

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
 Friday, June 15, 2018/viernes, el 15 de junio del 2018
 5:30 p.m. in Room 7/5:30 p.m. en el salón 7

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.	Fernando Aceves	Parent/ <i>Padre</i> (15-18) President/ <i>Presidente</i>		
2.	Jennifer Bacsafrá	Parent/ <i>Madre</i> (16-19) Secretary/ <i>Secretaria</i>		
3.	Kathy Petree	Parent/ <i>Madre</i> (17-20)		
4.	Irene Rodríguez	Teacher/ <i>Maestro</i> (17-18)		
5.	Perla Campos	Teacher/ <i>Maestra</i> (16-19)		
6.	Adriana Yañez-Gutiérrez	Staff/ <i>Personal</i> (17-20)		
7.	Ravindar Singh	Community Member/ <i>Miembro Comunitario</i> (17-18)		
8.	Erandi Zamora	Community Member/ <i>Miembro Comunitario</i> (16-19) Vice President/ <i>Vice Presidente</i>		
9.	Aracely Campa	Community Member/ <i>Miembro Comunitario</i> (17-20) Treasurer/ <i>Tesorero</i>		
10.	Student Representative	Student Council President/ <i>Presidente del Concilio Estudiantil</i>		
11.	Teejay Bersola	Academic Accountability Specialist/ <i>Especialista de Responsabilidad Académica</i>		
12.	Eduardo de León	Academic Director/ <i>Director Académico</i>		

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

D. APPROVAL OF BOARD MEETING MINUTES/*Aprobación de los Minutos de la Mesa Directiva*

1. May 18, 2018 minutes/minutos del 18 de mayo de 2018

E. MISSION/*Misión*

The LAS mission is to create a learning community where students: utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings; develop and exhibit positive self-esteem, pride, confidence and respect for themselves and others; 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.

La misión de LAS es crear una comunidad de aprendizaje donde los estudiantes: utilizan el conocimiento académico y habilidades bilingües (español e inglés) en situaciones del mundo real y en diversos entornos; desarrollan y exhiben una autoestima positiva, orgullo, confianza y respeto por sí mismos y otros; demuestran habilidades de liderazgo con el fin de establecer puentes entre comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, fomentar la justicia social, y crear un cambio en la sociedad.

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)*

B. INFORMATIONAL ITEMS/Artículos de Información:

1. Student Council/*Concilio estudiantil* – Representative/*representante* (5 minutes)
2. Parent Council/Association/ELAC/*Concilio y asociación de padres/ELAC* – Representative/*representante* (5 min)

III. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION – ARTICULOS PROGRAMADOS PARA DISCUSION Y/O ACCION

A. LCAP Annual Update Approval /*Noticias actuales 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 IIIA/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIA.*

Motion: _____ Second: _____ Vote: _____

- B. LAS FY2019 Budget/Presupuesto de LAS para el año fiscal 2019 - Finance Committee/ EdTec (20 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 IIIB/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIB.*

Motion: _____ Second: _____ Vote: _____

- C. May Check Register/Registro de la cuenta bancaria de mayo – LAS Leadership (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 IIIC/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIC.*

Motion: _____ Second: _____ Vote: _____

- D. Bylaws/Policy Committee: 1) Board Vacancy Policy /Comité de estatutos y pólizas: Póliza de vacancias, 2) Staff Social Media Policy – Zamora, Aceves (20 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 IIID/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIID.*

Motion: _____ Second: _____ Vote: _____

- E. Board Development/Desarrollo de la Mesa Directiva – Bersola (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 IIIE/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIE.*

Motion: _____ Second: _____ Vote: _____

- F. Director's Evaluation: Process Update/Evaluación del director: Noticias recientes – Bacsafra, Zamora (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 IIIF/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIF.*

Motion: _____ Second: _____ Vote: _____

- IV. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN**
A. Monthly Financials/*Estados Financieros Mensuales*- EdTec (5 min.)

- V. CLOSED SESSION/Sesión cerrada:**
Personnel Contract/Contratos del personal- Director's Evaluation/Evaluación del director- Bacsafra, Zamora (15 min.)

- VI. OPEN SESSION/Sesión abierta:**
Announcement of Closed Session Board Action/ Anuncio de la acción tomada durante la sesión cerrada – Bacsafra, Zamora (5 min.)

VII. FUTURE MEETINGS/Próxima Junta –
a. August 2018 - Regular Board Meeting/agosto del 2018 - Reunión de la Mesa Directiva

VIII. FUTURE AGENDA ITEMS/Temas para agendas futura

IX. ADJOURNMENT/Clausura

The meeting was adjourned at _____ : _____ p.m./La junta terminó a las _____ : _____ p.m.

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
A Two-Way Spanish Immersion Public Charter School
 2850 49th Street, Sacramento, CA 95817



Regular Board Meeting - Minutes
 Friday, May 18, 2018
 5:30PM in Room 7

I. Preliminary

I.A and B Meeting was called to order by Fernando Aceves at 5:43 PM. Board meeting procedures were reviewed.

Name	Role	Present	Absent
1. Kathy Petree	Parent/ <i>Madre</i> (17-20)	X	
2. Jennifer Bacsafrá	Parent/ <i>Madre</i> (16-19)	X	
3. Fernando Aceves	Parent/ <i>Padre</i> (15-18)	X	
4. Adriana Yañez-Gutiérrez	Staff/ <i>Personal</i> (17-20)	X	
5. Perla Campos	Teacher/ <i>Maestra</i> (16-19)	X 5:58	
6. Irene Rodríguez	Teacher/ <i>Maestro</i> (17-18)	X	
7. Aracely Campa	Community Member/ <i>Miembro Comunitario</i> (17-20)	X	
8. Erandi Zamora	Community Member/ <i>Miembro Comunitario</i> (16-19)	X	
9. Ravindar Singh	Community Member/ <i>Miembro Comunitario</i> (17-18)		X
10. Student Representative	Student Council President/ <i>Presidente del Concilio Estudiantil</i>		X
11. Eduardo de León	Academic Director/ <i>Director Académico</i>	X	
12. Teejay Bersola	Academic Accountability Specialist/ <i>Especialista de Responsabilidad Académica</i>	X	

Agenda

Action

I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	<p><i>A motion was made to approve the May 18, 2018 agenda with the following changes: add Future Agenda Items as item VI to the agenda.</i></p> <p>1st Motion: Erandi Zamora 2nd Motion: Irene Rodriguez Absences: Perla Campos, Ravindar Singh Abstentions: None The motion passed with seven votes.</p>
I.D	Approval of Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	<p><i>A motion was made to approve the April 20, 2018 minutes with one correction: change Item III.A. absences to include Fernando Aceves, Perla Campos, and Erandi Zamora. The change is not needed on the Spanish version of the minutes.</i></p> <p>1st Motion: Adriana Yañez-Gutiérrez 2nd Motion: Kathy Petree Absences: Perla Campos, Ravindar Singh Abstentions: Erandi Zamora The motion passed with six votes.</p>
I.E	Mission <i>Misión</i>	The mission was read aloud.

II. Communications Norms

II.A.	Public Comments <i>Comentarios Públicos</i>	<ol style="list-style-type: none"> There was one public comment regarding ASES enrollment. It was noted that parents waited in line overnight again this year. There was a request for the enrollment process to be reviewed. There was one public comment regarding middle school class sizes and a request for an additional middle school teacher.
II.B.1.	Student Council Representative <i>Concilio estudiantil representante</i>	Mr. deLeon reviewed the Student Council report. There is an end of the year rally, staff vs. 8th grade volleyball game, and school dance on May 25.

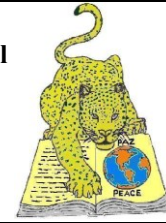
II.B.2	Parent Council/Association/ ELAC Representative <i>Concilio y asociación de padres/ELAC representante</i>	Mr. deLeon reported that Parent Council elections are complete for the 18-19 year. Parent Association had their first evening meeting on May 3, 2018. Coffee in the Garden will have their final meeting on May 30, 2018. There is a Volunteer Appreciation Breakfast on May 30, 2018.
III.	ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION	
III.A	LCAP Annual Update Draft Public Hearing <i>Noticias Recientes del for público de LCAP</i>	Ms. Bersola reviewed the LCAP draft updates.
	Public Comments <i>Comentarios Públicos</i>	None
III.B	Finance Committee <i>Comité de Finanzas</i> Monthly Financials & Preliminary Budget FY2019 <i>Finanzas Mensuales y presupuesto preliminar del año fiscal 2019</i>	Mr. deLeon reviewed the 2018-19 preliminary budget.
	Public Comments <i>Comentarios Públicos</i>	None
III.C	EPA Resolution <i>Resolución EPA</i>	<i>A motion was made to review and approve the attached EPA resolution.</i> 1st Motion: Irene Rodriguez 2nd Motion: Aracely Campa Absences: Adriana Yañez-Gutiérrez, Ravindar Singh Abstentions: None Motion passed with seven votes.
	Public Comments <i>Comentarios Públicos</i>	None
III.D	Title 1 Application <i>Solicitud de Title 1</i>	<i>A motion was made to review and approve the Title 1 application.</i> 1st Motion: Kathy Petree 2nd Motion: Erandi Zamora Absences: Ravindar Singh Abstentions: None Motion passed with eight votes.
	Public Comments <i>Comentarios Públicos</i>	None
III.E	Certification of Assurances <i>Certificación de garantías</i>	<i>A motion was made to approve the certification of assurances.</i> 1st Motion: Erandi Zamora 2nd Motion: Fernando Aceves Absences: Ravindar Singh Abstentions: None Motion passed with eight votes.
	Public Comments <i>Comentarios Públicos</i>	None.
III.F	Protected Prayer Certification <i>Certificación de protección de oración</i>	<i>A motion was made to review and approve the Protected Prayer Certification.</i> 1st Motion: Aracely Campa 2nd Motion: Perla Campos Absences: Ravindar Singh

		Abstentions: None Motion passed with eight votes.
	Public Comments <i>Comentarios Públicos</i>	None
III.G	Homeless Education Policy <i>Póliza de educación para estudiantes sin vivienda</i>	<i>A motion was made to review and approve the 2018-19 Homeless Education Policy.</i> 1st Motion: Kathy Petree 2nd Motion: Aracely Campa Absences: Ravindar Singh Abstentions: None Motion passed with eight votes.
	Public Comments <i>Comentarios Públicos</i>	None
III.H	April Check Register <i>Registros de la cuenta bancaria del mes de abril</i>	<i>A motion was made to review and approve the April 2018 check register.</i> 1st Motion: Irene Rodriguez 2nd Motion: Kathy Petree Absences: Ravindar Singh Abstentions: Jennifer Bacsafrá, Perla Campos, Adriana Yañez-Gutiérrez Motion passed five with votes.
	Public Comments <i>Comentarios Públicos</i>	None
III.I	Bylaws and Policy Committee: 1) Governing Board Nominations, Elections and Timeline <i>Comité de pólizas y estatutos: Nominaciones de la Mesa Directiva, elecciones y línea de tiempo 2) Staff Social Media Policy</i>	<i>A motion was made to review and approve the Staff Social Media and Network Policy.</i> 1st Motion: Kathy Petree 2nd Motion: Aracely Campa Absences: Ravindar Singh Abstentions: Irene Rodriguez Motion passed with seven votes. Ms. Petree discussed the 2018-19 board election process. There continues to be one nominee for the Community Representative position. The Bylaws Committee requested comment regarding potential bylaw amendments: <ul style="list-style-type: none"> • In the event of a lack of candidates, an outgoing board member can agree to voluntary four month terms until a new member is elected. • Parent ballots will state the full length of a board term (three years), the grade level of the candidate's child(ren), and the number of years the candidate is eligible to serve on board.
	Public Comments <i>Comentarios Públicos</i>	Ms. Rodriguez read aloud a letter from a staff member regarding the Staff Social Media and Network Policy. There was one public comment regarding the Staff Social Media and Network Policy, and how to address staff concerns regarding the policy. There was one public comment regarding the development and approval process of school policy, the importance of stakeholder voice regarding problems and solutions, risks of extending the voting timeline, and the importance of protecting students and LAS staff on social media platforms. There was one public comment regarding parental consent for posting children's pictures online, and the distinction between giving LAS approval vs. individual staff approval.
Informational Items		
IV.A	CDT	Ms. Campos provided a CDT update.

	<i>Comité de diseño curricular</i>	
IV.B	Director's Evaluation <i>Evaluacion del Director</i>	Ms. Bacsafra provided an update regarding the 2017-2018 Academic Director evaluation process.
V. Future Meetings		
1. June 15, 2018 - Regular Board Meeting/ <i>15 de junio del 2018 - Reunión de la Mesa Directiva</i>		
VI. Future Agenda Items		
1) None		
VII. Adjournment/Clausura		
<i>A motion was made to adjourn the board meeting.</i>		
1 st Motion: Kathy Petree		
2 nd Motion: Irene Rodriguez		
Absences: Erandi Zamora, Ravindar Singh		
Abstentions: None		
The motion passed by seven members present.		
The board meeting was adjourned at 8:52 PM.		



ACADEMIA DE IDIOMAS DE SACRAMENTO
Una Escuela Pública Constitucional de Inmersión Dual en Español
2850 49th Street, Sacramento, CA 95817



Minutos de la reunión
viernes, 18 de mayo del 2018
5:30 PM – salón 7

I. Preliminar

I. A y B La reunión fue comenzada por Fernando Aceves a las 5:43 PM

	Nombre	Papel	Presente	Ausente
	Kathy Petree	Madre (17-20)	X	
	Jennifer Bacsafra	Madre (16-19)	X	
	Fernando Aceves	Padre (17-18)	X	
	Adriana Yañez-Gutiérrez	Personal (17-20)	X	
	Perla Campos	Maestra (16-19)	X 5:58	
	Irene Rodríguez	Maestra (17-18)	X	
	Aracely Campa	Representante comunitario (17-20)	X	
	Erandi Zamora	Representante comunitario (16-19)	X	
	Ravindar Singh	Representante comunitario (17-18)		X
	Representante	Representante del concilio estudiantil		X
	Eduardo de León	Director Académico	X	
	Teejay Bersola	Especialista de responsabilidad académica	X	

	Agenda	Acción
I.C	Aprobación de la agenda	<p><i>Se hizo una moción para aprobar la agenda del 16 de febrero del 2018 con la modificación de cambiar el “artículo para la proxima sesión” al artículo VI de la agenda.</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Irene Rodriguez Ausencias: Perla Campos, Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con siete votos.</p>
I.D	Aprobación de los minutos	<p><i>Se hizo una acción para aprobar los minutos del 20 de abril del 2018 con el siguiente cambio: ausencias incluyen a Fernando Aceves, Perla Campos, y Erandi Zamora. .</i></p> <p>1ª Moción: Adriana Yañez-Gutiérrez 2ª Moción: Kathy Petree Ausencias: Perla Campos, Ravindar Singh Abstenciones: Erandi Zamora La moción fue aprobada con seis votos.</p>
I.E	Misión	La misión fue leída en voz alta.

II. Normas de comunicación

II.A.	Comentarios públicos	<p>1) Se hizo un comentatio público sobre la matriculación de ASES. Se mencionó que este año padres de familia se pasaron la noche en la escuela. Se solicita que se revise el proceso de matriculación.</p> <p>2) Se hizo un comentaron publico sobre el tamaño de las clases de secundaria. Se solicitó que se contratara un maestro adicional.</p>
II.B.1.	Concilio estudiantil	El Maestro de Leon presentó un resumen de las actividades del concilio estudiantil. Hay una asamblea de fin de año, un juego de volleybol y un baile el 25 de mayo.
II.B.2	Concilio y asociación de padres	El maestro de Leon reportó que las elecciones del concilio de padres de está año se han finalizado. La asociación de padres tuvo su primer reunión el 3 de mayo del 2018. Cafecito en el jardín tendrá su última reunión el 30 de mayo del 2018. Hay un desayuno de apreciación para los voluntarios el 30 de mayo del 2018.

III. ARTÍCULOS DE DISCUSIÓN Y/O ACCION

III.A	Noticias Recientes del foro público de LCAP	Teejay Bersola repasó las actualizaciones al LCAP.
	Comentarios públicos	Ninguno
III.B	Comité de finanzas	El maestro de Leon repasó el presupuesto preliminar del año fiscal 2018-2019.

