiomas de Sacramento
Descripción del puesto: Director Ejecutivo
Informa a: Mesa Directiva.

RESUMEN DE POSICIÓN

El Director Ejecutivo (ED) tiene la autoridad principal y la responsabilidad del rendimiento general de la escuela autónoma en lo académico, financiero, operaciones comerciales y gobierno aplicable. El ED es un firme defensor de la misión y los valores fundamentales de la escuela, y bajo la dirección de la Mesa Directiva de LAS con aportaciones de una amplia gama de partes interesadas, el Director Ejecutivo incorpora el liderazgo visionario y la experiencia de gestión necesaria para defender y ejecutar la misión, visión y dirección estratégica de la escuela autónoma.

OBLIGACIONES Y RESPONSABILIDADES ESENCIALES

1. Progreso y Logro Estudiantil
   1.1. Monitorear y analizar los datos de rendimiento de los estudiantes y supervisar el progreso de la escuela para alcanzar sus metas de rendimiento académico a largo plazo.
   1.2. Asegurarse de que la escuela establezca metas desafiantes, con puntos de referencia provisionales y actualice la Mesa sobre el progreso.
   1.3. Supervisar los servicios estudiantiles, incluidos los procedimientos de asistencia, transferencias, suspensión y expulsión, servicios de educación especial y otras áreas relacionadas.
   1.4. Supervisar iniciativas de apoyo en toda la escuela, incluidos los programas de intervención que apoyan a los estudiantes en el entorno de educación general y abordan los logros académicos, el comportamiento positivo y el bienestar socioemocional.
   1.5. Asegurarse de que existan programas y estrategias de enseñanza efectivas para satisfacer a todos los tipos de estudiantes, incluidos los estudiantes con necesidades especiales, aprendices del idioma inglés (ELL), aprendices del idioma español/hablantes nativos de inglés (EO), estudiantes dotados/excepcionales y estudiantes en desventaja económica.
   1.6. Utilizar la habilidad y la experiencia de otras partes interesadas/personal para maximizar la planificación del programa, la implementación del currículo y los resultados de logros académicos de los estudiantes en el entorno de lenguaje dual.

2. Aprendizaje de calidad, enseñanza y evaluación.
   2.1. Facilitar el liderazgo de los maestros y crear oportunidades para el desarrollo profesional, la planificación educativa a corto y largo plazo, la toma de decisiones compartidas y el mejoramiento del programa (es decir, un proceso de revisión por pares dentro de los cohortes de enseñanza) en respuesta a las necesidades de los maestros y establecer un plan escolar de desarrollo profesional a largo plazo.
   2.2. Supervisar la mejora del aprendizaje y la enseñanza midiendo y revisando anualmente las metas y los objetivos, observando la instrucción, el análisis de los datos de los estudiantes y las conferencias con los maestros, en colaboración con el personal, la Mesa Directiva (a través del Comité del Equipo de Diseño Curricular: CDT) y la opinión representativa de los padres .
   2.3. Supervisar la colaboración entre la educación general y el personal de educación especial.
   2.4. Proporcionar acceso a materiales/tecnología a los estudiantes según sea necesario para respaldar el plan de estudios y las metas de rendimiento estudiantil

3. Calidad del currículo.
   3.1. Supervisar el diseño innovador del currículo, implementar un desarrollo profesional efectivo y asegurar la capacitación de los maestros para la implementación efectiva del currículo en la instrucción académica básica, los programas de enriquecimiento académico y otros programas y servicios educativos.
   3.2. Asegurarse de que la implementación del plan de estudios por parte de la escuela esté alineada con los estándares estatales y los estándares de responsabilidad desarrollados internamente.

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3.3. Proporcionar oportunidades para que el personal se reúna para modificar el plan de estudios en respuesta a los datos de rendimiento emergentes y las necesidades de los estudiantes.
3.4. Asegurar el ritmo del plan de estudios adecuado en cada salón de acuerdo con los planes hacia atrás de un año.
3.5. Utilizar estrategias de mejora de programas para monitorear la efectividad del currículo en los resultados de los estudiantes y maestros.

4. Administración, rendimiento y rendición de cuentas.
4.1. Comunicarse de manera efectiva y trabajar con la Mesa Directiva para promover los logros e informar sobre el progreso de la misión, la visión y el plan estratégico de LAS.
4.2. Preparar y entregar presentaciones orales y escritas trimestrales sobre responsabilidad académica a la Mesa Directiva, maestros, padres y grupos comunitarios.
4.3. Reclutar, desarrollar, administrar y retener un personal administrativo y de liderazgo escolar de alta calidad y un personal docente altamente calificado, necesario para cumplir con los requisitos del estado de California para cumplir con la visión programática y académica del chárter.
4.4. Colaborar con el personal, todas las agencias asociadas y proveedores de servicios administrativos para garantizar que el tiempo, las personas y los recursos estén alineados con las áreas prioritarias identificadas.
4.5. Supervisar los procedimientos de la oficina de la escuela, incluida la supervisión, evaluación y hacer responsable del desempeño y la profesionalidad del personal asignado; asignar tareas especiales, monitorear la asistencia y los informes de viaje, otorgar licencias y al mismo tiempo fomentar relaciones de trabajo positivo y de colaboración.
4.6. Supervisar la información y el procesamiento oportuno y adecuado de los Recursos Humanos a todos los profesores y el personal.
4.7. Supervisar los programas de apoyo de la escuela (es decir, las intervenciones, el año extendido, la sesión de verano) para garantizar un programa de instrucción eficaz, el uso de protocolos disciplinarios apropiados y el cumplimiento de los mandatos federales y estatales.
4.8. Servir como la persona clave para asuntos legales y coordinar asesoría legal externa para asuntos relacionados con la instalación, expulsiones, pólizas de empleados/estudiantes, etc.
4.9. Supervisar la eficacia y la eficiencia de las operaciones de recursos humanos, comerciales, legales y de comunicaciones de la escuela.