	Comentarios públicos	Ninguno.
III.C	Resolución EPA	<p><i>Se hizo una moción para aprobar la resolución EPA.</i></p> <p>1ª Moción: Irene Rodriguez 2ª Moción: Aracely Campa Ausencias: Adriana Yañez-Gutiérrez, Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con siete votos.</p>
	Comentarios públicos	Ninguno
III.D	Solicitud de Title 1	<p><i>Se hizo una moción para aprobar la solicitud de Title 1.</i></p> <p>1ª Moción: Kathy Petree 2ª Moción: Erandi Zamora Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III.E	Certificación de garantías	<p><i>Se hizo una moción para aprobar la certificación de garantías</i></p> <p>1ª Moción: Erandi Zamora 2ª Moción: Fernando Aceves Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III.F	Certificación de protección de oración	<p><i>Se hizo una moción para aprobar la certificación de protección de oración</i></p> <p>1ª Moción: Araceli Campa 2ª Moción: Perla Campos Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III. G	Póliza de educación para estudiantes sin vivienda	<p><i>Se hizo una moción para aprobar póliza de educación para estudiantes sin vivienda 2018-2019</i></p> <p>1ª Moción: Kathy Petree 2ª Moción: Aracely Campa Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III.H	Registros de la cuenta bancaria del mes de abril	<p><i>Se hizo una moción para aprobar los registros de la cuenta bancaria del mes de abril</i></p> <p>1ª Moción: Irene Rodriguez 2ª Moción: Kathy Petree Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>
	Comentarios públicos	Ninguno
III.I	Comité de pólizas y estatutos: Nominaciones de la Mesa Directiva, elecciones y línea de tiempo; póliza de redes sociales	<p><i>Se hizo una moción para aprobar la póliza de redes sociales para el personal.</i></p> <p>1ª Moción: Kathy Petree 2ª Moción: Aracely Campa Ausencias: Ravindar Singh Abstenciones: Ninguna La moción fue aprobada con ocho votos.</p>

		<p>La Sra. Petree habló sobre el proceso de elección de la Mesa Directiva 2018-2019. Todavía hay solamente una nominación para la posición de representante comunitario.</p> <p>El comité de estatutos y pólizas solicitó comentario sobre posibles modificaciones al estatuto:</p> <ul style="list-style-type: none"> • En el caso de no tener un candidato el miembro cuyo término está por acabarse, puede ser voluntario por periodos de 4 meses hasta que un miembro nuevo sea elegido. • Las boletas de padres tendrán el tiempo del término (3 años), el grado de su hijo/hija, y el número de años que el candidato puede ser miembro.
	Comentarios públicos	<p>La Sra. Rodríguez leyó en voz alta una carta de un miembro del personal sobre la póliza de redes sociales del personal.</p> <p>Hubo un comentario público sobre la póliza de redes sociales del personal y cómo abordar las inquietudes del personal con respecto a la política.</p> <p>Hubo un comentario público sobre el proceso de desarrollo y aprobación de la póliza escolar, la importancia de la voz de las partes interesadas con respecto a problemas y soluciones, riesgos de extender el plazo de votación y la importancia de proteger a los estudiantes y al personal de LAS en las plataformas de medios sociales.</p> <p>Hubo un comentario público sobre el consentimiento de los padres para publicar imágenes de niños en línea, y la distinción entre dar la aprobación de LAS versus la aprobación del personal individual.</p>
Artículos de Información		
IV.A	Comité de diseño curricular	La Maestra campos dio un resumen sobre el progreso que se ha hecho en la comité de diseño curricular.
IV. B	Evaluación del Director	La Sra. Bacsafra presentó noticias recientes sobre el proceso de evaluación del Director.
V. Próximas reuniones		
15 de junio del 2018 - Reunión de la Mesa Directiva		
VI. Artículos para la próxima reunión		
1) Ninguno		
VII. Clausura		
<p><i>Se hizo una moción para terminar la reunión .</i></p> <p>1ª Moción: Kathy Petree</p> <p>2ª Moción: Irene Rodríguez</p> <p>Ausencias: Erandi Zamora, Ravindar Singh</p> <p>Abstenciones: Ninguna</p> <p>La moción fue aprobada con unanimidad por todos los presentes.</p> <p>La reunión fue terminada a las 8:52 pm.</p>		



A California Public School

Agenda Item# III A

Board Meeting Date: June 15, 2018

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

Background:

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

Under the new 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.

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 20, 2014, the LAS Charter Renewal Petition was approved unanimously by the SCUSD. LAS charter renewal work, which began in the Spring of 2013, 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 2017-18 school year, stakeholder groups via Parent Association, Parent Council/English Learner Advisory Council, Staff Meetings, Professional Development, Committee Meetings, and Governing Board Meetings, continued to learn about, share feedback, and improve on the LAS LCAP.



A California Public School

TOPIC: LAS Charter Mission, State Priorities, and Local Control and Accountability Plan (LCAP)

Cycle 1: 2014-17, Cycle 2: 2017-2020

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



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



Academia de Idiomas de Sacramento
Language Academy of Sacramento
 A Two-Way Spanish Immersion Charter School

A California Public School

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

Attachments:

- 1) LAS LCAP Draft v6.13.18:

Recommendations:

It is recommended that the LAS Board review and approve the LAS LCAP Annual Update before the required submission date of June 30, 2018.

MOTION LCAP Draft 6.15.18	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 6.15.18

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



Fecha de la Reunión: 15 de junio del 2018

Tema: Actualizaciones anuales de LCAP

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

Comité: Liderazgo Escolar

Información:

California aprobó una nueva fórmula para determinar cuánto dinero recibe cada distrito escolar por el estado. Se llama la Fórmula de Financiación de Control Local (LCFF).

Bajo la nueva ley, cada distrito escolar recibe una cantidad por cada estudiante como financiación de base, además de financiación adicional para aumentar o mejorar servicios para sus aprendices del idioma inglés, niños de crianza, o niños de familias de bajos ingresos.

La Mesa Directiva de Educación local decidirá cómo utilizar mejor los fondos, con la participación de sus comunidades locales. El LCFF también requiere que escuelas constitucionales crean un Plan Local de Responsabilidad y Control (LCAP) que muestra cómo se gastarán los fondos para proveer el programa y mejorar los resultados del alumno.

El LCFF ofrece a los padres y las comunidades locales escolares con una importante nueva oportunidad para participar en sus escuelas, aportar y asegurar que se estén abordando las necesidades de todos sus estudiantes locales.

El 20 de marzo de 2014, la petición para renovar la constitución de LAS fue aprobada por unanimidad por SCUSD. El trabajo de la renovación de la constitución de LAS empezó en la primavera del 2013, e incluyó las reflexiones e ideas de nuestra comunidad escolar, sobre todo en el desarrollo de nuestra misión, las 8 prioridades estatales y ha sido instrumental en establecer las bases para LCAP. Durante el año escolar 2017-18, los diversos grupos que forman parte de nuestra comunidad escolar han aprendido y compartido información sobre cómo mejorar el LCAP de LAS a través de juntas de comités escolares, Asociación de Padres, Concilio de Padres, Concilio asesor para los estudiantes de inglés como segunda lengua (ELAC), y de la Mesa Directiva.



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
 16 de abril – 11 de mayo del 2018
 LAS

PUNTO 2: LCAP disponible en el sitio de internet de LAS
 No mas tardar del 4 de junio, 2018
 en el sitio web: www.lasac.info

Comunicación con los Grupos Interesados de LCAP y Fechas de Consulta 2017-2018:

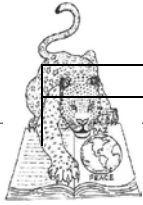
Grupos Interesados	Fechas
Reuniones de la Mesa Directiva	2017: 8/18 , 9/15, 10/20, 12/1 2018: 2/16, 3/16, 4/20, 5/18, 6/15
Reuniones de Concilio de Padres/Miembros Executivos	2017: 9/7, 10/5, 11/2, 12/7 2018: 2/7, 3/7, 4/5, 5/3
Reuniones de Asociación de Padres y ELAC	2017: 9/13, 10/11, 11/8 2018: 2/14, 3/14, 4/11, 5/3
Reunión del Personal Escolar	2017: 9/21, 10/12, 11/9, 12/14, 2018: 1/11, 2/8, 3/8, 4/6, 5/10, 5/18
Reunión del Comité CDT	2017: 10/5, 12/7 2018: 1/17, 2/1, 3/1, 4/5

PUNTO 3: Audiencia Pública de LAS
Comentarios públicos son bienvenidos en todas las juntas de la mesa directiva
 viernes, 18 de mayo del 2018 y 15 de junio del 2018 @ 5:30PM
 LAS - 2850 49th Street, Sacramento, CA 95826

Para más información llame al: 916.277.7137



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 Asociación de padres 10.11.17		
	<i>Tenían conocimiento de la renovación de los fondos federales y estatales</i>	<i>Mayor información sobre la participación para elecciones de representantes.</i>
	<i>LCAP cada año</i>	<i>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.</i>
	<i>Constitución cada 5</i>	<i>¿Bocadillos saludables durante el recreo? Mucha azúcar</i>
	<i>LCAP proviene los fondos 85%</i>	<i>Ventas por nivel de grado</i>
	<i>Metas para padres</i>	<i>Vasos de fruta, voluntarios</i>
	<i>Metas para padres</i>	<i>Mandar mensajes de la oficina sobre las boletas</i>
	<i>Metas para maestros</i>	<i>Se necesita traer a mas familias a las reuniones</i>
	<i>Metas para maestros</i>	<i>¿Almuerzos saludables?</i>
	<i>Renovar cada 5 año</i>	<i>¿Cómo podemos enviar mas información a los padres? Adjunto al boletín</i>
	<i>\$ - estatal, federal</i>	<i>Beneficios de ser parte de un charter v.s. publico</i>
	<i>metas académicas que lograr</i>	<i>¿Que pasa si no nos renueven el charter?</i>
	<i>Que el documento se renueva cada 5 años.</i>	<i>¿Come se compara nuestro nivel académico con las otras escuelas locales or en todo el estado?</i>



Academia de Idiomas de Sacramento Language Academy of Sacramento

<i>El dinero viene del federal y el estado.</i>	<i>¿Que tipo de plan escolar tenemos?</i>	A Two-Way Spanish Immersion Charter School
<i>Mensajes de texto y correos electrónicos</i>	<i>Cuales son las metas para el futuro?</i>	

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



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Documentos adjuntos:

1. Borrador v6.15.18 de LCAP de LAS:

Recomendación:

El liderazgo escolar recomienda que la Mesa Directiva apruebe las actualizaciones anuales de LCAP antes de la fecha requerida de entrega, que es el 30 de junio del 2018.

MOCION Borrador v6.15.18 de LCAP	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

Tiempo estimado para la presentación: 40 min.
Entregado por: Bersola
Fecha: 6.15.18

Páginas pertinentes en:
 La constitución, páginas _____
 MOU, páginas _____

LCAP Year 2017–18
 2018–19 Draft v6.13.182PM
 2019–20

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 585 for the 2017-18 school year. As of June 2018, there are 732 of children on the LAS waiting list.

LAS Demographics

For the 2017-18, LAS demographic data constitutes 75% Socioeconomically Disadvantaged, 41% English Learners and 11% qualifying for Special Education services. About 94% of the students are Latino, 2% Black/African Americans, 3% White, and 1% other. Sixty one (61%) of the families at LAS identify Spanish as their primary language.

LAS Mission

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 14th 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-1 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th	50%	50%
6 th -8 th	<i>LAS middle school language of instruction varies per subject</i>	

LCAP HIGHLIGHTS

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

LAS Facts (*Historical trend)

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 5-7 Standards Met or Exceeded in ELA and Math: XXXXXX out of 26 comparative categories or XX%, showed cohort growth in achievement with 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 2017, XX% of LAS teachers have two years or more classroom teaching experience and over XX% have five or more years of experience. 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.

GREATEST PROGRESS

State Dashboard

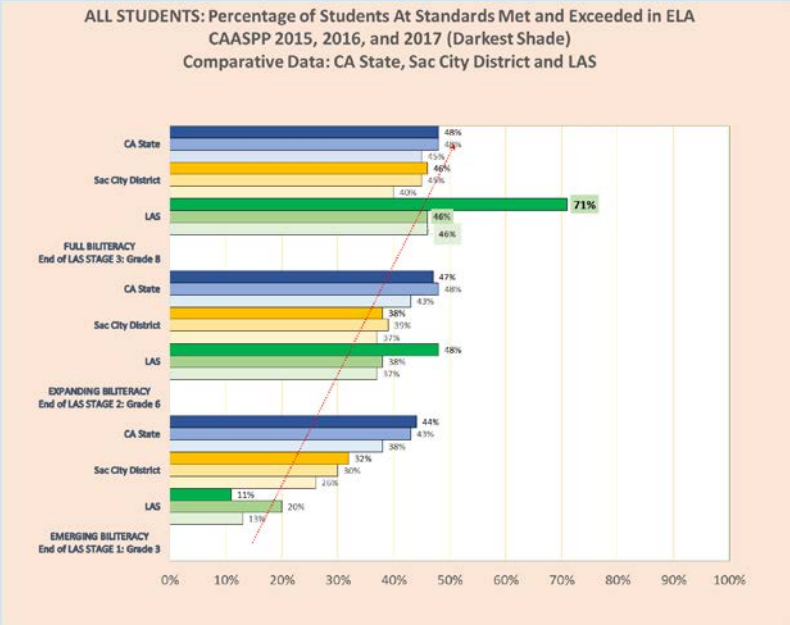
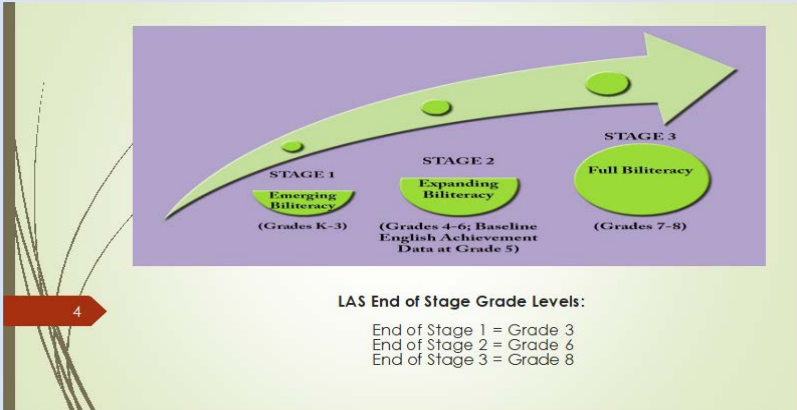
<https://www.caschooldashboard.org/#/Home>

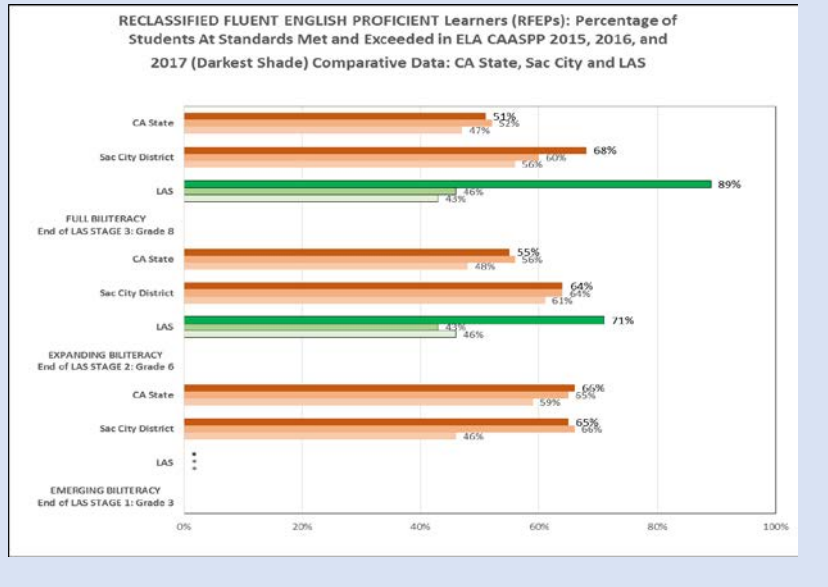
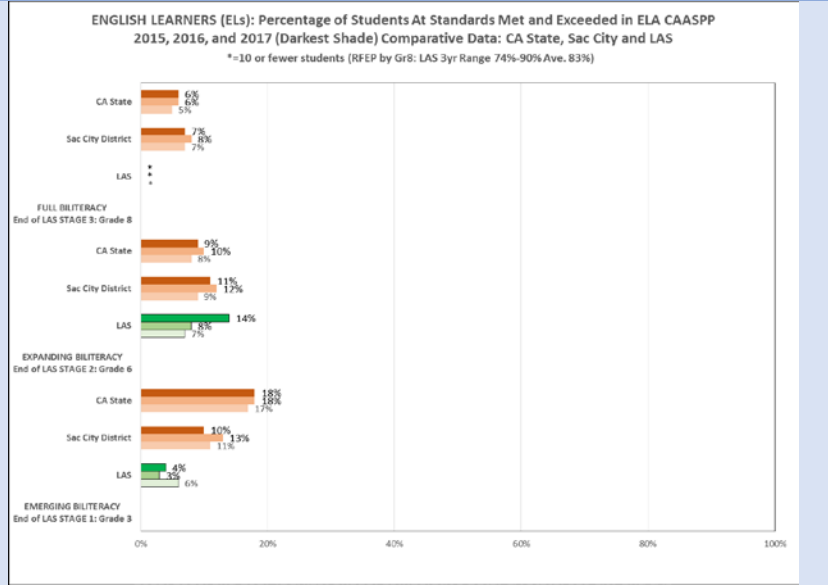
LAS received the following marks based on the Spring 2017 CAASPP:

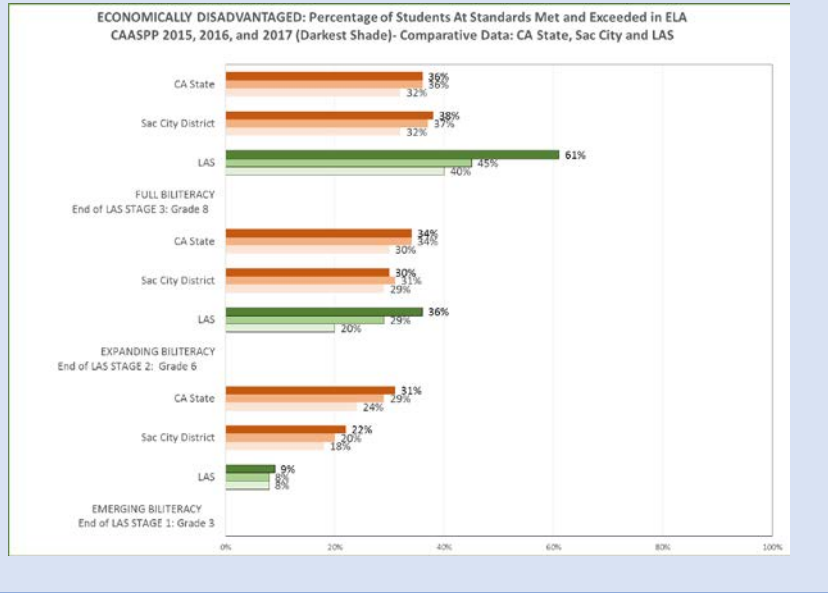
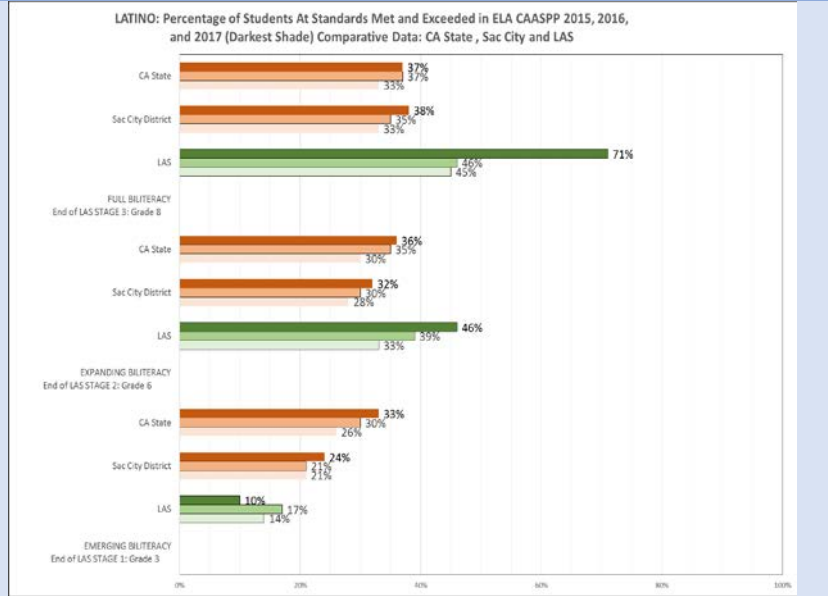
- 1) Suspension Rate = Green
- 2) English Learner Progress = Orange
- 3) English Language Arts (3-8) = Yellow
- 4) Mathematics (3-8) = Orange

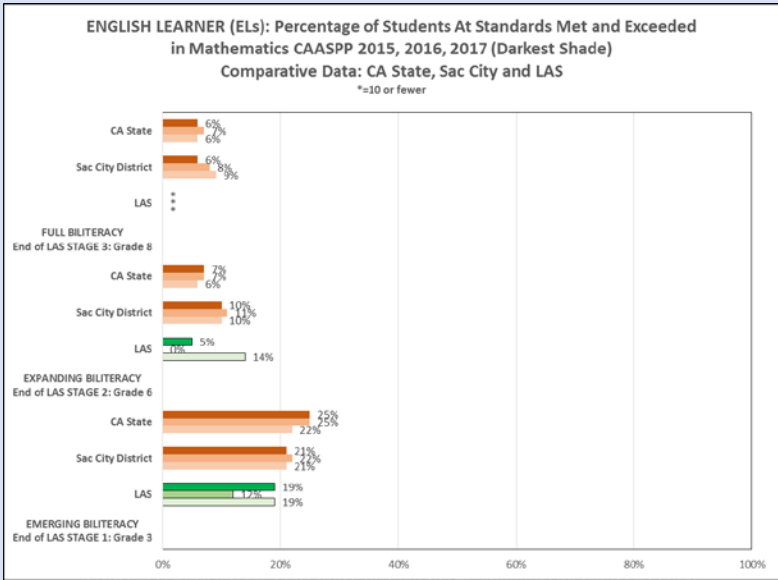
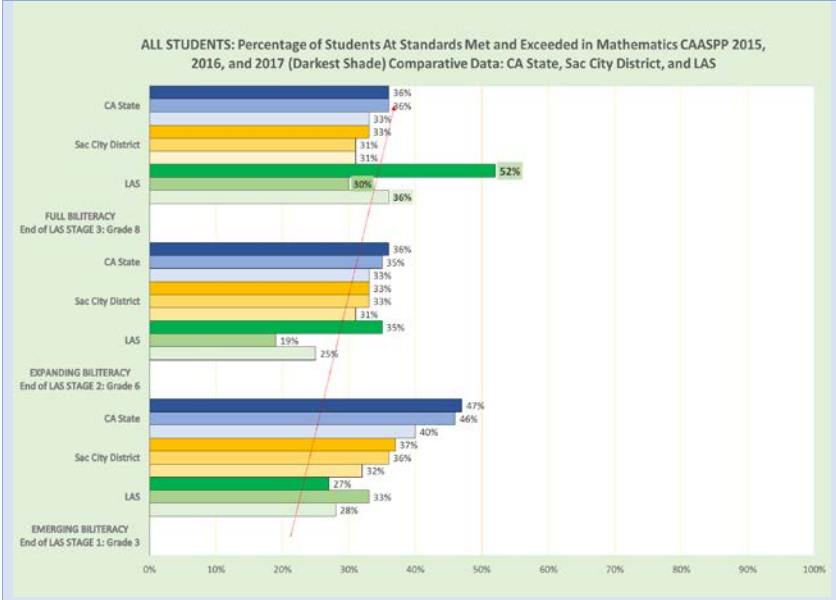
LAS received two "Orange" overall performance marks: EL Progress and Math.

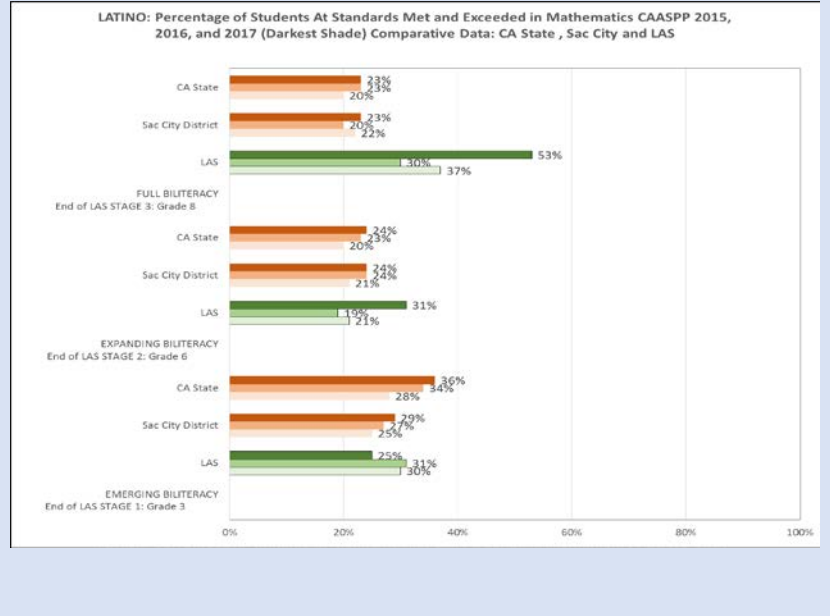
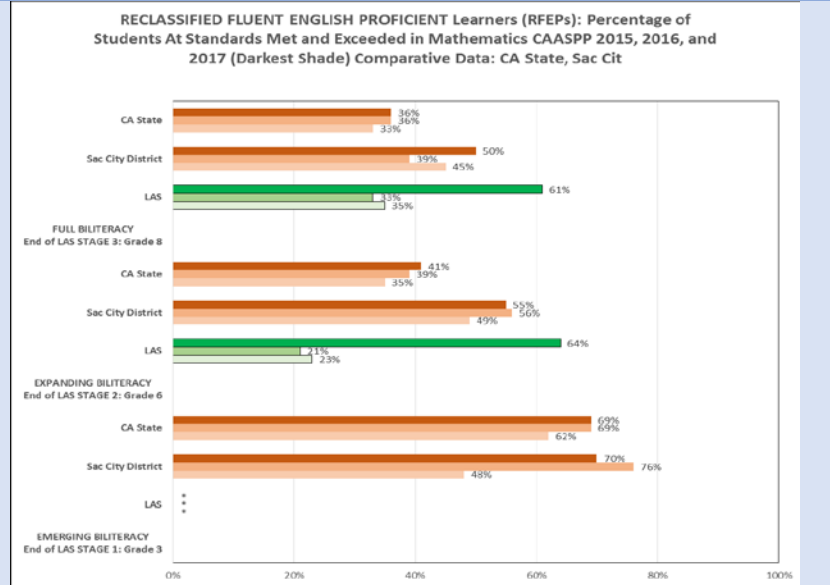
[Comparative Data: CA State, Sac City District, and LAS](#)

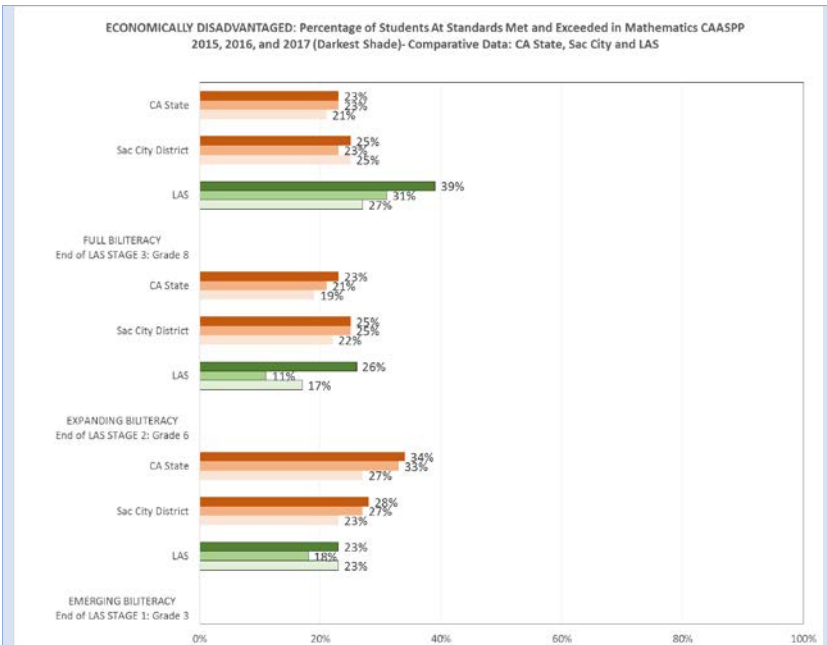












(LAS) Local Dashboard

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

#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%

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%

#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

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%

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%

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%

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?

State Dashboard

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

GREATEST NEEDS

LAS received two "Orange" overall performance marks: EL 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. 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?

State Dashboard

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

PERFORMANCE GAPS

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-Tier 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. In FY18, 41% of students regularly served by the school counselor have IEPs. In the same school year, the school psychologist completed seven suicide risk assessments while also working regularly with students in need. 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	\$ 6,383,552
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 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.

\$ 5,608,464

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017–18

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.
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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 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none">LAS will meet or exceed the state API targets for school wide and LAS significant subgroupsLAS will meet or exceed new goals upon the official implementation of the new state assessments: Smarter Balanced Tests and English Language	State Dashboard https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport LAS received the following marks: <ol style="list-style-type: none">Suspension Rate = GreenEnglish Learner Progress = OrangeEnglish Language Arts (3-8) = YellowMathematics (3-8) = Orange LAS received two “Orange” overall performance marks: EL 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

- 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

**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)**

monitors student 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 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%-36% in Math and 46% in ELA, for percentage of students at Standards Met and Exceeded in 2015 and 2016. 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.

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, LAS RFEP students outperformed both SCUSD and CA State with 89% in ELA and 61% in Math, for percentage of students at Standards Met and Exceeded performance levels.

Latino:

By the End of Stage 3, LAS Latino students outperformed both SCUSD and CA in ELA and in Math, for both 2015 and 2016 school years. In 2017, LAS Latino students outperformed both SCUSD and CA State with 71% in ELA and 53% in Math, for percentage of students at Standards Met and Exceeded performance levels.

STAGE 2: Expanding Bilinguality (Gr 4-6)

STAGE 3: Full Bilinguality (Gr 7-8)

STAGE 1 Emerging Bilinguality
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 Bilinguality
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

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 RFEF 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 bilinguality 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.

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**

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)

CELDT 2017 Data

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.