5. Calidad Fiscal y de Servicio Empresarial.
5.1. Supervisar la salud fiscal de la carta constitutiva, garantizar una administración y supervisión financieras precisas para garantizar que la carta constitutiva desarrolle y asegure fuentes de ingresos adecuadas a través de diversas fuentes de financiamiento, permanezca dentro del presupuesto aprobado por la Mesa Directiva y proteja los activos para la sostenibilidad a largo plazo.
5.2. Ayudar con el desarrollo del presupuesto operativo anual para la estabilidad financiera del estatuto en apoyo de las metas y objetivos de la escuela autónoma.
5.3. Utilizar el pensamiento de costo-beneficio para establecer prioridades; identificar enfoques rentables y monitorear los gastos en apoyo de programas y políticas.
5.4. Asegurar las proyecciones de inscripción y las estrategias de planificación para una tasa óptima de asistencia de los estudiantes.
5.5. Trabajar con la Mesa Directiva para demostrar transparencia en las políticas financieras y contables, desarrollar metas financieras a largo plazo, establecer objetivos económicos y desarrollar otras pólizas y prácticas fiscales, según sea necesario.
5.6. Proporcionar informes financieros y hacer recomendaciones a la Mesa y otras agencias según lo exige la ley.
5.7. Asegurar una operación fiscal sólida en preparación para la auditoría anual con un auditor externo independiente.

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6. Instalaciones de calidad y servicios operativos.
   6.1. Asegurar el progreso de la escuela en el cumplimiento de las metas de las instalaciones a largo plazo.
   6.2. Supervisar y administrar el uso de las instalaciones, propiedades y fondos con la máxima eficiencia, el mínimo desperdicio y la preocupación principal por el impacto en la educación de cada estudiante.
   6.3. Supervisar la aplicación y negociación con entidades externas para el uso y financiamiento de las instalaciones.
   6.4. Supervisar las operaciones y el mantenimiento de los sistemas adecuados para medir los aspectos necesarios de la administración operativa, incluidos los relacionados con finanzas, comunicaciones, desarrollo, recursos humanos, legales, beneficios para empleados, cumplimiento estatal y federal, y tecnología.

7. Cultura escolar
   7.1. Comunicar la visión de proporcionar una educación bilingüe excepcional en dos idiomas para todos los estudiantes con una mejora continua y una alta expectativa académica.
   7.2. Mantener una presencia visible y accesible a la comunidad escolar; establecer la disponibilidad de horas de oficina para los constituyentes a la vez que sea de fácil acceso para los padres y colegas de LAS.
   7.3. Mantener una cultura de profesionalismo al garantizar los más altos estándares de conducta ética y profesional a través de comunicaciones orales y escritas cuando trabaje y socialice con los estudiantes, los padres y el personal escolar.
   7.4. Desarrollar y mantener una cultura del personal que encarne los valores fundamentales de la escuela y da vida a la misión/visión.
   7.5. Exhibir constantemente respeto, comprensión y sensibilidad hacia el patrimonio cultural, los valores de la comunidad y las aspiraciones individuales de diversos estudiantes, familias y colegas. Demostrar estrategias para superar posibles sesgos.

8. Asociación con los padres y tutores y la comunidad
   8.1. Cultivar y mantener relaciones efectivas y un compromiso adecuado con todas las partes interesadas, incluidos los estudiantes, las familias, los profesores, el personal, la Mesa Directiva, la LEA, los líderes locales, los miembros de la comunidad y otros socios públicos y privados.
   8.2. Mantener comunicaciones frecuentes y regulares con las familias según corresponda (es decir, boletín, sitio web de la escuela, reuniones, etc.).
   8.3. Representar a LAS en el distrito y otras reuniones administrativas aplicables.
   8.4. Supervisar el desarrollo de asociaciones con organizaciones educativas y comunitarias líderes, tanto a nivel local como nacional, para apoyar, complementar y mejorar el programa de la escuela autónoma.
   8.5. Difusión y mercado con el propósito de mantener la inscripción.

9. Carta Legislativa y Pólizas.
   9.1. Administrar las pólizas, procedimientos, regulaciones y requisitos legales para garantizar el cumplimiento educativo y regulatorio en todos los niveles gubernamentales.
   9.2. Mantener el conocimiento actual de los requisitos de las regulaciones de la legislación estatal/federal y permanecer actualizado con respecto a las tendencias en el campo de la educación.
   9.3. Participar en los comités de la Mesa Directiva y proporcionar un contexto operativo de toda la escuela y una perspectiva de investigación pertinente al logro académico, solvencia financiera, eficiencia operativa y estatutos de gobernanza aplicables para las escuelas autónomas independientes, 501c3.
   9.4. Representar y defender los estatutos a nivel local y estatal.
   9.5. Servir como la persona principal del chárter. Supervisar el diseño y la implementación de los planes de cumplimiento, que incluyen, entre otros, los siguientes servicios: LAS Chárter, LCAP, Plan LEA, Plan Estratégico/Escolar y requisitos legales, como el calendario escolar y los minutos de instrucción.

FUNCIONES ADICIONALES DE TRABAJO: Realiza otro trabajo relacionado según sea necesario.

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EDUCACIÓN, CERTIFICACIONES Y EXPERIENCIA RELACIONADA CON EL TRABAJO:

1. Credencial administrativa válida de California, requerida.
2. Certificado BCLAD o equivalente, requerido.
3. Mínimo de cinco años de experiencia en la enseñanza y la administración escolar, incluido el conocimiento de las pruebas académicas y de rendición de cuentas, finanzas/presupuesto y gestión de operaciones, capacitación y desarrollo del personal, cumplimiento y gobierno autónomo.
4. Título universitario. Maestría o doctorado en educación, preferido; o cualquier combinación equivalente de entrenamiento y experiencia que proporcione los conocimientos, habilidades y habilidades requeridos.
5. Experiencia demostrada y éxito liderando iniciativas educativas estratégicas que resulten en resultados estudiantiles mejorados y medibles.
6. Habilidades efectivas de comunicación oral y escrita bilingüe en inglés y español.