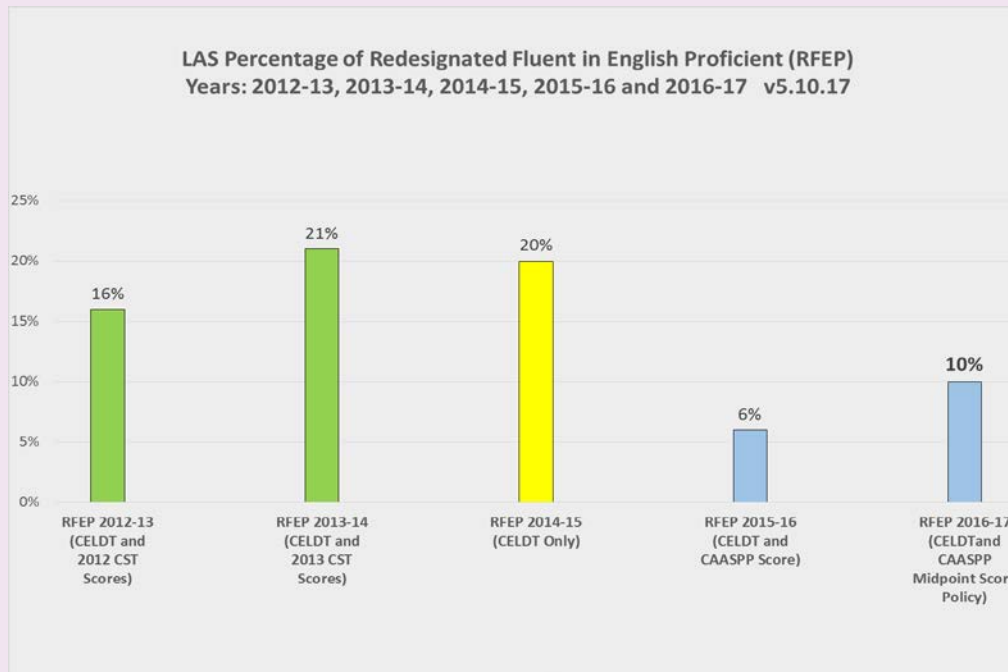
	2017 CELDT Proficiency Level Overall Text	2017 CELDT Proficiency Level Listening (L)	2017 CELDT Proficiency Level Speaking (S)	2017 CELDT Proficiency Level Reading (R)	2017 CELDT Proficiency Level Writing (W)
Goal END OF STAGE 1 Gr3: Goal 80% INT or Above (L & S)		93%	71%		
Goal End of Stage 1 Gr3: Goal 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%		

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

LAS RFEP Historical Data (TBD)



	2012-13	2013-14	2014-15	2015-16	2016-17
#EL	203	210	209	221	250
RFEP by School Year (Fall +	32	25	15	0	2
RFEP by School Year (+ Spring)	0	19	26	13	22
TOTAL	32	44	41	13	24

% of RFEP	16%	21%	20%	6%	10%
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SP#1: 2.2 and 3.2 (TBD)

CAASPP 2015 Cohort - Students who achieved Standard Met or Exceeded in ELA and Math (Total of 26 Comparative Categories)

PREMISES FOR DATA ANALYSIS (PDA) 2015 Cohort Growth	CAASPP 2015	CAASPP 2016
Cohort 2015 Grade 5 ELA: 21%	21%	38%
<i>Latino</i>	19%	39%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	6%	29%
<i>Redesignated English Learners (RFEP)</i>	33%	43%
<i>English Learners (EL)</i>	4%	8%
Cohort 2015 Grade 6 ELA: 37%	37%	60%
<i>Latino</i>	33%	56%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	20%	52%
<i>Redesignated English Learners (RFEP)</i>	46%	67%
<i>English Learners (EL)</i>	7%	NA
Cohort 2015 Grade 7 ELA: 33%	33%	46%
<i>Latino</i>	33%	46%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	30%	45%
<i>Redesignated English Learners (RFEP)</i>	40%	46%
<i>English Learners (EL)</i>	7%	*
Cohort 2015 Grade 5 Math: 12%	12%	19%
<i>Latino</i>	9%	19%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	8%	11%
<i>Redesignated English Learners (RFEP)</i>	67%	21%

<i>English Learners (EL)</i>	4%	0%
Cohort 2015 Grade 6 Math: 25%	25%	47%
<i>Latino</i>	21%	45%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	35%
<i>Redesignated English Learners (RFEP)</i>	23%	55%
<i>English Learners (EL)</i>	14%	NA
Cohort 2015 Grade 7 Math: 26%	26%	30%
<i>Latino</i>	26%	30%
<i>Students with Disability (SWD)</i>	*	NA
<i>Low Income Pupil (LIP)</i>	27%	31%
<i>Redesignated English Learners (RFEP)</i>	35%	33%
<i>English Learners (EL)</i>	7%	*

Cohort Growth Grades 6-8

Students with growth change in performance level and students who maintained Standards Met or Exceeded Status

Cohort 2015 Grade 5 (Grade 6):

ELA: 48%

Math: 26%

Cohort 2015 Grade 6 (Grade 7):

ELA: 63%

Math: 43%

Cohort 2015 Grade 7 (Grade 8):

ELA: 69%

Math: 60%

Analysis Per Cohort (Standard Met/Exceeded)	
Green (Higher number)	23
Total Comparative Categories	26

% Growth	88%
Red (Lower number)	3
Total Comparative Categories	26
% Decline	12%

Note:

* 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%.

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.

Some teachers feedback include better consistency of interventionists schedules: early start in the beginning of the year and less time being pulled out for other projects.

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. 2016-18 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 FY17 and in FY18, LAS teachers have received ongoing NGSS professional development from SCOE consultants throughout the year. Moreover, teachers have also received on-going ELD trainings that address the new state language exam, the ELPAC.

INTERNAL ACCOUNTABILITY

STAGE 1
Emerging Biliteracy
Grades K-3

Based on Illuminate Fall 2017 Data:

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

Kinder Spanish - Decoding and Word Recognition	1st Spanish - Comprehends Grade level Text (Fiction)	1st Spanish - Comprehends Grade level Text (Non Fiction)	2nd Spanish - Comprehends Grade level Text (Fiction)	2nd Spanish - Comprehends Grade level Text (Non Fiction)	3rd Spanish - Comprehends Grade level Text
80%	72%	72%	62%	86%	82%
Kinder - Knows number names and the count sequence	1st Math - Uses place value/properties of operations to add/subtract		2nd - Uses place value understanding to add and subtract		3rd Math - Represents and solves problems involving x and ÷
86%	96%		79%		91%

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

3rd English Comprehends grade-level text
80%

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.

4th Spanish - Comprehends grade level-text	4th Math - Uses the operations with whole numbers to solve problems
94%	82%

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

4th English Comprehends grade-level text
98%

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
85%	91%	83%	91%

5th Math= 97% **6th Math= 97%**

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
90%	81%	86%	69%

7th Math= 81% **8th Math= 90%**

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 of 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%	100%
4th	57%	17% points	88%	59%	12%	100%
5th	52%	21% points	83%	65%	TBD	TBD
EOS2 Expanding: 6th	54%	30% points	91%	56%	28%	95%
7th	57%	6% points	84%	79%	34%	95%
EOS3 Full Biliteracy: 8th	35%	8% points	73%	56%	32%	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	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>RESEARCH 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 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</p> <p>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)</p>	<p>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 2018, LAS will have two years data of the College Board PSAT practice tests as administered to Grade 8 students.</p> <p>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).</p> <p>R1.3 This continues to be work in progress. For the first time, LAS administered the College Board AP Spanish testing and SAT Subject Test in Spanish practice examinations to its Gr8 students in the fall of 2017. In retrospect, LAS is considering administering the exam early spring instead during the 2018-19 school year.</p> <p>PD 2.1 Provided differentiated professional development (Training - Coaching - Mentoring) in the following, but not limited to:</p> <ul style="list-style-type: none"> • Data analysis (EL CELDT, Benchmarks) • Common Core State Standards (CCSS) • Designing CCSS redefined rubrics • Differentiated Instruction

Expenditures

<p><i>Expository Reading and Writing Training such as (ERWC)</i> <i>Designing CCSS redefined rubrics</i> <i>Differentiated Instruction</i> <i>PBIS</i> <i>Writer’s Workshop</i> <i>DRA/EDL Assessments</i></p>	<ul style="list-style-type: none"> • Response to Interventions • Writer’s Workshop K-8 • Reader’s Workshop K-8 • PBIS <p>Teacher requests for more kindergarten specific professional development training.</p>
<p>BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1) \$21,500</p>	<p>ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1) \$31,730</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>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.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The differences mostly reflect increase in professional development expenses: conferences and supplies</p>

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).

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	ACTUAL
<p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>Action 1: R= Research PD= Professional Development</p> <p>Action 2: CD= Curriculum Design AA= Assessments and Accountability</p> <p>Action 3: I= Instruction SS= Support Structure</p> <p>CURRICULUM DESIGN</p> <p>3.1 Use of CCSS aligned core and supplementary materials</p> <p>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT</p> <p>3.3 Create yearlong backward plans for curriculum</p>	<p>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 state adopted curriculum lists for the upcoming year.</p> <p>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</p> <p>CD 3.3 Created yearlong backward plans for writer’s workshop curriculum (work in progress in other subjects)</p> <p>CD 3.4 Did not implement Understanding by Design (UbD) principles in curriculum/instructional planning</p> <p>CD 3.5. Need to revisit implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (implementation in grades Gr3-Gr4)</p> <p>AA 4.1 Implemented Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs: DRA and EDL</p> <p>AA 4.2 Administered CDT defined curriculum and benchmark assessments</p> <p>AA 4.3 Not available this year</p>

<p>3.4 Implement Understanding by Design (UbD) principles in curriculum/instructional planning (Not applicable for 2016-17)</p> <p>3.5. Implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Gr3-Gr4)</p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer and analyze Curriculum Design Team (CDT) defined language level diagnostic assessments for Spanish learners and ELs (DRA/EDL reading assessments)</p> <p>4.2 Administer CDT defined curriculum and benchmark assessments</p> <p>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)</p>	
<p>BUDGETED (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$40,470</p>	<p>ESTIMATED ACTUAL (CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$137,026</p>

Expenditures

ANALYSIS

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

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

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

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

implementing school wide DRA and EDL reading assessments, consequent data analysis and year-long planning accordingly.

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.

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)

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.

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

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	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u><i>LAS Program Six Design Components:</i></u> <i>Action 1:</i> <i>R= Research</i> <i>PD= Professional Development</i> <i>Action 2:</i> <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION <i>5.1 Implementation of CCSS aligned core curriculum</i> <i>5.2 Incorporate basic math concepts (mental math and basic measurements) during PE instruction</i> <i>5.3 Utilize second language learning strategies trainings such as SDAIE, SIOP</i></p> <p>SUPPORT STRUCTURE <i>6.1 Extensive student support structures (Examples: differentiated instruction, tutoring, summer school, extended day remediation and acceleration)</i> <i>6.2 School-wide agreements on homework expectation</i> <i>6.3 100% of middle school SWDs who need extra study skills support will receive assistance</i></p>	<p>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</p> <p>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 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)</p>

	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) \$1,687,427	ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$2,891,082

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.

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.

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 2018 both for kindergarteners and for identified students in primary grades who need support in Spanish reading.

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

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

ACTUAL

SP#2 Goals:

1. Met: Attendance rate of 95% or above (Actual: 97%%)
2. Did not meet: Absenteeism (chronic) at 3.2% rate
3. Met: Dropout for middle school at zero rate

SP#3

#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 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

<p>8. Suspension and expulsion rate at less than 1% per year</p> <p>9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation</p> <p>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</p> <p>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</p>	<p>2) MS classrooms on the second floor are not conducive for physical activities as they cause tremendous noise for the classrooms downstairs.</p> <p>SP#4</p> <p>#8 Met goal: Suspension and expulsion at less than 1%</p> <p>#9 Goal met with 397 of Grades 2-8 and 147 TK-Gr1 students who participated with survey, representing 93% of the student body</p> <p>#10 Goal met with 97% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish</p> <p>#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.</p>
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[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.

<p>Action</p>	<p>1</p>				
<p>Actions/Services</p>	<table border="1"> <thead> <tr> <th data-bbox="378 909 898 950">PLANNED</th> <th data-bbox="898 909 1533 950">ACTUAL</th> </tr> </thead> <tbody> <tr> <td data-bbox="378 950 898 1323"> <p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</p> <p>PD= Professional Development</p> <p>Action 2:</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p> </td> <td data-bbox="898 950 1533 1323"> <p>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)</p> <p>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)</p> <p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p> </td> </tr> </tbody> </table>	PLANNED	ACTUAL	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</p> <p>PD= Professional Development</p> <p>Action 2:</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>Action 3:</p> <p>I= Instruction</p> <p>SS= Support Structure</p>	<p>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)</p> <p>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)</p> <p>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) in:</p>
PLANNED	ACTUAL				
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<p>RESEARCH</p> <p>1.1 Study recent brain research in relation to socio-emotional and intellectual development, particular to LAS significant subgroups</p> <p>1.2 Study research on the non-academic benefits of dual language immersion programs – i.e. cross cultural competencies, cross generational connections</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Provide differentiated professional development (Training - Coaching - Mentoring) in:</p> <p>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</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement</p> <p>C. Training on how to implement physical activities to stimulate attention and focus in the classroom</p> <p>2.2 Hire highly qualified and credentialed Physical Education instructors to teach PE classes</p>	<p>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)</p> <p>1) PBIS August 2015, 2016, 2017 and year round = Entire staff training</p> <p>2) CASP October 2015, 2016, 2017 = SEL staff attended</p> <p>3) CARS PLUS February 2016, 2017, 2018= SEL staff attended</p> <p>4) Restorative Justice Conference, June 2017- SEL and staff attended</p> <p>5) Responsive Classroom, June 2017 = Gr5 staff attended</p> <p>6) Circle Up (Year round), 2017-18 = Entire staff training</p> <p>B. Performance task rubrics design and calibration, and multiple measures of achievement (work in progress)</p> <p>C. Staff received training on how to implement physical activities to stimulate attention and focus in the classroom (PE and ROPES-not this year)</p> <p>1) PE teachers attended and presented at CAHPERDS Conference in March 2016, 2017</p> <p>2.2 Hired highly qualified and credentialed Physical Education instructors to teach PE classes who received personal program design coaching from district mentor</p>
<p>BUDGETED</p> <p>(R: 1.1, 1.2 PD: 2.1, 2.2) \$8,800</p>	<p>ESTIMATED ACTUAL</p> <p>(R: 1.1, 1.2 PD: 2.1, 2.2) \$19,729</p>

Expenditures

ANALYSIS

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

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

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

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.

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.

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	ACTUAL												
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN</p> <p>3.1 Incorporate socio-emotional strategies from the physical activity grant and LIFESKILLS goals and activities in unit and lesson design</p> <p>3.2 Incorporate “Brain Break” into lesson planning</p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>AA 4.2 Encouraged classroom and grade level incentives</p> <p>AA 4.3 Administered and analyzed yearly student survey Grades TK-8: 90% stated, “I like my school.” Grades TK-8: 89% stated, “I feel safe at school.” Grades TK-8: 64% stated, “My school is clean.”</p> <p>AA 4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5) (Inconsistent; still work in progress)</p> <p>PE</p> <p>4.5 Analyzed student achievement in Physical Education; historical PFT data analysis available.</p> <p>Baseline for Grade 5 in HFZ (Data for each Grade 5 Cohort will be compared with their Grade 7)</p> <table border="1" data-bbox="911 1143 1520 1313"> <thead> <tr> <th>FY2015 Gr 5 Cohort</th> <th>FY2017 Gr7 Cohort TBD</th> </tr> </thead> <tbody> <tr> <td>Aerobic Capacity 95.5%</td> <td></td> </tr> <tr> <td>Body Composition 52.3%</td> <td></td> </tr> <tr> <td>Abdominal Strength 65.9%</td> <td></td> </tr> <tr> <td>Trunk Extension 70.5%</td> <td></td> </tr> <tr> <td>Upper Body Strength 52.3%</td> <td></td> </tr> </tbody> </table>	FY2015 Gr 5 Cohort	FY2017 Gr7 Cohort TBD	Aerobic Capacity 95.5%		Body Composition 52.3%		Abdominal Strength 65.9%		Trunk Extension 70.5%		Upper Body Strength 52.3%	
FY2015 Gr 5 Cohort	FY2017 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%	
BUDGETED (CD: 3.1 AA: 4.1, 4.2, 4.3) \$9,250	ESTIMATED ACTUAL (CD: 3.1 AA: 4.1, 4.2, 4.3) \$29,494	

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.</p> <p>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 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.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>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.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>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.</p>

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. 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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION</p> <p>5.1 Integrate lessons on life skills and healthy life style choices during instruction</p> <p>5.2 Ensure consistent opportunities for students to formulate and present their ideas during instruction and beyond</p> <p>SUPPORT STRUCTURE</p>	<p>I 5.1 Not consistent schoolwide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction</p> <p>I 5.2 Ensured consistent opportunities for students to formulate and present their ideas during instruction and beyond with emphasis in CCSS implementation</p> <p>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.</p> <p>SS 6.2 Published newsletter information on health, nutrition choices in relation to attendance (need to revisit this goal; work in progress)</p> <p>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</p>

<p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate</p> <p>6.2 Publish newsletter information on health, nutrition choices in relation to attendance</p> <p>6.3 Highlight students' progress in After- school Education and Safety (ASES) Program and Enrichment classes</p> <p>6.4 Coordinate with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS</p> <p>6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions</p> <p>6.6 Promote school-wide healthy snacks choices</p> <p>6.7 Maintain suspension and expulsion rate at less than 1% per year</p>	<p>SS 6.4 Coordinated with Parent Council, Parent Association, Student Council groups for emphasis on practicing LIFESKILLS- i.e. respect and anti-bullying behavior</p> <p>SS 6.5 Ensured students' access to technology and communication venues such as school website, intercom and Blackboard to encourage engagement in civic actions</p> <p>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.</p> <p>SS 6.7 Maintained a suspension and expulsion rate at less than 1% per year; this is an area of improvement.</p>
<p>BUDGETED</p> <p>(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 339,089</p>	<p>ESTIMATED ACTUAL</p> <p>(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 661,569</p>

Expenditures

ANALYSIS

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

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

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

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

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

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
 - 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

ACTUAL

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; 93% of TK-8 students participated in the student survey completion
Item 11: Goal met; 96% of families would recommend LAS to other parents

[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

Expenditures

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>RESEARCH 1.1 Document student driven projects based on current community needs: <i>Classroom, grade level, school-wide, and community at large</i> 1.2 Analyze community survey for responses to questions about community service projects</p> <p>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</p>	<p>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)</p> <p>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 participatory research; MS teachers are members of the Action Civics Education team from Sacramento County Office of Education (SCOE).</p>
BUDGETED	ESTIMATED ACTUAL
(R: 1.2, PD: 2.1) \$10,000	(R: 1.2, PD: 2.1) \$10,000

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.	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

Actions/Services

Expenditures

ANALYSIS

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i></p> <p>Action 2: CD= Curriculum Design AA= Assessments and Accountability</p> <p>Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>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</p> <p>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</p>	<p>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.</p> <p>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)</p> <p>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</p>
<p>BUDGETED (AA: 4.1, 4.3) \$ 4,000</p>	<p>ESTIMATED ACTUAL (AA: 4.1, 4.3) \$15,500</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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</p> <p>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.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>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.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>The minimal difference accounts for the estimated actual cost for the year.</p>
<p>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.</p>	<p>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.</p>

[ACTIONS / SERVICES](#)

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

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION <i>5.1 Highlight student led participatory action research projects and events during class</i> <i>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</i> <i>5.3 Offer elective classes in middle school</i></p> <p>SUPPORT STRUCTURE <i>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</i> <i>6.2 Publish newsletter information on leadership and citizenship</i> <i>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</i></p>	<p>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</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school SS 6.2 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 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</p>

<p>6.4 Provide opportunities for students to participate in school wide cleaning</p> <p>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</p>	
<p>BUDGETED (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$8,000</p>	<p>ESTIMATED ACTUAL (I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$12,000</p>

Expenditures

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>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</p> <p>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 device for students in grades 2-8 and classroom teaching and learning experiences have been tremendously changed with greater enthusiasm and curiosity.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>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.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Most of the differences reflect the slight increase in technology device purchases as well as infrastructure set ups such as internet and bandwidth increase and IT consultant supports.</p>

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

ACTUAL

SP#5

Item 1: Did not meet; 67% of families completed the annual survey. Of the 67% submitted: 48% paper survey and 19% online.
 Item 2: 96% 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:
 FY2015 and FY2016: Parent volunteer hours in the last two years averaged about 3,000hrs/yr with about 51% of families participating.