CONOCIMIENTO DE:

1. Metas y estándares educativos nacionales, estatales y chárter.
2. Leyes y reglamentos específicos de las escuelas autónomas. Leyes, códigos, estatutos, reglamentos, directrices, pólizas y procedimientos estatales y federales vigentes aplicables a la planificación, evaluación, responsabilidad educativa y programas categóricos, incluida la Ley Cada Estudiante Triunfa (ESSA), la Fórmula de Financiamiento del Control Local (LCFF) y el Plan de Control Local y Rendición de Cuentas, IDEA, y Sección 504.
3. Pedagogía, desarrollo curricular y programas educativos, instrucción, evaluación, iniciativas académicas, específicamente relacionadas con la educación bilingüe.
4. Principios de la reforma educativa, monitoreo del programa de investigación y evaluación, análisis de datos, redacción de informes y presentación.
5. Preparación del presupuesto y procedimientos de control.

HABILIDAD PARA:

1. Demostrar integridad y compromiso con los objetivos académicos y estudiantiles y la filosofía de la escuela autónoma cuando se trabaja con el personal profesional, los estudiantes y la comunidad para cumplir la misión/visión de LAS.
2. Adoptar e insistir en la evaluación continua, evidencia, planificación y acción para mejorar los planes y programas escolares enfocados en resultados exitosos de los estudiantes.
3. Establecer y modelar un alto nivel de profesionalismo y compromiso; proporcionar comentarios explícito y rápido cuando no se cumplen los estándares y expectativas.
4. Compilar, verificar e interpretar datos y preparar informes narrativos y estadísticos completos para respaldar las decisiones relacionadas con la mejora en los programas de instrucción y operativos.
5. Administrar los presupuestos, priorizar los gastos y buscar métodos innovadores para optimizar los recursos escolares.
6. Capacidad para trabajar bien con un equipo y mantener relaciones respetuosas positivas con una variedad de personas y partes interesadas.
7. Involucrar a las familias y a la comunidad en general en la vida de la escuela.
8. Ejercer la toma de decisiones efectiva y la resolución de problemas.
9. Establecer y mantener presentaciones efectivas a diversos públicos. Promover el modelo educativo y los servicios de la escuela.
10. Insistir en la implementación consistente de pólizas, reglas y procedimientos, y en el cumplimiento de modelos a los estándares estatales y estatutarios de conducta profesional.
11. Poseer una visión para el futuro de la organización, comunicando esto y adhiriéndose a él.

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Agenda Item# IVG

Board Meeting Date: May 28, 2019

Subject: Amendment of LAS Bylaws

☐ Information Item Only
☐ Approval on Consent Agenda
☒ Conference/First Reading (Action Anticipated: June 21, 2019)
☐ Conference (for discussion only)
☐ Conference/Action
☐ Action

Committee: The Bylaws and Policy Committee is composed of Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez, and non-voting members Eduardo de León, Teejay Bersola, Judy Morales

Amendment to the LAS Bylaws presented for first reading and discussion.

Estimated Time of Presentation: 20 min
Submitted By: Zamora
Date: 05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Articulo# IVG

Fecha de la Reunión: 28 de mayo de 2019

Tema: Enmienda de los estatutos de LAS

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☒ Conferencia/Primera lectura (Acción Anticipado:21 de junio de 2019)
☐ Conferencia/Acción
☐ Acción

Comité: El Comité de Estatutos y Pólizas está integrado por Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez y los miembros sin voto Eduardo de León, Teejay Bersola, Judy Morales

Enmienda a los Estatutos de LAS presentada para primera lectura y discusión.

Tiempo estimado para la presentación: 20 min.
Entregado por: Zamora
Fecha: 05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Draft Revisions
5.22.19

BYLAWS
OF
THE LANGUAGE ACADEMY OF SACRAMENTO
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is The Language Academy of Sacramento.

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ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 2850 49th Street in Sacramento County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote The Language Academy of Sacramento (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing

or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise states, the general provisions, rules of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. ~~The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate~~.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board"). The Board may delegate the management of the

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corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require of them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS ~~AND TERMS~~. Board members, also known as Directors, shall be designated in the following manner:

(a) ~~a) t~~Two (2) voting board members shall be **certificated staff** ~~currently providing instruction~~ at the Language Academy, ~~who shall be chosen~~ elected by majority vote of the faculty and staff.~~;~~

(b) ~~b) one~~One (1) voting board member shall be **classified staff** currently employed as permanent full or part time at the Language Academy, elected ~~who shall be chosen~~ by majority vote of the faculty and staff. ~~The position open at the end of each school year shall be filled by a full or part time permanent classified staff member.~~

(c) ~~b) t~~Three (3) voting board members shall be ~~chosen by~~ **parents** of students currently enrolled at the Language Academy, elected ~~who shall be~~ by majority vote ~~of~~ of ~~voted on by~~ the Parent Association as defined in Section .

(d) ~~c) t~~Three (3) voting board members shall be **community** representatives who shall be chosen by a combined majority vote of ~~voted on by~~ the Parent Association, ~~school staff members~~faculty and staff, and the standing community board members, and who in the 60 months preceding their candidacy have NOT been:
(1) a parent/guardian of a matriculated student at LAS;

Commented [EZ1]: Board Discussion: Increase to 4? Reduce elsewhere?

(2) a paid employee or consultant of the school, OR
(3) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person described in (1) or (2) above.

(e) ~~as representatives of the community; d) o~~One (1) ~~seat shall be reserved for a voting~~ board member shall be a **SCUSD** representative~~,~~ who may be appointed by the Superintendent of the Sacramento City Unified School District at the District's discretion. In the event that the Superintendent fails to appoint ~~the District Director~~a representative, in any year, the seat shall remain vacant until such time that the ~~board member~~representative is appointed by the Superintendent.~~–~~;

~~e) one (1) seat shall be reserved for a non-voting board member, who shall be the **Academic Director** and e) one (1) seat shall be reserved for a non-voting board member, who shall be **Chief Business Officer** of The Language Academy, and one (1) seat shall be reserved for a non-voting board member, who shall be a **student** representative, who may be elected by a council of students; and. If there does not exist a council of students during any given year, or if the council of students fails to elect a student representative to the Board, the Board shall have the right to appoint a student representative and shall consider any nominations received by currently-enrolled students. In the event that the Superintendent fails to appoint the District Director, in any year, the seat shall remain vacant until such time that the board member is appointed by the Superintendent. If there does not exist a council of students during any given year, or if the council of students fails to elect a student representative to the Board, the Board shall have the right to appoint a student representative and shall consider any nominations received by currently-enrolled students.~~