- 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
- 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

FY2017: This school year, volunteer hours is 3947 hrs/yr with 56% of families participating.

FY2018: Volunteer hours is 4757.5 hrs/yr with 62% of families participating.

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%

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%

	<p>Q: Satisfied with development in Critical Thinking: Met goal 98%</p> <p>Q: Satisfied with development in Creative Thinking: Met goal 99%</p> <p>2017-18 (Goal 90% or above)</p> <p>Q: Satisfied with Spanish Progress: Met goal 97%</p> <p>Q: Satisfied with English Progress: Met goal 93%</p> <p>Q: Satisfied with development in Critical Thinking: Met goal 97%</p> <p>Q: Satisfied with development in Creative Thinking: Met goal 96%</p> <p>SP#6 All three goals are met</p> <p>SP#7 All three goals are met; LAS is researching current state adopted curriculum for Social Studies and Science (#11- LAS has not revisited UbD implementation)</p> <p>SP#8 All three goals are met; LAS is looking into the core building improvement for the upcoming year FY19</p>
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[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	
<p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</p> <p>PD= Professional Development</p> <p>Action 2:</p> <p>CD= Curriculum Design</p> <p>AA= Assessments and Accountability</p> <p>Action 3:</p>	<p>R 1.1 School leadership continues to research and establish rigorous hiring process</p> <p>R 1.2 Curriculum Design Team (CDT) Committee continues to research and obtain updated standards aligned materials</p> <p>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</p>

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)

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 FY18
- 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)
 - PBIS
 - Writer's Workshop
 - Reader's Workshop

-Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS -Writer’s Workshop -Reader’s Workshop	
BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,750	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$20,331

Expenditures

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission</p> <p>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.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>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. There is one area of need regarding the internet use dependability school-wide, particularly, during heavy use such as state online examination months.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Slight differences reflect estimated actual costs for this action/service item.</p>
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.	<p>LAS will continue to pursue the stated action/services as stated above.</p>

[ACTIONS / SERVICES](#)

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

Action **2**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN 3.1 Integrate CCSS in yearlong backwards planning 3.2 Ensure use of state approved standards based Materials</p> <p>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</p>	<p>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.</p> <p>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.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
(CD: 3.1, 3.2 AA: 4.1) \$20,969	(CD: 3.1, 3.2 AA: 4.1) \$21,220

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.	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**

Actions/Services

PLANNED	ACTUAL
<p style="text-align: center;">Actions/Services</p> <p><u><i>LAS Program Six Design Components:</i></u> Action 1: <i>R= Research</i> <i>PD= Professional Development</i> Action 2: <i>CD= Curriculum Design</i> <i>AA= Assessments and Accountability</i> Action 3: <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>INSTRUCTION 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)</p> <p>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</p>	<p>I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (work in progress)</p> <p>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 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) 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.</p>

<p>6.5 Facilities Committee conducts an annual facilities checklist survey; process still needs to be formalized</p> <p>6.6 Middle school faculty conducts Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs</p> <p>6.7 LAS will annually conduct articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>6.8 Ensure technology infrastructure is compatible with CCSS implementation needs</p>	
<p>BUDGETED (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 37,000</p>	<p>ESTIMATED ACTUAL (I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 1,439,464</p>

Expenditures

ANALYSIS

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

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

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>LAS MISSION: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission</p> <p>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.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Seven out of the nine actions/services stated above was fully implemented and have been effective in moving toward meeting Goal 4.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>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.</p>

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 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?

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 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 2017-18:

- 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2017. With spring 2017 CAASPP results, LAS had 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.
 - 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 2018, LAS has collected 317 (Yr1: 88, Yr2: 94, Yr3: 88, and Yr4: 47) “What I Know” and 263 (Yr1: 108, Yr2: 75, Yr3: 36 and Yr4: 43) “What I Want to Know” statements. Thus far, 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

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

New Modified Unchanged

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 _____

Identified Need

Students need high quality bilingual classroom instruction, curriculum, and assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19
Refer to data from Annual Update Section		PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none"> LAS will meet or exceed the state API targets for school wide and LAS significant subgroups 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) 	PREMISES FOR DATA ANALYSIS (PDA) <ol style="list-style-type: none"> 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. LAS will meet or exceed new goals upon the official implementation of the new state assessments: CAASPP and ELPAC, within the

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

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;
- 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;

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 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

			<ol style="list-style-type: none">1. 100% of teachers trained in basics of CCSS & ELD & NGSS as applicable to their grade2. Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes
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[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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>RESEARCH</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>

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

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
- Writer’s Workshop
- Reader’s Workshop
- DRA/EDL Assessments

BUDGETED EXPENDITURES

2017-19

Amount	(R-1.1, 1.2, 1.3 PD-2.1) \$24,867
Source	EPA, LCFF Base, Supplemental, Title2
Budget Reference	Object: 1000, 4000, 5000

2018-19

Amount	\$43,766
Source	EPA, LCFF Base, Supplemental, Title2
Budget Reference	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.

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>CURRICULUM DESIGN</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>CURRICULUM DESIGN</p>

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)

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)

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION 5.1 Implementation of CCSS aligned core curriculum</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p> <p>INSTRUCTION 5.1 Implement CCSS aligned core curriculum</p>

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)

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

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

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

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

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

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>

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

Amount (R: 1.1, 1.2, PD: 2.1, 2.2) \$9,700

Source EPA, LCFF Base, Supplemental, Concentration

Budget Reference Object: 1000, 5000

2018-19

\$29,537

EPA, LCFF Base, Supplemental, Concentration

Object: 1000, 5000



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:

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
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Action 1:
R= Research
PD= Professional Development
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AA= Assessments and Accountability
Action 3:
I= Instruction
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CURRICULUM DESIGN

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

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.

ASSESSMENTS AND ACCOUNTABILITY

<p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p>	<p>4.1 Conduct attendance and LIFESKILLS recognition assemblies; invite families</p> <p>4.2 Encourage classroom and grade level incentives</p> <p>4.3 Administer and analyze yearly student survey</p> <p>4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)</p> <p>4.5 Analyze student achievement in Physical Education</p>
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BUDGETED EXPENDITURES

	2017-18	2017-18
Amount	(CD: 3.1 AA: 4.1, 4.2, 4.3) \$25,788	\$35,858
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

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

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

6.5 Ensure students' access to technology and communication venues such as school website, intercom and Connect-Ed to encourage engagement in civic actions

2018-19

New Modified Unchanged

Actions/Services

LAS Program Six Design Components:

Action 1:

R= Research

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Action 2:

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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 2% per year

6.6 Promote school-wide healthy snacks choices
 6.7 Maintain suspension and expulsion rate at less than 1% per year

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BUDGETED EXPENDITURES

2018-19

Amount	(I: 5.1 SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$600,586	\$647,932
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	<p><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 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) <ul style="list-style-type: none"> -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 - More than 90% of students who need extra study skills support will receive assistance during elective block 	<p><u>SP#3 Other student outcomes and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> - More than 90% of students who need extra study skills support will receive assistance during elective block <p><u>SP#4 Student climate and building leadership and critical thinking skills for all students</u></p> <ol style="list-style-type: none"> 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

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

[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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>

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
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

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 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

2018-19

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 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
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:

LAS Program Six Design Components:

Action 1:
R= Research
PD= Professional Development
Action 2:
CD= Curriculum Design
AA= Assessments and Accountability

Action 1:
R= Research
PD= Professional Development
Action 2:
CD= Curriculum Design
AA= Assessments and Accountability

Action 3:

Action 3:

I= Instruction
SS= Support Structure

I= Instruction
SS= Support Structure

INSTRUCTION

INSTRUCTION

5.1 Highlight student led participatory action research projects and events during class

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

Amount (I: 5.3 SS: 6.1, 6.2, 6.3, 6.5) \$12,000

Source EPA, LCFF Base, Supplemental, Concentration

Budget Reference Object: 5000

2018-19

\$16,000

EPA, LCFF Base, Supplemental, Concentration

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		<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> Eighty percent (80%) or above of families complete annual parent survey Families recommend the school to others at 85% or above rating Ninety percent (90%) completion of Parent Student Teacher Compact Families participate in various parent governance venues: Governing Board, 	<p><u>SP#5: Parent involvement and its role in supporting the fulfillment of LAS Mission</u></p> <ol style="list-style-type: none"> Eighty percent (80%) or above of families complete annual parent survey Families recommend the school to others at 85% or above rating Ninety percent (90%) completion of Parent Student Teacher Compact 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

- 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

- 100% of LAS teachers are highly qualified and are placed in proper teaching assignments
- LAS utilizes standards-aligned materials which are available to all students
- 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

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

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

- 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

- 100% of LAS teachers are highly qualified and are placed in proper teaching assignments
- LAS utilizes standards-aligned materials which are available to all students
- 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

- LAS curriculum and assessments are aligned to CCSS within the framework of a dual language immersion program design
- Conduct on-going research on how to improve CCSS implementation that support ELs and other subgroups
- 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

- LAS students are enrolled in a broad course of study delineated by Education Code above
- 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
- Facilitate transition of LAS Graduates to local high schools – 90% implementation

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
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	
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	
<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>	<p style="text-align: center;">Actions/Services</p> <p><u>LAS Program Six Design Components:</u> Action 1: R= Research PD= Professional Development Action 2: CD= Curriculum Design AA= Assessments and Accountability Action 3: I= Instruction SS= Support Structure</p>	

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

BUDGETED EXPENDITURES

2017-18

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
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- 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.

Amount

(R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$13,867

\$18,941

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

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 Integrate CCSS in yearlong backwards planning
 3.2 Ensure use of state approved standards based Materials

2018-19

New Modified Unchanged

Actions/Services

LAS Program Six Design Components:
Action 1:
R= Research
PD= Professional Development
Action 2:
CD= Curriculum Design
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Action 3:
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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

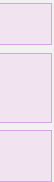
3.2 Ensure use of state approved standards based materials for all subjects (i.e. Engaged New York Math and NGSS Science materials).

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
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

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

INSTRUCTION
 5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)

2018-19

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

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

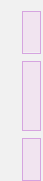
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- 6.8 Ensure technology infrastructure is compatible with CCSS implementation needs

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
Source	EPA, LCFF Base, Supplemental, Concentration, Title 2	EPA, LCFF Base, Supplemental, Concentration, Title 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:

\$1,055,100

Percentage to Increase or Improve Services:

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 FY19 LCFF Supplemental Grant is projected to be \$690,770 and \$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 FY19, LAS has appropriated \$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 \$199,710 from 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 \$750,655 as reflected in Budget Series: 1000, 2000, 4000, and 5000.

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Academia de Idiomas de Sacramento
 Language Academy of Sacramento
 A Two-Way Spanish Immersion Charter School

A California Public School

Agenda Item# IIIB

Board Meeting Date: June 15, 2018

Subject: Proposed FY2019 Budget

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference
- Conference/Action
- Action

Committee: B. Luna, M. Pérez, E. Frederiksen, A. Hubbell, R. González, E. de León, J. Morales. Board members present A. Campa

Summary:

The Finance Committee met on Tuesday, June 13th and conducted the following business:

- Reviewed the most current draft of the FY2019 budget

Recommendation:

1. The Finance Committee recommends the Governing Board approve the adoption of the FY2019 Budget.

Documents Attached:

1. Proposed FY2019 Budget

MOTION FY2019 Budget	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

Estimated Time of Presentation: 20 min.
Submitted By: School Leadership
Date: 06.13.18

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



A California Public School

Artículo de Agenda # IIIB

Fecha de la Reunión: 15 de junio de 2018

Tema: Presupuesto preliminar del año 2019

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

Comité: B. Luna, M. Pérez, E. Frederiksen, A. Hubbell, R. González, E. de León, J. Morales. Board members present A. Campa

Resumen:

El comité de finanzas se reunió el viernes 8 de junio:

- Revisaron el borrador más actualizado del presupuesto del año fiscal 2019.

Recomendación:

1. El comité de finanzas recomienda que la Mesa Directiva apruebe el presupuesto del año fiscal 2019.

Documentos adjunto:

1. Presupuesto del año fiscal 2019

MOCIÓN Presupuesto del año fiscal 2019	Aye	Nay	Abstain	Absent
Fernando Aceves				
Jennifer Bacsafra				
Kathy Petree				
Irene Rodríguez				
Perla Campos				
Adriana Yañez- Gutiérrez				
Ravindar Singh				
Erandi Zamora				
Aracely Campa				
Totals:				

Estimated Time of Presentation: 20 min.
Submitted By: School Leadership
Date: 06.13.18

Páginas pertinentes en:
() La constitución, páginas _____
() MOU, páginas _____

FY 2019 Proposed Budget Summary
June 13, 2018

Prepared for the Governing Board of the Language Academy of Sacramento
Prepared by Gasper Magallanes, Sr. Director of Client Management & Development

The final version of the proposed budget for the 2018-19 FY for the Language Academy of Sacramento immediately follows this summary, pages 1 through 6. The proposed budget is generally consistent with the assumptions, both in terms of number of students, staff, and funding levels that was presented to the finance committee and the governing board in May. We have prepared a copy of the budget with what was presented in May, the updated budget draft, and the underlying assumptions.

Earlier this week, we learned that Gov. Brown in budget negotiations with the CA legislature agreed to a \$1B reduction to the appropriation for one-time funds. We previously estimated that at \$343 per FY 2018 P-2 ADA or about \$194K, and we have since reduced the estimated rate to \$170 per FY 2018 P-2 ADA or about \$96K. You can find this change on page 3 within the state revenues budget. The end result is a proposed budget that calls for an operating income of \$579K, about a \$76K decrease from what was presented in May. Part of the one-time funds decrease was offset by some salary savings.

We are also hearing that LCFF will likely receive a larger amount of funds appropriated, which rough estimates put the impact on anywhere from \$50 to \$70 per ADA. Because this is not confirmed, we have not incorporated this into the budget, and we may find in early summer, that the reduction in one-time funds was partially offset by an increase in the LCFF. This will be incorporated, if it occurs, in September along with any other forecast changes.