~~Except for the initial Board of Directors, each voting board member shall hold office for a three (3) year term and until a successor director has been designated and qualified. The initial Board of Directors shall remain in office until the beginning of the fiscal year that corresponds with the charter school's initial instructional year. Each non-voting board member shall hold office for a one (1) year term. Each board member can be reappointed for an unlimited number of successive terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.~~

Section 4. ELECTION OF DIRECTORS TO STAGGERED TERMS. Each ~~voting board member~~Director shall be elected to a term of three (3) years. ~~Board members~~Directors shall be elected to staggered terms with one director from each represented class – certificated staff, classified ~~teachers~~staff, parents, and community members – being elected each year. The initial Board of Directors, upon expiration of their term, shall designate the year in which each term of the newly elected ~~board member~~Director expires. In the event of a tie in the election of a new ~~Board Member~~Director, the sitting D~~d~~irectors of the Language Academy of Sacramento will vote at the next scheduled board meeting and that vote will be the final vote.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS; CONFLICT OF INTEREST POLICY. Not more than 49 percent of the persons serving on the Board may be persons who have been compensated by the School for services rendered to it within the previous 12 months, whether as a full or part-time employee, independent contractor or

otherwise, excluding any reasonable compensation paid to a director as director. No Directors shall serve on the Board if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, with the limited exception of employees on the Board. ~~No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) A person under consideration to serve as a Community/Parent Representative Director shall have no less than 60 months lapsed since this person was either an Interested Person in the school or a parent/guardian of a student matriculated at LAS; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, a~~Any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Board Directors shall familiarize themselves with Board policies, and in particular with the Board Conflict of Interest Policy #7C, and shall comply with the Policy's requirement for filing of Fair Political Practices Commission Form 700 Statements with the schools' Business and Operations Officer.

Section 6. ~~BOARD OF~~ DIRECTORS' TERM. The initial Board of Directors shall remain in office until the beginning of the fiscal year that corresponds with the charter school's initial instructional year. Except for the initial Board of Directors, each ~~voting~~ board member shall hold office for a three (3) year term and until a successor director has been elected.~~designated and qualified. The initial Board of Directors shall remain in office until the beginning of the fiscal year that corresponds with the charter school's initial instructional year. Each non-voting board member shall hold office for a one (1) year term.~~

Each ~~board member~~Director can be re-elected~~appointed~~ for an unlimited number of successive terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

~~Each Board member shall hold office for three (3) years and until a successor director has been designated and qualified.~~

Section 7. NOMINATIONS BY COMMITTEE. The ~~C~~chairman of the Board of Directors or, if none, the President may appoint a committee to nominate qualified candidates to serve as the community member representative on the Board of Directors. The committee should be convened at least thirty (30) days before the date of election of Board members. The nominating committee shall make its report to the Board at least seven (7) days before that date of the election or at such other time as the Board of Directors may set.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 9. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies

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on the Board of Directors shall occur in the event of (a) the death or resignation of any Board member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board members; (d) disenrollment from The Language Academy of Sacramento of the student or students of a parent serving on the Board of Directors; and (e) termination of employment with the charter school.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Board member may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board member's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Board member may resign if the corporation would be left without a duly elected Board member.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board members shall not result in any Board member's being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting

Section 15. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference ~~telephone~~call, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each Board member participating in the meeting can communicate concurrently with all other Board members.

(b) Each Board member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

(2) All statements, questions, actions or votes were made by that Board member and not by another person not permitted to participate as a Board member.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held monthly ~~on the third Friday of each month unless the third Friday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday~~. The Chairman of the Board of Directors or, if none, the President may cancel or reschedule the monthly Board meeting in the case of legal holidays, if quorum will not be present, and/or if no time-sensitive matters must be tended to by the Board.

The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas shall be created in conjunction with the Chairman of the Board, the President, and Vice-President and regular meeting agendas must be posted at the schoolsite and to the school website seventy-two (72) hours ~~previous to~~before the meeting.

Section 17. AUTHORITY TO CALL SPECIAL OR EMERGENCY MEETINGS. Special meetings may be called by the Chairman of the Board of Directors or, if none, the President, or by a majority of the board. Special meetings may be called for any purpose except to discuss salaries, salary schedules, or compensation paid in the form of fringe benefits, of a school executive.

~~and e~~Emergency meetings may be called by the Chairman of the Board of Directors or, if none, the President, or by a majority of the board. An emergency means a work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a

majority of the members of the Board. A dire emergency means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity.

~~of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice President, the Secretary, or any two Board members but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special or emergency meeting exists.~~

Section 18. NOTICE AND POSTING OF MINUTES OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each Board member by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Board member or to a person at the Board member's office who would reasonably be expected to communicate that notice promptly to the Board member; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the Board member's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required. Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to The Language Academy of Sacramento. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

Notice of a special meeting and the agenda must be posted 24 hours before the meeting time. If the meeting is an emergency, as defined in Section 17 above, notice and the agenda must be posted 1 hour before the meeting. If the meeting is a dire emergency, as defined in the same section, and a 1-hour notice may endanger the public health, safety, or both, as determined by a majority of the members of the Board, notice may be waived.

If the meeting was an emergency meeting, the following shall be posted for a minimum of 10 days in a public place as soon after the meeting as possible: (1) meeting minutes, (2) a list of pesons who the Chairman, or if none, the President of the Board or designee notified or attempted to notify, (3) a copy of the rollcall vote, and (4) any actions taken at the meeting.

Section 19. QUORUM. Quorum is required for the Board to transact business. A majority (50 % + 1) of the voting members of the Board shall be present to constitute a quorum. The Board may continue to transact business, including voting on and passing motions, only so long as there are enough voting members present to constitute quorum. Abstentions from any particular vote shall not impact the existence of quorum.

Every action taken or decision made by a majority of the Board members ~~present at a duly held meeting at which a quorum is present~~ shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without

limitation, those provisions relating to (a) approval of contracts or transactions in which a Board member has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common Board memberships, (c) creation of and appointments to committees of the board, and (d) indemnification of Board members.

~~Any meeting may be adjourned by a majority of voting members in attendance, whether or not a quorum is present.~~

Section 20. ADJOURNMENT. Any meeting may be adjourned by a majority of voting members in attendance, whether or not a quorum is present.

~~A majority of the Board members present, whether or not a quorum is present, may adjourn any meeting to another time and place.~~

Section 21. COMPENSATION AND REIMBURSEMENT. Board members may receive such compensation, if any, for their services as Board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section ~~31~~22. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Commented [EZ2]: Section was moved up. Already existed.

ARTICLE VIII
COMMITTEES

Section ~~22~~1. CREATION ~~OF~~ AND POWERS OF BOARD COMMITTEES. The board, by resolution adopted by a majority of the Board members then in office, may create one or more committees, each consisting of two or more Board members and no one who is not a Board member, to serve at the pleasure of the board. Appointments to Board committees ~~committees of the Board of Directors~~ shall be by majority vote of the ~~authorized number of~~ Board ~~members~~. The Board of Directors may appoint one or more Board members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

(a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the board;

(c) Fix compensation of the Board members for serving on the Board of Directors or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any resolution of the Board of Directors that by its express terms cannot be amended or repealed by committee vote~~is not so amendable or repealable~~;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the board;

(g) Expend corporate funds to support a nominee for the Board if more people have been nominated than can be elected; [*or*]

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its Board members has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 2. CREATION OF STANDING ADVISORY COMMITTEES. The Board, through these bylaws, establishes the following Standing Advisory Committees to serve at the pleasure of the Board. Advisory Committees may not take final Board action, but may make recommendations to the Board.

a) FINANCE COMMITTEE. The ~~Governing Board~~Board of Directors shall have ~~may appoint~~ a Finance Committee, which to the extent permitted by law shall have the responsibility to develop the annual budget, identify budgetary modifications during the school year, review and manage expenses, establish financial needs and priorities, oversee fundraising activities, assure that procedures and controls are in place to maintain financial integrity, make financial recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors. The Finance Committee shall ~~to~~ consist of:

i. ~~t~~two (2) Directors (including the Board's Chief Financial Officer to serve as Finance Committee Chair) appointed by the Board of Directors. The two Directors serving on the Finance Committee must be community representatives;~~ members (including the Chief Financial Officer) of the Governing Board.~~

ii. ~~The Finance Committee will also include, but is not limited to, ,~~ ~~t~~The school Chief Business Officer;~~,~~

iii. ~~t~~Three (3) certificated staff ~~teacher representatives~~ representing the various grade level spans;~~to be voted by their prospective primary, intermediate and Middle School cohorts, one (1) staff representative to be elected by the staff;~~ ~~and~~

iv. ~~t~~Two (2) parents or legal guardians ~~elected by the Parent Association~~appointed by the Board; and

v. One (1) former Board Director appointed by the Board, who at the time of

Commented [EZ3]: Board discussion: Two or one?

Commented [EZ4]: Board discussion.

appointment shall meet the eligibility requirements for community representative.

~~i. . The Finance Committee, to the extent permitted by law and provided in the resolution of the Board of Directors, shall have the responsibility to develop the annual budget, identify budgetary modifications during the school year, review and manage expenses, establish financial needs and priorities, oversee fundraising activities, assure that procedures and controls are in place to maintain financial integrity, make financial recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors.~~

b) FACILITIES COMMITTEE. The ~~Governing Board~~Board of Directors shall have a ~~may appoint a~~ Facilities Committee, which to the extent permitted by law, shall have the responsibility to plan and oversee all aspects of site development and maintenance, assess needs and establish priorities of site work, determine costs, and prepare recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors. The Facilities Committee shall consist of:

i. ~~to consist of t~~Two ~~(2) members of the Governing Board~~Directors, one of whom shall serve as Facilities Committee Chair, appointed by the Board of Directors;

ii. ~~. The Facilities Committee will include, but is not limited to, t~~The school Chief Business Officer;

iii. ~~, t~~Three (3) certificated staff representing the various grade level spans; and~~teacher representatives to be voted by their prospective primary, intermediate and Middle School cohorts, and two parents one (1) staff representative to be elected by the staff~~

~~ii.~~iv. Two (2) parents~~-~~ or legal guardians ~~el~~ appointed by the Board.~~ected by the Parent Association~~. ~~The Facilities Committee, to the extent permitted by law and provided in the resolution of the Board of Directors, shall have the responsibility to plan and oversee all aspects of site development and maintenance, assess needs and establish priorities of site work, determine costs, and prepare recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors.~~

Commented [EZ5]: Board discussion: Two or one?

Commented [EZ6]: Board discussion.

c) BYLAWS AND POLICY COMMITTEE. The Board of Directors shall have a Bylaws and Policy Committee, which shall review School bylaws and policies and recommend to the Board revisions, adoption, and/or withdrawals to comply with state law and the School mission. The Committee shall also be responsible for overseeing Board and committee elections, including but not limited to: accepting candidate applications, verifying candidate eligibility, recommending election timelines to the Board, and reporting election results to the Board and School community. The Bylaws Committee shall consist of:

i. Two (2) Directors, one of whom must be a community representative and shall serve as Committee Chair, appointed by the Board of Directors;

ii. The school Executive Director;

iii. Three (3) certificated staff representing the various grade level spans;

iv. One (1) parent or legal guardian appointed by the Board; and

Commented [EZ7]: Board discussion.