Supplemental Exhibits

On pages 7 through 12, you will see a set of the latest multiyear projections through June 2024. With Language Academy of Sacramento essentially reaching full scale in FY 2019, it is important to evaluate the school's budget in the context of the multiyear-projections. The underlying assumptions behind the multiyear projections are built around 612 students, a 95% ADA, a fully implemented LCFF with year over year increases tied to COLA, a generally static staffing headcount, the impact of the salary scale amendment last June, escalating benefit expenses including STRS and medical coverage, the debt service (interest only) associated with the Prop 1D long-term loan, and finally a non-cash depreciation expense of \$550K each year associated with the Prop 1D project and the parking lot project.

On page 13, you will find an analysis of the LAS cash capacity to invest in its facilities beyond Prop 1D and the parking lot through June 2023. All the while, this is in the context of its required reserve set-asides. LAS has the ability based on the various multiyear assumptions to commit up to \$3.4MM towards additional facility work in FY 2019 and about \$5.4MM in total through FY 2023. As there is quite a bit of nuance to this, page 13 has a number of critical footnotes and comments to also consult.

Finally, on pages 14 through 19, you will find a set of cash flow projections through June 2023. This is anchored by the multiyear projections through June 2023, as well as known funding timing and typical spending patterns. The cash flows also reflect both interest and principal repayments towards its Prop 1D project, as well the repayment of \$1.9MM in unearned funds as early as July 2018. The SCUSD share of the parking lot expense, \$334K, is expected to be received in August 2018, and it is reflected in the cash flow. The cash analysis on page 13 takes into accounts the information on pages 14 through 19, as well as pages 7 through 12.

The Language Academy of Sacramento

FY 2019 Proposed Budget

As of June 13, 2018

	2018/19	2018/19	2018/19
	Initial Budget Proposal Presented in May 2018	Final Budget Proposal with Updates & Corrections	Notes
SUMMARY			
Revenue			
LCFF Entitlement	5,608,464	5,608,464	
Federal Revenue	244,555	244,555	
Other State Revenues	781,050	683,303	
Local Revenues	371,000	371,000	
Fundraising and Grants	55,000	55,000	
Total Revenue	7,060,069	6,962,322	
Expenses			
Compensation and Benefits	4,256,315	4,227,634	
Books and Supplies	268,082	267,812	
Services and Other Operating Expenditures	1,325,399	1,333,106	
Depreciation	555,000	555,000	
Total Expenses	6,404,796	6,383,552	
Operating Income	655,273	578,770	
Fund Balance			
Beginning Balance (Unaudited)	8,169,769	8,191,477	
Operating Income	655,273	578,770	
Ending Fund Balance (including Depreciation)	8,825,041	8,770,247	

The Language Academy of Sacramento

FY 2019 Proposed Budget
As of June 13, 2018

Detail	2018/19	2018/19	2018/19
	Initial Budget Proposal Presented in May 2018	Final Budget Proposal with Updates & Corrections	Notes
Enrollment Breakdown			
K	84	84	
1	66	66	
2	66	66	
3	67	67	
4	66	66	
5	66	66	
6	66	66	
7	68	68	
8	60	60	
Enrollment Summary			
K-3	283	283	
4-6	198	198	
7-8	128	128	
Total Enrolled	609	609	
ADA %			
K-3	95%	95%	
4-6	95%	95%	
7-8	95%	95%	
Average	95%	95%	
ADA			
K-3	268.9	268.9	
4-6	188.1	188.1	
7-8	121.6	121.6	
Total ADA	578.6	578.6	
Demographic Information			
Prior Year			
ADA (P-2)	565	565	
CALPADS Enrollment (for unduplicated % calc)	585	585	
# Unduplicated Count (CALPADS)	471	471	
# Free & Reduced Lunch (FRL) (CALPADS)	434	434	
# ELL (CALPADS)	239	239	
Current Year			
CALPADS Enrollment (for unduplicated % calc)	609	609	
# Unduplicated Count (CALPADS)	490	490	
# Free & Reduced Lunch (FRL) (CALPADS)	452	452	
# ELL (CALPADS)	249	249	
New Students	24	24	
School Information			
Teachers	30	30	
# of school days	180	179	

The Language Academy of Sacramento

FY 2019 Proposed Budget

As of June 13, 2018

		2018/19	2018/19	2018/19
		Initial Budget Proposed Presented in May 2018	Final Budget Proposal with Updates & Corrections	Notes
LCFF Entitlement				
8011	Charter Schools LCFF - State Aid	3,756,628	3,801,497	Total LCFF less EPA and Prop Tax
8012	Education Protection Account Entitlement	717,906	673,037	Greater of: \$200 per ADA or 22.5% of State Aid
8096	Charter Schools in Lieu of Property Taxes	1,133,929	1,133,929	\$1959.95 per ADA
SUBTOTAL - LCFF Entitlement		5,608,464	5,608,464	\$9694 per ADA per LCFF calculator as of May 15, 2018
8100 Federal Revenue				
8181	Special Education - Entitlement	73,125	73,125	\$125 per PY CBEDS Enrollment
8291	Title I	151,900	151,900	\$350 per Title I eligible student
8292	Title II	19,530	19,530	\$45 per Title I eligible student
SUBTOTAL - Federal Income		244,555	244,555	
8300 Other State Revenues				
8381	Special Education - Entitlement (State)	302,003	302,003	\$522 per CY ADA
8382	Special Education Reimbursement (State)	-	-	may end up receiving ERMHS reimbursement for FY 2019
8550	Mandated Cost Reimbursements	9,210	9,210	\$16.30 per PY ADA
8560	State Lottery Revenue	112,239	112,239	\$194 per ADA
8590	All Other State Revenues (One-Time Funding)	193,798	96,052	\$170 per PY ADA; previously estimated at \$343 per PY ADA
8596	ASES	163,800	163,800	Fixed award amount; may increase
SUBTOTAL - Other State Income		781,050	683,303	
8600 Other Local Revenue				
8636	Uniforms	6,000	6,000	
8638	Merchandise Sales	1,000	1,000	
8660	Interest	4,000	4,000	
8670	Fees and Contracts	6,000	6,000	
8693	Field Trips	15,000	15,000	
8699	All Other Local Revenue	5,000	5,000	
8781	All Other transfers from Districts or Charter Schools	334,000	334,000	SCUSD contribution for parking lot
SUBTOTAL - Local Revenues		371,000	371,000	-
8800 Donations/Fundraising				
8801	Donations - Parents	15,000	15,000	
8802	Donations - Private	15,000	15,000	
8803	Fundraising	25,000	25,000	
SUBTOTAL - Fundraising and Grants		55,000	55,000	
TOTAL REVENUE		7,060,069	6,962,322	

The Language Academy of Sacramento

FY 2019 Proposed Budget

As of June 13, 2018

		2018/19	2018/19	2018/19
		Initial Budget Proposal Presented in May 2018	Final Budget Proposal with Updates & Corrections	Notes
EXPENSES				
Compensation & Benefits				
1000	Certificated Salaries			
1100	Teachers Salaries	1,756,728	1,745,625	29 teachers; 1 literacy coach
1101	Teacher - Stipends	25,800	25,800	student council, btsa, garden, basketball, soccer, additional stipends for program
1103	Teacher - Substitute Pay	89,900	89,900	\$145/day; 300 days for regular need and 240 days for long-term subs
1300	Certificated Supervisor & Administrator Salaries	107,675	107,675	Academic Director
1311	Certificated SPED	193,038	250,644	SPED coordinator (.5 FTE), Psychologist, Counselor, and 1 ES
1920	Other Cert - Summer	17,010	18,200	14 various hourly teaching staff
1940	Academic Accountability & Intervention	198,338	191,674	Academic Accountability; Intervention Coordinator (.5 FTE); Academic Support (new position)
SUBTOTAL - Certificated Employees		2,388,489	2,429,518	
2000	Classified Salaries			
2100	Classified Instructional Aide Salaries	37,827	29,730	4 hourly aides
2103	SPED Classified	145,189	83,143	5 sped staff
2200	Classified Support Salaries	124,283	93,061	intervention, library tech, celdt
2202	SES Tutoring	15,190	15,190	SES tutoring
2300	Classified Supervisor & Administrator Salaries	129,232	136,342	business & operations; office manager
2400	Classified Clerical & Office Salaries	68,868	105,380	3 staff
2905	Other Classified - After School	184,994	184,994	\$167K ASES; \$18K enrichment
2908	Climate	1,260	1,260	Climate
2925	Other Classified - Childcare	9,303	2,313	Childcare
2930	Other Classified - Maintenance/grounds	85,614	87,832	7 hourly staff
SUBTOTAL - Classified Employees		801,760	739,245	
3000	Employee Benefits			
3100	STRS	388,846	385,342	16.28% of certificated payroll
3300	OASDI-Medicare-Alternative	96,731	96,422	6.2% non STRS employees; 1.45% all staff
3400	Health & Welfare Benefits	513,000	513,000	Based on latest requote
3500	Unemployment Insurance	16,593	16,593	3.60% per first ~\$7K of pay per person
3600	Workers Comp Insurance	38,283	38,025	1.20% of wages
3900	Other Employee Benefits	12,613	9,489	5% of eligible wages
SUBTOTAL - Employee Benefits		1,066,066	1,058,871	

The Language Academy of Sacramento

FY 2019 Proposed Budget

As of June 13, 2018

		2018/19	2018/19	2018/19
		Initial Budget	Final Budget	
		Proposal Presented	Proposal with	
		in May 2018	Updates &	Notes
			Corrections	
4000	Books & Supplies			
4100	Approved Textbooks & Core Curricula Materials	53,592	53,322	\$12K math manipulatives (\$20 per student); \$17K Math Modules (\$28 per student); \$8K Science Materials TK-5 (\$20 per student); \$7K Science Materials 6-8 (\$35 per student); \$9K New or replacement curriculum
4101	SPED Textbooks	7,000	7,000	-
4200	Books & Other Reference Materials	55,005	55,005	\$90 per Student
4201	Library Resources	12,180	12,180	\$20 per Student
4315	Custodial Supplies	18,000	18,000	\$1500 per monthly rate
4325	Instructional Materials & Supplies	15,225	15,225	\$25 per Student
4330	Office Supplies	18,000	18,000	\$1500 per monthly rate
4335	PE Supplies	6,090	6,090	Recess equipment \$2K; PE Equipment \$2K
4340	Professional Development Supplies	4,700	4,700	
4352	Garden	2,000	2,000	
4354	ASES materials	2,000	2,000	
4355	Summer Preschool	1,200	1,200	12 summer school teachers (\$100 each)
4356	SPED Consumables	9,590	9,590	
4410	Classroom Furniture, Equipment & Supplies	10,000	10,000	1 new classroom
4420	Computers (individual items less than \$5k)	46,000	46,000	\$14.5K laptop upgrades, 12.5K other, \$19K chromebooks
4423	Classroom Noncapitalized items 1	5,000	5,000	
4430	Non Classroom Related Furniture, Equipment & Supplies	2,500	2,500	
SUBTOTAL - Books and Supplies		268,082	267,812	

The Language Academy of Sacramento

FY 2019 Proposed Budget

As of June 13, 2018

		2018/19	2018/19	2018/19
		Initial Budget	Final Budget	
		Proposal Presented	Proposal with	
		in May 2018	Updates & Corrections	Notes
5000	Services & Other Operating Expenses			
5210	Conference Fees	35,250	35,250	\$750 per 47 participating staff
5215	Travel - Mileage, Parking, Tolls	9,400	9,400	\$200 per 47 participating staff
5220	Travel and Lodging	23,500	23,500	\$500 per 47 participating staff
5305	Dues & Membership - Professional	5,000	5,000	
5450	Insurance - Other	50,000	50,000	
5515	Janitorial, Gardening Services & Supplies	154,140	161,847	\$13,487 per month; reflects a 5% increase
5535	Utilities - All Utilities	54,000	54,000	\$4500 per Monthly Rate
5605	Equipment Leases	27,600	27,600	\$2300 per Monthly Rate
5610	Rent	97,265	97,265	\$8105 per Monthly Rate
5615	Repairs and Maintenance - Building	10,000	10,000	
5616	Repairs and Maintenance - Computers	2,500	2,500	
5617	Repairs and Maintenance - Other Equipment	2,500	2,500	
5803	Accounting Fees	11,000	11,000	
5804	Parent Trainings	1,000	1,000	
5805	Administrative Fees	18,756	18,756	5% of state sped funding
5806	Assemblies	3,000	3,000	
5809	Banking Fees	420	420	\$35 per Monthly Rate
5812	Business Services	95,000	95,000	Edtec; last year of contract
5813	Board Development	2,000	2,000	
5818	SPED Legal Fees	1,000	1,000	
5820	Title I SES	15,190	15,190	10% of Title 1 allocation; other 10% in payroll (SES tutors)
5824	District Oversight Fees	56,085	56,085	1.0% of LCFF General Purpose Grant
5830	Field Trips Expenses	54,810	54,810	\$90 per Student
5833	Fines and Penalties	552	552	
5836	Fingerprinting	500	500	
5839	Fundraising Expenses	36,000	36,000	\$3K per month
5843	Interest - Loans Less than 1 Year	108,206	108,206	per current Prop 1D Schedule
5845	Legal Fees	7,800	7,800	
5851	Marketing and Student Recruiting	1,200	1,200	
5857	Payroll Fees	15,000	15,000	\$1250 per Monthly Rate
5860	Printing and Reproduction	24,000	24,000	
5861	Prior Yr Exp (not accrued)	-	-	
5863	Professional Development	11,750	11,750	
5864	Professional Development - Other	13,500	13,500	
5866	Common Core Professional Development	3,500	3,500	
5869	Special Education Contract Instructors	216,700	216,700	\$27K & \$3K Capital Elementary; \$4K OTFC; \$5K CARE, \$9.5K K12 Health; \$32K Learning Solutions, \$136K TES
5874	Sports	15,225	15,225	Soccer & Basketball
5875	Staff Recruiting	1,000	1,000	
5878	Student Assessment	12,180	12,180	\$20 per Student
5880	Student Health Services	3,045	3,045	\$5 per Student
5881	Student Information System	15,225	15,225	\$25 per Student
5887	Technology Services	30,000	30,000	
5893	Transportation - Student	50,000	50,000	
5910	Communications - Internet / Website Fees	4,800	4,800	
5915	Postage and Delivery	1,800	1,800	\$150 per Monthly Rate
5920	Communications - Telephone & Fax	24,000	24,000	\$2000 per Monthly Rate
	SUBTOTAL - Services & Other Operating Exp.	1,325,399	1,333,106	
	Depreciation Calculation			
	Prop 1D & Parking Lot	555,000	555,000	Estimated Prop 1D project and parking lot depreciation
6900	Total Depreciation (includes Prior Years)	555,000	555,000	
	TOTAL EXPENSES including Depreciation	6,404,796	6,383,552	

The Language Academy of Sacramento

Multityear Projections through FY 2024
As of June 13, 2018

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY							
Revenue							
LCFF Entitlement	5,174,927	5,608,464	5,790,163	5,933,768	6,136,096	6,336,097	6,336,097
Federal Revenue	245,256	244,555	254,665	255,830	255,830	260,370	260,370
Other State Revenues	699,252	683,303	581,955	582,001	582,001	582,001	582,001
Local Revenues	99,550	371,000	37,000	37,000	37,000	37,000	37,000
Fundraising and Grants	95,000	55,000	55,000	55,000	55,000	55,000	55,000
Total Revenue	6,313,984	6,962,322	6,718,782	6,863,599	7,065,927	7,270,468	7,270,468
Expenses							
Compensation and Benefits	3,827,019	4,227,634	4,412,295	4,579,280	4,727,456	4,850,950	4,978,148
Books and Supplies	290,646	267,812	273,850	279,327	180,562	184,174	187,857
Services and Other Operating Expenditures	1,406,425	1,333,106	1,351,665	1,373,633	1,396,618	1,420,020	1,442,173
Depreciation	555,000	555,000	555,000	555,000	555,000	555,000	555,000
Total Expenses	6,079,091	6,383,552	6,592,810	6,787,241	6,859,637	7,010,144	7,163,179
Operating Income	234,893	578,770	125,972	76,359	206,289	260,324	107,290
Fund Balance							
Beginning Balance (Unaudited)	7,922,016	8,191,477	8,770,247	8,896,219	8,972,578	9,178,867	9,439,191
Year End Adjustment	6,416	-	-	-	-	-	-
Audit Adjustment	28,152	-	-	-	-	-	-
Beginning Balance (Audited)	7,956,584	8,191,477	8,770,247	8,896,219	8,972,578	9,178,867	9,439,191
Operating Income	234,893	578,770	125,972	76,359	206,289	260,324	107,290
Ending Fund Balance (including Depreciation)	8,191,477	8,770,247	8,896,219	8,972,578	9,178,867	9,439,191	9,546,481