~~iii.~~ One (1) former Board Director appointed by the Board, who at the time of appointment shall meet the eligibility requirements for community representative.

d) CURRICULUM DESIGN TEAM. The Language Academy of Sacramento shall have a Curriculum Design Team to, ~~composed of the Academic Director, Academic Accountability Specialist and not fewer than three teachers selected by their peers, and (when available) university representatives selected by the Board of Directors. The Curriculum Design Team~~ shall advise the Board on curriculum/textbook adoption, changes to curriculum, curriculum implementation, professional development needs, peer coaching and support, inclusion of paraprofessionals, language use, academic goals, assessment, and student performance benchmarks, and other curriculum and instruction-related items requested by the Board of Directors. The Curriculum Design Team shall consist of:

i. The school Executive Director;
ii. The school Academic Accountability Specialist;
iii. Not fewer than three teachers selected by their peers, and
iv. When available, university representatives appointed by the Board of Directors.

Commented [EZ8]: Board Discussion.

Section 3. APPOINTMENTS TO STANDING COMMITTEES. A majority of the Board shall approve the appointment of Directors to serve in the committees, as well as the establishment of committee chairs. Committee appointments shall take place as early as possible in the school year to ensure that the committees have ample time to complete their work. Board members elected to the Board after committee appointments may be subsequently appointed to committees.

Section ~~4~~26. CREATION AND POWERS OF *AD HOC* COMMITTEES~~ADVISORY COMMITTEES, COUNCILS AND ORGANIZATIONS~~. The chairman of the Board of Directors or, if none, the President; or, by resolution adopted by a majority of the Board, the Board may ~~Board of Directors may~~, convene one or more ad hoc and advisory committees or other bodies to perform a specific function in the governance and operation of the charter school. Such bodies may be comprised of persons who are not board members and function in an advisory capacity only with the understanding that the Board of Directors retains full decision-making authority.

~~Section 27. PARENT ADVISORY COUNCIL. The Language Academy of Sacramento shall have a Parent Advisory Council, consisting of not fewer than five (5) members elected annually by the Parent Association, plus one (1) a designee appointed by the Board of Directors. Parent Council. Elected Grade Level Representatives. Each year, the Parent Association elects grade level representatives to serve on the Parent Council. The Parent Council plans the Parent Association activities and has the voting power to allocate the Parent Association funds. The director regularly seeks feedback from the Parent Council and the Parent Association in order to guide the work of the school. Appointments to the Parent Advisory Council must be made in a manner to maintain relative balance of parents of English Language Learners and native English-speaking students. The Parent Advisory Council will also serve as the English Language~~

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~~Advisory Council and will act as an advisory body to the Board of Directors on the four areas enumerated in Education Code Section 52176(c). The council shall elect a site representative to the Sacramento City Unified School District English Learner Advisory Committee.~~

~~Section 28. PARENT ASSOCIATION. The Language Academy of Sacramento shall have a Parent Association that includes any and all interested parents of currently enrolled students of The Language Academy of Sacramento. The Parent Association shall annually elect individuals to the Parent Advisory Council, pursuant to the terms set forth in section 27 above. The Parent Association may also organize and host student related activities, fund-raising events, and any other activities requested by the Parent Advisory Council and within the scope and responsibility approved by the Board of Directors.~~

~~Section 29. CURRICULUM DESIGN TEAM. The Language Academy of Sacramento shall have a Curriculum Design Team, composed of the Academic Director, Academic Accountability Specialist and not fewer than three teachers selected by their peers, and (when available) university representatives selected by the Board of Directors. The Curriculum Design Team shall advise the Board on curriculum/textbook adoption, changes to curriculum, curriculum implementation, professional development needs, peer coaching and support, inclusion of paraprofessionals, language use, academic goals, assessment, and student performance benchmarks, and other curriculum and instruction-related items requested by the Board of Directors.~~

Section 5. CONFLICT OF INTEREST POLICY. All Board Committee and Standing Committee members (including staff and parents/legal guardians not serving on the Board of Directors) shall familiarize themselves and comply Board Conflict of Interest Policy #7C, and shall comply with the Policy's requirement for filing of Fair Political Practices Commission Form 700 Statements with the schools' Business and Operations Officer.

Section ~~36~~0. MEETINGS AND ACTIONS OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Each Committee Chair shall draft a committee agenda and ensure that it is posted to the school website seventy-two (72) hours before the meeting, unless it is a special or emergency meeting, in which case the timing outlined in Article VII, Sections 17 and 18 would apply.

Each Standing and Board Committee Chair shall ensure that ~~M~~minutes of each meeting ~~shall~~ be kept and provided to the Board Secretary for ~~shall be~~ filing~~ed~~ with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

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~~Section 31. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.~~

ARTICLE IX
COUNCILS, AND ORGANIZATIONS

Section 1. PARENT ~~ADVISORY~~ COUNCIL. The Language Academy of Sacramento shall have a Parent ~~Advisory~~ Council, consisting of not fewer than five (5) members elected annually by the Parent Association, plus one (1) a designee appointed by the Board of Directors. Parent Council- Elected Grade Level Representatives. Each year, the Parent Association elects grade level representatives to serve on the Parent Council. The Parent Council plans the Parent Association activities and has the voting power to allocate the Parent Association funds. The director regularly seeks feedback from the Parent Council and the Parent Association in order to guide the work of the school. Appointments to the Parent Advisory Council must be made in a manner to maintain relative balance of parents of English Language Learners and native English-speaking students. ~~The Parent Advisory Council will also serve as the English Language Advisory Council and will act as an advisory body to the Board of Directors on the four areas enumerated in Education Code Section 52176(c). The council shall elect a site representative to the Sacramento City Unified School District English Learner Advisory Committee.~~

Section 2~~8~~. PARENT ASSOCIATION. The Language Academy of Sacramento shall have a Parent Association that includes any and all parents of currently-enrolled students of The Language Academy of Sacramento. The Parent Association shall annually elect individuals to the Parent Council, pursuant to the terms set forth in section 1 above. The Parent Association may also organize and host student-related activities, fund-raising events, and any other activities requested by the Parent Advisory Council and within the scope and responsibility approved by the Board of Directors.

Section 3. ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC). In order to comply with the Education Code requirement regarding school sites with 21 or more English Learners (ELs), the Board of Directors may create an existing school level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC. English Learner Advisory Committee will consist of at least (1) elected board member. The overall composition of the ELAC will adhere to the federal requirement that "Parents of ELs constitute at least the same percentage of the committee memberships as their children represent of the student body." Parent members of ELAC are derived from parent elected members of the Board of Directors and/or from parent elected members of the Parent Council. Other members of ELAC consist of teacher representatives. The ELAC, to the extent permitted by law and provided in the resolution of the Board of Directors, shall have the responsibility to assist in the development of the school wide ELs needs, including emphasis on regular attendance, advise school leadership in the development of school plan, and the development of policies addressing the needs of ELs, and prepare recommendations to the Board of Directors and perform all other activities as may lawfully be delegated by the Board of Directors.

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ARTICLE ~~VIII~~X
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a C~~c~~hairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Commented [EZ9]: Change.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Commented [EZ10]: Change.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

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Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairman of the board, or, if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board and committees of the board (not including *ad hoc* committees). The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall be a community representative. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Board members such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any Board member at all reasonable

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times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

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ARTICLE ~~I~~XI
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No Board member of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's Board members are members with a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that Board member's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested Board members; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE XII
LOANS TO DIRECTORS AND OFFICERS

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Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Board member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Board member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board member or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XIII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in section 5238 of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIV~~I~~
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Board members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Board member, employee, or agent in such capacity or arising from the officer's, Board member's, employee's, or agent's status as such.

ARTICLE XV~~III~~
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;

(b) Written minutes of the proceedings of its board and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XVI
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every Board member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Board member's duties as a Board member.

ARTICLE XVII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

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(f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. Within 120 days after the end of the corporation's fiscal year, the corporation shall annually prepare and furnish to each Board member a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is any Board member or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of The Language Academy of Sacramento, a California non-profit public benefit corporation; that these bylaws, consisting of _____ pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

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Agenda Item# IVH

Board Meeting Date: May 28, 2019

Subject: Board Accountability

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference/First Reading (Action Anticipated:)
☒ Conference (for discussion only)
☐ Conference/Action
☐ Action

Board discussion on accountability to community/parent inquiries.

Estimated Time of Presentation: 10 min
Submitted By: Petree
Date: 05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

A California Public School

Agenda Articulo# IVH

Fecha de la Reunión: 28 de mayo de 2019

Tema: Responsabilidad de la Mesa Directiva

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☒ Conferencia (solo para discutir)
☐ Conferencia/Primera lectura (Acción Anticipada:___)
☐ Conferencia/Acción
☐ Acción

Discusión de la Mesa sobre responsabilidad a la comunidad/preguntas de los padres.

Tiempo estimado para la presentación: 10 min.
Entregado por: Petree
Fecha: 05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Item# IVI

Board Meeting Date: May 28, 2019

Subject: Board Development

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference/First Reading (Action Anticipated:)
☐ Conference (for discussion only)
☐ Conference/Action
☐ Action

Committee: The Bylaws and Policy Committee is composed of Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez, and non-voting members Eduardo de León, Teejay Bersola, Judy Morales

The following policies have been approved/revised this school year. Final approved versions are presented here to update Board Directors' policy binders:

- Health Education and HIV Prevention;
- Conflict of Interest;
- Comprehensive Health Safety Plan; and
- Admissions.

Estimated Time of Presentation: 5 min
Submitted By: Zamora
Date: 05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Articulo# IVI

Fecha de la Reunión: 28 de mayo de 2019

Tema: Desarrollo de la Mesa Directiva

☒ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☐ Conferencia (solo para discutir)
☐ Conferencia/Primera lectura (Acción Anticipada:___)
☐ Conferencia/Acción
☐ Acción

Comité: El Comité de Estatutos y Polizas está integrado por Erandi Zamora, Adriana Yañez-Gutiérrez, Aracely Campa, Rebecca Heredia, Adriana Gutiérrez y los miembros sin voto Eduardo de León, Teejay Bersola, Judy Morales

Las siguientes políticas han sido aprobadas / revisadas este año escolar. Las versiones finales aprobadas se presentan aquí para actualizar las carpetas de políticas de los Directores de la Junta:

- Educación para la salud y prevención del VIH;
- Conflicto de intereses;
- Plan Integral de Salud y Seguridad; y
- Admisiones.

Tiempo estimado para la presentación: 5 min.
Entregado por: Zamora
Fecha:05.28.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Item# IVJ

Board Meeting Date: May 28, 2019

Subject: Strategies to Increase Average Daily Attendance (ADA)

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference/First Reading
☒ Conference (for discussion only)
☐ Conference/Action
☐ Action

Information:
In past years, the LAS Average Daily Attendance (ADA) has averaged approximately 97%. In the current year, the average is closer to 96%. Given the fact that student attendance greatly impacts academic performance, and that ADA drives funding for the school, school leadership will continue current practices to encourage stronger attendance, as well as engage in an attendance campaign to improve this percentage beginning in the fall.

Current and Past Practices:

- Notification of School Calendar via school newsletter, online posting to LAS website, and posting on LAS Facebook page. This typically happens soon after board approval of the calendar in the spring of the prior year and in the fall of the current year.
- Notification of holidays and breaks (fall, winter, spring, summer) in advance of these days.
- When absences occur and have not been cleared, office personnel send messages and contact families to determine the reasons.
- Via the Student Attendance Review Board (SARB) process, families of students that are habitually absent or tardy receive formal letter notifying them of the attendance concern. When these problems persists, oftentimes school leadership contact them by phone to further discuss the problem, and in some cases in person meetings are scheduled.
- Presentations at Parent Association Meetings to share the importance of attending school, including the fiscal impact of attendance.
- Bimonthly Assemblies recognizing students for their perfect attendance.

In the Upcoming Year:

- Continue with current practices, including advanced notification of non-school days to encourage vacations at these times.
- Consider adding quarterly assemblies where students and/or classes are recognized for the percentage of student present.
- Ensure presentations to parents about the importance of attendance.

School leadership requests that the Governing Board provide input on this item.