The Language Academy of Sacramento

Multityear Projections through FY 2024
As of June 13, 2018

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Detail	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown							
K	84	84	84	84	84	84	84
1	66	66	66	66	66	66	66
2	67	66	66	66	66	66	66
3	66	67	66	66	66	66	66
4	66	66	66	66	66	66	66
5	66	66	66	66	66	66	66
6	68	66	66	66	66	66	66
7	61	68	66	66	66	66	66
8	41	60	66	66	66	66	66
Enrollment Summary							
K-3	283	283	282	282	282	282	282
4-6	200	198	198	198	198	198	198
7-8	102	128	132	132	132	132	132
Total Enrolled	585	609	612	612	612	612	612
ADA %							
K-3	96.34%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
4-6	97.01%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
7-8	96.43%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Average	96.58%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
ADA							
K-3	272.6	268.9	267.9	267.9	267.9	267.9	267.9
4-6	194.0	188.1	188.1	188.1	188.1	188.1	188.1
7-8	98.4	121.6	125.4	125.4	125.4	125.4	125.4
Total ADA	565.0	578.6	581.4	581.4	581.4	581.4	581.4
Demographic Information							
Prior Year							
ADA (P-2)	548	565	579	581	581	581	581
CALPADS Enrollment (for unduplicated % calc)	565	585	609	612	612	612	612
# Unduplicated Count (CALPADS)	455	471	490	492	492	492	492
# Free & Reduced Lunch (FRL) (CALPADS)	419	434	452	454	454	454	454
# ELL (CALPADS)	231	239	249	250	250	250	250
Current Year							
CALPADS Enrollment (for unduplicated % calc)	585	609	612	612	612	612	612
# Unduplicated Count (CALPADS)	471	490	492	492	492	492	492
# Free & Reduced Lunch (FRL) (CALPADS)	434	452	454	454	454	454	454
# ELL (CALPADS)	239	249	250	250	250	250	250
New Students	20	24	3	-	-	-	-
School Information							
Teachers	29	30	30	30	30	30	30
# of school days	180	179	179	179	179	179	179

The Language Academy of Sacramento

Multityear Projections through FY 2024

As of June 13, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	3,351,824	3,801,497	3,974,295	4,117,901	4,320,228	4,520,229	4,520,229
8012	Education Protection Account Entitlement	715,711	673,037	676,353	676,353	676,353	676,353	676,353
8096	Charter Schools in Lieu of Property Taxes	1,107,391	1,133,929	1,139,515	1,139,515	1,139,515	1,139,515	1,139,515
SUBTOTAL - LCFF Entitlement		5,174,927	5,608,464	5,790,163	5,933,768	6,136,096	6,336,097	6,336,097
8100 Federal Revenue								
8181	Special Education - Entitlement	70,625	73,125	76,125	76,500	76,500	76,500	76,500
8291	Title I	154,204	151,900	158,200	158,900	158,900	163,440	163,440
8292	Title II	19,591	19,530	20,340	20,430	20,430	20,430	20,430
8297	PY Federal - Not Accrued	836	-	-	-	-	-	-
SUBTOTAL - Federal Income		245,256	244,555	254,665	255,830	255,830	260,370	260,370
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	14,725	-	-	-	-	-	-
8381	Special Education - Entitlement (State)	279,520	302,003	303,491	303,491	303,491	303,491	303,491
8382	Special Education Reimbursement (State)	50,160	-	-	-	-	-	-
8550	Mandated Cost Reimbursements	8,718	9,210	9,430	9,477	9,477	9,477	9,477
8560	State Lottery Revenue	101,552	112,239	105,233	105,233	105,233	105,233	105,233
8590	All Other State Revenues (One-Time Funding)	80,777	96,052	-	-	-	-	-
8596	ASES	163,800	163,800	163,800	163,800	163,800	163,800	163,800
SUBTOTAL - Other State Income		699,252	683,303	581,955	582,001	582,001	582,001	582,001
8600 Other Local Revenue								
8636	Uniforms	6,000	6,000	6,000	6,000	6,000	6,000	6,000
8638	Merchandise Sales	2,728	1,000	1,000	1,000	1,000	1,000	1,000
8660	Interest	6,000	4,000	4,000	4,000	4,000	4,000	4,000
8670	Fees and Contracts	6,000	6,000	6,000	6,000	6,000	6,000	6,000
8693	Field Trips	5,000	15,000	15,000	15,000	15,000	15,000	15,000
8699	All Other Local Revenue	60,822	5,000	5,000	5,000	5,000	5,000	5,000
8781	All Other transfers from Districts or Charter Schools	-	334,000	-	-	-	-	-
8999	Uncategorized Revenue	13,000	-	-	-	-	-	-
SUBTOTAL - Local Revenues		99,550	371,000	37,000	37,000	37,000	37,000	37,000
8800 Donations/Fundraising								
8801	Donations - Parents	10,000	15,000	15,000	15,000	15,000	15,000	15,000
8802	Donations - Private	5,000	15,000	15,000	15,000	15,000	15,000	15,000
8803	Fundraising	80,000	25,000	25,000	25,000	25,000	25,000	25,000
SUBTOTAL - Fundraising and Grants		95,000	55,000	55,000	55,000	55,000	55,000	55,000
TOTAL REVENUE		6,313,984	6,962,322	6,718,782	6,863,599	7,065,927	7,270,468	7,270,468

The Language Academy of Sacramento

Multityear Projections through FY 2024
As of June 13, 2018

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	1,651,275	1,745,625	1,797,993	1,851,933	1,907,491	1,964,716	2,023,657
1101	Teacher - Stipends	17,930	25,800	26,574	27,371	28,192	29,038	29,909
1103	Teacher - Substitute Pay	58,450	89,900	92,597	95,375	98,236	101,183	104,219
1300	Certificated Supervisor & Administrator Salaries	106,489	107,675	110,905	114,233	117,660	121,189	124,825
1311	Certificated SPED	307,449	250,644	258,164	265,908	273,886	282,102	290,565
1920	Other Cert - Summer	3,680	18,200	18,746	19,308	19,888	20,484	21,099
1940	Academic Accountability & Intervention	138,524	191,674	197,424	203,347	209,448	215,731	222,203
	SUBTOTAL - Certificated Employees	2,283,798	2,429,518	2,502,404	2,577,476	2,654,800	2,734,444	2,816,477
2000	Classified Salaries							
2100	Classified Instructional Aide Salaries	28,866	29,730	30,622	31,540	32,486	33,461	34,465
2103	SPED Classified	21,083	83,143	85,638	88,207	90,853	93,578	96,386
2200	Classified Support Salaries	88,501	93,061	95,853	98,728	101,690	104,741	107,883
2202	SES Tutoring	-	15,190	15,646	16,115	16,599	17,096	17,609
2300	Classified Supervisor & Administrator Salaries	130,706	136,342	140,432	144,645	148,984	153,454	158,057
2400	Classified Clerical & Office Salaries	98,458	105,380	108,542	111,798	115,152	118,607	122,165
2905	Other Classified - After School	186,825	184,994	190,544	196,260	202,148	208,212	214,459
2908	Climate	-	1,260	1,298	1,337	1,377	1,418	1,461
2925	Other Classified - Childcare	-	2,313	2,382	2,454	2,527	2,603	2,681
2930	Other Classified - Maintenance/grounds	90,025	87,832	90,467	93,181	95,976	98,856	101,821
	SUBTOTAL - Classified Employees	644,463	739,245	761,422	784,265	807,792	832,026	856,987
3000	Employee Benefits							
3100	STRS	320,788	385,342	442,004	479,622	494,011	508,831	524,096
3300	OASDI-Medicare-Alternative	82,570	96,422	99,291	102,247	105,292	108,428	111,658
3400	Health & Welfare Benefits	425,013	513,000	538,650	565,583	593,862	593,862	593,862
3500	Unemployment Insurance	14,112	16,593	19,584	19,680	19,779	19,881	19,986
3600	Workers Comp Insurance	34,574	38,025	39,166	40,341	41,551	42,798	44,082
3900	Other Employee Benefits	21,700	9,489	9,774	10,067	10,369	10,680	11,000
	SUBTOTAL - Employee Benefits	898,758	1,058,871	1,148,469	1,217,540	1,264,864	1,284,479	1,304,683

The Language Academy of Sacramento

Multityear Projections through FY 2024

As of June 13, 2018

		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	12,440	53,322	54,656	55,749	15,300	15,606	15,918
4101	SPED Textbooks	7,000	7,000	7,140	7,283	7,428	7,577	7,729
4102	Approved Textbooks & Core Curricula Materials - Custom 2	12,285	-	-	-	-	-	-
4200	Books & Other Reference Materials	64,350	55,005	56,381	57,509	15,300	15,606	15,918
4201	Library Resources	7,020	12,180	12,485	12,734	12,989	13,249	13,514
4315	Custodial Supplies	18,000	18,000	18,360	18,727	19,102	19,484	19,873
4320	Educational Software	2,107	-	-	-	-	-	-
4325	Instructional Materials & Supplies	25,000	15,225	15,606	15,918	16,236	16,561	16,892
4330	Office Supplies	21,000	18,000	18,360	18,727	19,102	19,484	19,873
4335	PE Supplies	5,870	6,090	6,212	6,336	6,463	6,592	6,724
4340	Professional Development Supplies	4,000	4,700	4,794	4,890	4,988	5,087	5,189
4352	Garden	4,000	2,000	2,040	2,081	2,122	2,165	2,208
4354	ASES materials	15,000	2,000	2,040	2,081	2,122	2,165	2,208
4355	Summer Preschool	600	1,200	1,224	1,248	1,273	1,299	1,325
4356	SPED Consumables	9,590	9,590	9,782	9,977	10,177	10,381	10,588
4410	Classroom Furniture, Equipment & Supplies	27,000	10,000	10,200	10,404	5,000	5,100	5,202
4420	Computers (individual items less than \$5k)	45,000	46,000	46,920	47,858	35,000	35,700	36,414
4423	Classroom Noncapitalized items 1	5,000	5,000	5,100	5,202	5,306	5,412	5,520
4430	Non Classroom Related Furniture, Equipment & Supplies	5,384	2,500	2,550	2,601	2,653	2,706	2,760
SUBTOTAL - Books and Supplies		290,646	267,812	273,850	279,327	180,562	184,174	187,857

The Language Academy of Sacramento

Multyear Projections through FY 2024

As of June 13, 2018

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000 Services & Other Operating Expenses							
5210 Conference Fees	10,000	35,250	35,955	36,674	37,408	38,156	38,919
5215 Travel - Mileage, Parking, Tolls	2,000	9,400	9,588	9,780	9,975	10,175	10,378
5220 Travel and Lodging	10,500	23,500	23,970	24,449	24,938	25,437	25,946
5305 Dues & Membership - Professional	6,500	5,000	5,100	5,202	5,306	5,412	5,520
5450 Insurance - Other	45,000	50,000	51,000	52,020	53,060	54,122	55,204
5515 Janitorial, Gardening Services & Supplies	154,140	161,847	165,084	168,386	171,753	175,188	178,692
5535 Utilities - All Utilities	54,000	54,000	55,080	56,182	57,305	58,451	59,620
5605 Equipment Leases	21,000	27,600	28,152	28,715	29,289	29,875	30,473
5610 Rent	97,265	97,265	99,210	101,195	103,218	105,283	107,388
5615 Repairs and Maintenance - Building	20,000	10,000	10,200	10,404	10,612	10,824	11,041
5616 Repairs and Maintenance - Computers	2,500	2,500	2,550	2,601	2,653	2,706	2,760
5617 Repairs and Maintenance - Other Equipment	2,000	2,500	2,550	2,601	2,653	2,706	2,760
5803 Accounting Fees	11,000	11,000	11,220	11,444	11,673	11,907	12,145
5804 Parent Trainings	12,500	1,000	1,020	1,040	1,061	1,082	1,104
5805 Administrative Fees	17,507	18,756	15,175	15,175	15,175	15,175	15,478
5806 Assemblies	3,125	3,000	3,060	3,121	3,184	3,247	3,312
5809 Banking Fees	420	420	428	437	446	455	464
5812 Business Services	95,000	95,000	95,000	95,000	95,000	95,000	95,000
5813 Service 5	2,000	2,000	2,040	2,081	2,122	2,165	2,208
5818 SPED Legal Fees	5,000	1,000	1,020	1,040	1,061	1,082	1,104
5820 Title I SES	30,000	15,190	15,494	15,804	16,120	16,442	16,771
5824 District Oversight Fees	52,198	56,085	57,902	59,338	61,361	63,361	63,361
5830 Field Trips Expenses	87,750	54,810	56,182	57,305	58,451	59,620	60,813
5833 Fines and Penalties	552	552	563	574	586	598	609
5836 Fingerprinting	950	500	510	520	531	541	552
5839 Fundraising Expenses	45,000	36,000	36,720	37,454	38,203	38,968	39,747
5843 Interest - Loans Less than 1 Year	109,978	108,206	107,000	106,000	105,000	104,000	103,000
5845 Legal Fees	15,000	7,800	7,956	8,115	8,277	8,443	8,612
5848 Licenses and Other Fees	235	-	-	-	-	-	-
5851 Marketing and Student Recruiting	1,600	1,200	1,224	1,248	1,273	1,299	1,325
5857 Payroll Fees	15,000	15,000	15,300	15,606	15,918	16,236	16,561
5860 Printing and Reproduction	30,000	24,000	24,480	24,970	25,469	25,978	26,498
5861 Prior Yr Exp (not accrued)	7,893	-	-	-	-	-	-
5863 Professional Development	30,000	11,750	11,985	12,225	12,469	12,719	12,973
5864 Professional Development - Other	-	13,500	13,770	14,045	14,326	14,613	14,905
5866 Common Core Professional Development	7,000	3,500	3,570	3,641	3,714	3,789	3,864
5869 Special Education Contract Instructors	209,071	216,700	221,034	225,455	229,964	234,563	239,254
5874 Sports	14,675	15,225	15,530	15,840	16,157	16,480	16,810
5875 Staff Recruiting	7,250	1,000	1,020	1,040	1,061	1,082	1,104
5878 Student Assessment	11,490	12,180	12,485	12,734	12,989	13,249	13,514
5880 Student Health Services	1,761	3,045	3,121	3,184	3,247	3,312	3,378
5881 Student Information System	16,965	15,225	15,606	15,918	16,236	16,561	16,892
5884 Substitutes	30,000	-	-	-	-	-	-
5887 Technology Services	30,000	30,000	30,600	31,212	31,836	32,473	33,122
5893 Transportation - Student	50,000	50,000	51,000	52,020	53,060	54,122	55,204
5910 Communications - Internet / Website Fees	4,800	4,800	4,896	4,994	5,094	5,196	5,300
5915 Postage and Delivery	1,800	1,800	1,836	1,873	1,910	1,948	1,987
5920 Communications - Telephone & Fax	24,000	24,000	24,480	24,970	25,469	25,978	26,498
SUBTOTAL - Services & Other Operating Exp.	1,406,425	1,333,106	1,351,665	1,373,633	1,396,618	1,420,020	1,442,173
Depreciation Calculation							
Prop 1D & Parking Lot	555,000	555,000	555,000	555,000	555,000	555,000	555,000
6900 Total Depreciation (includes Prior Years)	555,000	555,000	555,000	555,000	555,000	555,000	555,000
TOTAL EXPENSES including Depreciation	6,079,091	6,383,552	6,592,810	6,787,241	6,859,637	7,010,144	7,163,179

The Language Academy of Sacramento
Cash Capacity for Facility Investments
As of June 13, 2018

	FY 2018	FY 2019**	FY 2020	FY 2021	FY 2022	FY 2023
<u>Resources Available</u>						
Ending Fund Balance as of 6/30 each year*	8,191,477	8,770,247	8,896,219	8,972,578	9,178,867	9,439,191
Ending Available Cash Balance as of 6/30 each year*	5,409,466	4,497,904	5,034,590	5,497,247	6,160,181	6,504,351
<u>Cash Reserve Set Asides</u>						
5% Reserve (5% of Expense in given year)***	303,955	319,178	329,641	339,362	342,982	350,507
2 months cash for payroll, benefits, and insurance***	700,000	700,000	700,000	700,000	700,000	700,000
Total Reserve Set Asides	1,003,955	1,019,178	1,029,641	1,039,362	1,042,982	1,050,507
Cash Available for Facility Investments Each Year****	-	3,478,726	526,223	452,936	659,314	336,645
Cumulative Facility Investment*****	-	3,478,726	4,004,949	4,457,885	5,117,199	5,453,844

Notes

*Fund balance totals come from the multiyear projects dated June 13, 2018; available ending cash comes from the cash flow projections as of June 13, 2018, June for each year

**\$1.9MM in unearned Prop 1D funds is assumed to be paid back by June 2019; the ending available balance in FY 2019 reflects this

***These set asides are not for each year, but rather than per LAS policies, in a given year, LAS has to have this much available cash set aside

***Since cash flow is cumulative, any delay or savings on facility investments will push that cash forward and increase the capacity in future years

*****This is the max amount LAS can invest over time while sticking to its multiyear projections and cash reserve policies

Other Notes

Facility projects are rarely lump sum investments, but typically have a draw schedule as a project as phased. This **inter-year** analysis takes into consideration the cash availability at end of year.