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 05.24.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Articulo# IVJ

Fecha de la Reunión: 28 de mayo del 2019

Tema: Estrategias para Aumentar el Promedio de Asistencia Diaria

☐ Artículo de información
☐ Aprobación en la Agenda de Consentimiento
☒ Conferencia (solo para discutir)
☐ Conferencia/Primera lectura
☐ Conferencia/Acción
☐ Acción

Información:
En los últimos años, el Promedio de Asistencia Diaria (ADA) en LAS ha sido aproximadamente 97%. En el año actual, el promedio has sido aproximadamente 96%. Debido a que la asistencia impacta el progreso académico, y que ADA determina la cantidad de fondos que recibe una escuela, el liderazgo escolar continuará con la práctica actual para seguir promoviendo la buena asistencia, e iniciará métodos adicionales en el otoño para mejorar el ADA.

Practicas actuales y del pasado:

- De antemano, compartir en calendario escolar con familias por medio del boletín, en la página de internet de LAS, en la página de Facebook. Típicamente, esta notificación ocurre después de que la mesa directiva apruebe el calendario en la primavera del año anterior y en el otoño del año actual.
- Notificación sobre los días feriados y descansos (otoño, invierno, primavera, verano) antes de llegar a estas fechas.
- Cuando hay ausencias que no han sido resueltas, personal de la oficina se comunica con familias para determinar las razones por las ausencias.
- A través del proceso de *Student Attendance Review Board (SARB)*, cartas formales se Mandan a familias de estudiantes que han faltado de una forma habitual o que han llegado tarde a la escuela seguidamente. Cuando los problemas siguen, el liderazgo escolar se comunica con la familia y en ciertos casos se cita para tener una junta en persona.
- Presentaciones sobre la importancia de la asistencia, incluyendo el impacto fiscal, en juntas de Asociación de padres.
- Asambleas bimensuales con un enfoque en la asistencia perfecta.

En el próximo año:

- Continuar con las prácticas mencionadas anteriormente, incluyendo la notificación de días no-escolares para promover las vacaciones durante estos días.
- Considerar asambleas trimestrales para reconocer a estudiantes o clases por sus porcentajes de asistencia.
- Asegurar presentaciones en juntas de padres con un enfoque en la importancia de asistir a la escuela.

El liderazgo escolar solicita ideas de la mesa directiva.

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 05.24.19

Pertinent Pages in
( ) Charter, pgs _____ ( ) Bylaws, pgs _____
( ) MOU, pgs _____ ( ) Policy _____

Agenda Item# VA

Board Meeting Date: May 28, 2019

Subject: **Curriculum Design Team**

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated:_____)
☐ Conference/Action
☐ Action

Committee: Campos P., de Luna M., Conant C., Dobkin S., Jáuregui G., Suárez, C., Bacsafra J., Mendez I., Bersola T., de León E.,

Information:

The Curriculum Design Team (CDT) met on May 2, 2019, and addressed the following agenda items:

- Literacy Cabinet
  - Update
  - Plan
  - End of Year LCAP Data DRA and EDL
- Federal Program Monitoring and Federal Addendum
  - Audit Results and Next Steps
  - ELD Curriculum Adoption Pilot Timeline and Planning
- RTI Model Reading
  - Read Chapter 7: Implementing the CIM as an RtI Method discussion
- Backwards Planning
  - Year long plans
  - Assessments
  - Report Cards
- Academic Intervention
  - Intervention Plan (IP) Template/Matrix
  - Current Year Update
  - SES After School Support
  - SES Summer School: LTELs and RFEPs at risk
  - Next Steps
- Curriculum
  - Curriculum Components and Budget
  - NGSS Curriculum Pilot Adoption Timeline (Fall 2019)
  - ELD Curriculum Pilot Adoption
- Professional Development
  - Reader's & Writer's Workshop
  - Math - Euereka (TK-5)
  - NGSS
  - Responsive Classroom
  - June Professional Development

The next scheduled meeting will take place on Thursday, June 6, 2019 at 2:45pm.

Estimated Time of Presentation: 5 min
Submitted By: Jáuregui
Date: 05.24.19

Pertinent Pages in
( ) Charter, pages_____
( ) MOU, pages_____

Agenda Artículo# VA

Fecha de la Reunión: 28 de mayo de 2019

Tema: Comité de Diseño Curricular

☒Artículo de información
☐Aprobación en la Agenda de Consentimiento
☐Conferencia (solo para discutir)
☐Conferencia/Primera lectura (Acción Anticipado:_____)
☐Conferencia/Acción
☐Acción

Comité: Campos, P., Bacsafra, J., Conant, C., Suárez, C., Bersola T., de León E., Jáuregui G., de Luna M

Información:

El Comité de Diseño Curricular (CDT) se reunió el 2 de mayo de 2019, y discutió los siguientes temas:

- Gabinete de alfabetización
  - Actualizar al comité
  - Planificar
  - Fin de año: Datos para LCAP (DRA y EDL)
- Progreso de Supervisión de Programas Federales (FPM) y Apéndice Federal
  - Resultados de la auditoría y próximos pasos
  - ELD adopción de programa piloto en el otoño de 2019
- Modelo RTI de lectura
  - Leer Capítulo 7: Implementación de la CIM como una discusión del Método RtI
- Planificación hacia atrás
  - Planes del año escolar
  - Evaluaciones
  - Las boletas de calificaciones
- Intervención Académica
  - Plan de intervenciób (IP) / Matriz
  - Actualización del año actual
  - Apoyo después de la escuela SES
  - Escuela de verano SES: LTELs y RFEPs en riesgo
  - Próximos pasos
- Currículo 2018-19
  - Componentes de currículo y presupuesto
  - NGSS – Ciencias Programa Piloto: Línea cronológica y planeación
  - Desarrollo de inglés: ELD Programa Piloto: Línea cronológica y planeación
- Desarrollo profesional
  - Taller de Lectores y Escritores
  - Matemáticas - Euereka (TK-5)
  - Museo de tolerancia
  - NGSS
  - Aula responsive
  - Plan para desarrollo profesional en junio

La próxima junta se llevará a cabo el 6 de junio de 2019 a las 2:45pm.

Tiempo estimado para la presentación: 5 min.
Entregado por: Jáuregui
Fecha: 05.24.2019

Páginas pertinentes en:
( ) La constitución, páginas___
( ) MOU, páginas_____