There should be a 2nd layer of **intra-year** analysis to see how a project will be paid out by month in the context of the LAS monthly cash flow.

However, the reserve set asides do provide for some intra-year cushion, so the analysis is probably academic at best.

This analysis doesn't account for the impact on capitalizing and depreciating these expenses, which won't change the cash analysis, but depending on the year and timing, may turn operating income negative. The facility investment will also decrease the fund balance as well.

The Language Academy of Sacramento
 Monthly Cash Forecast
 As of May 31, 2018

	2017/18												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Actual	Jun Projected		
Beginning Cash	5,006,485	4,744,012	5,290,153	5,240,499	5,418,860	5,309,188	5,132,321	5,325,150	4,979,214	5,192,399	5,391,155	5,315,643		
Revenue														
LCFF Entitlement	-	166,150	347,408	468,683	460,187	460,187	468,684	-	599,302	621,273	300,233	710,749	5,174,927	572,070
Federal Income	-	-	-	42,023	-	-	85,668	-	-	-	804	44,356	245,256	72,405
Other State Income	13,387	14,887	25,206	37,711	24,096	139,284	87,267	51,206	67,076	54,510	51,533	58,331	699,252	74,757
Local Revenues	2,322	9,363	1,434	4,625	1,533	1,140	4,038	219	3,805	5,773	62,838	2,459	99,550	-
Fundraising and Grants	-	670	4,429	11,346	11,793	12,936	3,874	2,607	17,090	6,011	20,446	3,798	95,000	-
Total Revenue	15,709	191,070	378,477	564,388	497,609	613,547	649,532	54,032	687,273	687,567	435,855	819,693	6,313,984	719,232
Expenses														
Compensation & Benefits	120,183	170,912	351,318	361,625	318,900	370,595	331,618	338,197	367,226	355,715	359,756	380,974	3,827,019	-
Books & Supplies	29,007	42,336	31,645	15,274	15,409	6,893	10,564	17,754	38,810	8,898	13,886	60,170	290,646	-
Services & Other Operating Expenses	36,538	50,324	94,582	75,471	122,250	331,439	135,925	86,587	(64,717)	141,545	77,692	318,789	1,406,425	-
Capital Outlay	-	-	-	-	168,000	-	-	-	-	-	-	(168,000)	-	-
Total Expenses	185,729	263,573	477,545	452,370	624,560	708,928	478,107	442,537	341,318	506,158	451,334	591,932	5,524,090	-
Operating Cash Inflow (Outflow)	(170,020)	(72,503)	(99,068)	112,018	(126,951)	(95,381)	171,425	(388,505)	345,956	181,409	(15,479)	227,761	789,893	719,232
Revenues - Prior Year Accruals	-	773,851	-	71,772	-	-	-	-	7,559	-	(38,830)	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	(23,887)	-	-	(148,144)	-	(25,868)	(73,202)	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(53,683)	(76,544)	30,184	(27,134)	(4,331)	(1,365)	(769)	20,611	(13,720)	(4,392)	2,121	-	-	-
Summerholdback for Teachers	(81,017)	(78,663)	19,229	21,610	21,610	21,610	22,172	21,958	21,535	21,739	20,876	19,265	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(77,843)	-	-	-	-	-	(80,000)	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	42,247	-	-	96	-	-	-	-	-	-	(18,332)	-	-	-
Ending Cash	4,744,012	5,290,153	5,240,499	5,418,860	5,309,188	5,132,321	5,325,150	4,979,214	5,192,399	5,391,155	5,315,643	5,409,466		

The Language Academy of Sacramento

Monthly Cash Forecast

As of May 31, 2018

	2018/19												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	5,409,466	3,551,423	3,993,885	3,830,909	4,142,929	4,126,442	4,048,016	4,221,289	4,203,972	4,267,167	4,487,472	4,545,579		
Revenue														
LCFF Entitlement	-	249,149	315,592	596,389	417,461	417,461	596,389	417,461	522,229	587,211	440,288	440,288	5,608,464	608,548
Federal Income	-	-	-	42,858	-	-	42,858	-	-	42,858	43,144	-	244,555	72,839
Other State Income	-	13,976	24,502	142,153	35,683	35,683	35,683	61,071	40,180	81,130	65,568	40,180	683,303	107,496
Local Revenues	-	334,000	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	371,000	-
Fundraising and Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
Total Revenue	-	597,125	349,294	790,599	462,344	462,344	684,129	487,732	571,608	720,398	558,200	489,668	6,962,322	788,883
Expenses														
Compensation & Benefits	231,400	182,708	391,011	386,033	385,204	385,204	391,841	386,033	386,033	381,639	381,639	338,889	4,227,634	-
Books & Supplies	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	22,318	267,812	-
Services & Other Operating Expenses	24,172	27,537	118,777	116,534	116,534	116,534	116,534	116,534	119,899	115,973	115,973	115,973	1,333,106	112,131
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	277,889	232,563	532,106	524,885	524,055	524,055	530,693	524,885	528,250	519,929	519,929	477,179	5,828,551	112,131
Operating Cash Inflow (Outflow)	(277,889)	364,562	(182,812)	265,714	(61,712)	(61,712)	153,436	(37,153)	43,358	200,468	38,270	12,488	1,133,771	676,751
Revenues - Prior Year Accruals	449,703	174,224	-	26,469	25,388	43,449	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(96,324)	(96,324)	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	19,837	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(80,000)	-	-	-	-	-	-	(80,000)	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	(1,933,532)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	3,551,423	3,993,885	3,830,909	4,142,929	4,126,442	4,048,016	4,221,289	4,203,972	4,267,167	4,487,472	4,545,579	4,497,904		

The Language Academy of Sacramento
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	2019/20 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	4,497,904	4,467,102	4,615,858	4,443,048	4,760,716	4,752,723	4,676,856	4,843,192	4,831,548	4,862,462	5,078,105	5,110,390		
Revenue														
LCFF Entitlement	-	265,776	333,812	614,907	446,647	446,647	614,907	446,647	520,442	610,881	440,136	440,136	5,790,163	609,224
Federal Income	-	-	-	44,635	-	-	44,635	-	-	44,635	44,914	-	254,665	75,846
Other State Income	-	15,100	16,043	134,593	28,123	28,123	28,123	56,183	28,421	69,371	56,481	28,421	581,955	92,972
Local Revenues	-	-	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	37,000	-
Fundraising and Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
Total Revenue	-	280,877	359,055	803,335	483,971	483,971	696,865	512,030	558,062	734,087	550,730	477,756	6,718,782	778,042
Expenses														
Compensation & Benefits	241,304	190,297	408,752	402,876	401,897	401,897	409,731	402,876	402,876	398,225	398,225	353,338	4,412,295	-
Books & Supplies	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	22,821	273,850	-
Services & Other Operating Expenses	24,497	27,971	120,725	118,409	118,409	118,409	118,409	118,409	121,883	117,830	117,830	117,830	1,351,665	111,053
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	288,622	241,089	552,298	544,106	543,127	543,127	550,961	544,106	547,580	538,876	538,876	493,989	6,037,810	111,053
Operating Cash Inflow (Outflow)	(288,622)	39,788	(193,242)	259,229	(59,156)	(59,156)	145,904	(32,076)	10,482	195,211	11,854	(16,232)	680,972	666,989
Revenues - Prior Year Accruals	465,208	212,078	-	38,007	30,731	42,858	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(108,206)	(3,926)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(99,183)	(99,183)	20,432	20,432	20,432	20,432	20,432	20,432	20,432	20,432	20,432	20,432	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(80,000)	-	-	-	-	-	-	(80,000)	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,467,102	4,615,858	4,443,048	4,760,716	4,752,723	4,676,856	4,843,192	4,831,548	4,862,462	5,078,105	5,110,390	5,034,590		

The Language Academy of Sacramento
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	2020/21 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	5,034,590	4,991,694	5,131,792	4,950,483	5,266,651	5,250,436	5,174,298	5,339,574	5,324,125	5,347,179	5,554,257	5,577,908		
Revenue														
LCFF Entitlement	-	274,266	342,637	630,860	461,772	461,772	630,860	461,772	530,143	619,465	450,377	450,377	5,933,768	619,465
Federal Income	-	-	-	44,833	-	-	44,833	-	-	44,833	45,135	-	255,830	76,198
Other State Income	-	15,175	16,122	134,732	28,262	28,262	28,262	54,570	28,262	69,212	54,570	28,262	582,001	96,311
Local Revenues	-	-	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	37,000	-
Fundraising and Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
Total Revenue	-	289,440	367,959	819,625	499,234	499,234	713,155	525,542	567,605	742,710	559,282	487,839	6,863,599	791,974
Expenses														
Compensation & Benefits	250,922	197,487	424,052	418,148	417,164	417,164	425,036	418,148	418,148	413,382	413,382	366,250	4,579,280	-
Books & Supplies	23,277	23,277	23,277	23,277	23,277	23,277	23,277	23,277	23,277	23,277	23,277	23,277	279,327	-
Services & Other Operating Expenses	24,829	28,389	122,984	120,611	120,611	120,611	120,611	120,611	124,171	120,017	120,017	120,017	1,373,633	110,154
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	299,028	249,153	570,313	562,036	561,052	561,052	568,924	562,036	565,596	556,676	556,676	509,544	6,232,240	110,154
Operating Cash Inflow (Outflow)	(299,028)	40,287	(202,354)	257,589	(61,818)	(61,818)	144,231	(36,493)	2,009	186,033	2,606	(21,705)	631,359	681,820
Revenues - Prior Year Accruals	465,292	206,023	-	37,535	24,557	44,635	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(107,000)	(4,053)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(102,159)	(102,159)	21,045	21,045	21,045	21,045	21,045	21,045	21,045	21,045	21,045	21,045	21,045	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(80,000)	-	-	-	-	-	-	(80,000)	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,991,694	5,131,792	4,950,483	5,266,651	5,250,436	5,174,298	5,339,574	5,324,125	5,347,179	5,554,257	5,577,908	5,497,247		

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	2021/22 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	5,497,247	5,456,720	5,644,575	5,500,200	5,719,467	5,777,200	5,773,457	5,841,802	5,898,545	5,858,399	6,340,714	6,301,425		
Revenue														
LCFF Entitlement	-	318,200	386,571	540,853	540,853	540,853	540,853	540,853	473,954	901,452	394,188	394,188	6,136,096	563,276
Federal Income	-	-	-	44,833	-	-	44,833	-	-	44,833	45,135	-	255,830	76,198
Other State Income	-	15,175	16,122	134,732	28,262	28,262	28,262	54,570	28,262	69,212	54,570	28,262	582,001	96,311
Local Revenues	-	-	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	37,000	-
Fundraising and Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
Total Revenue	-	333,374	411,893	729,618	578,315	578,315	623,148	604,624	511,416	1,024,697	503,093	431,650	7,065,927	735,784
Expenses														
Compensation & Benefits	260,310	204,329	437,542	431,608	430,619	430,619	438,531	431,608	431,608	426,724	426,724	377,235	4,727,456	-
Books & Supplies	15,047	15,047	15,047	15,047	15,047	15,047	15,047	15,047	15,047	15,047	15,047	15,047	180,562	-
Services & Other Operating Expenses	25,167	28,849	125,356	122,901	122,901	122,901	122,901	122,901	126,583	122,288	122,288	122,288	1,396,618	109,295
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	300,524	248,225	577,944	569,556	568,567	568,567	576,479	569,556	573,238	564,058	564,058	514,570	6,304,637	109,295
Operating Cash Inflow (Outflow)	(300,524)	85,150	(166,051)	160,062	9,748	9,748	46,669	35,068	(61,822)	460,639	(60,965)	(82,920)	761,290	626,489
Revenues - Prior Year Accruals	471,221	212,082	-	37,530	26,308	44,833	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(106,000)	(4,154)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(105,224)	(105,224)	21,676	21,676	21,676	21,676	21,676	21,676	21,676	21,676	21,676	21,676	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(80,000)	-	-	-	-	-	-	(80,000)	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	5,456,720	5,644,575	5,500,200	5,719,467	5,777,200	5,773,457	5,841,802	5,898,545	5,858,399	6,340,714	6,301,425	6,160,181		

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	2022/23												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	6,160,181	5,882,581	5,819,716	5,659,985	6,009,212	6,025,692	5,980,697	6,185,924	6,202,405	6,257,146	6,496,574	6,551,440		
Revenue														
LCFF Entitlement	-	294,382	362,753	667,070	497,982	497,982	667,070	497,982	566,353	655,675	486,587	486,587	6,336,097	655,675
Federal Income	-	-	-	45,968	-	-	45,968	-	-	45,968	45,135	-	260,370	77,333
Other State Income	-	15,175	16,122	134,732	28,262	28,262	28,262	54,570	28,262	69,212	54,570	28,262	582,001	96,311
Local Revenues	-	-	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	37,000	-
Fundraising and Grants	-	-	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	55,000	-
Total Revenue	-	309,557	388,075	856,969	535,444	535,444	750,499	561,752	603,815	780,054	595,492	524,049	7,270,468	829,318
Expenses														
Compensation & Benefits	460,867	404,692	404,692	404,692	404,692	404,692	404,692	404,692	404,692	400,679	400,679	351,191	4,850,950	-
Books & Supplies	15,348	15,348	15,348	15,348	15,348	15,348	15,348	15,348	15,348	15,348	15,348	15,348	184,174	-
Services & Other Operating Expenses	25,512	29,314	127,767	125,232	125,232	125,232	125,232	125,232	129,034	124,599	124,599	124,599	1,420,020	108,435
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	501,727	449,353	547,806	545,272	545,272	545,272	545,272	545,272	549,073	540,626	540,626	491,137	6,455,143	108,435
Operating Cash Inflow (Outflow)	(501,727)	(139,796)	(159,731)	311,698	(9,828)	(9,828)	205,228	16,480	54,741	239,428	54,866	32,911	815,325	720,883
Revenues - Prior Year Accruals	437,507	189,607	-	37,530	26,308	44,833	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(105,000)	(4,295)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(108,380)	(108,380)	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	(80,000)	-	-	-	-	-	-	(80,000)	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	5,882,581	5,819,716	5,659,985	6,009,212	6,025,692	5,980,697	6,185,924	6,202,405	6,257,146	6,496,574	6,551,440	6,504,351		



A California Public School

Agenda Item# IIIC

Board Meeting Date: June 15, 2018

Subject: May 2018 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 May 2018 check register.

Documents Attached:

1. May 2018 Check Register

Members	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Bacsafra, Jennifer				
Petree, Kathy				
Yañez Gutierrez, Adriana				
Campos, Perla				
Zamora, Erandi				
Campa, Aracely				
Rodríguez, Irene				
Singh, Ravindar				
Totals:				

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 6.13.18

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



A California Public School

Agenda Artículo# IIIC

Fecha de la Reunión: 15 de junio de 2018

Tema: Registros de la cuenta bancaria: mayo 2018

- 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 mayo de 2018.

Documentos adjuntos:

1. Registros de la cuenta bancaria del mes de mayo del 2018

Miembros	Aye	Nay	Abstain	Absent
Aceves, Fernando				
Bacsafra, Jennifer				
Petree, Kathy				
Yañez Gutierrez, Adriana				
Campos, Perla				
Zamora, Erandi				
Campa, Aracely				
Rodríguez, Irene				
Singh, Ravindar				
Totals:				

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 6.13.18

Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas _____

**Language Academy of Sacramento
Check Register
May 2018**

Check Date	Check Number	Vendor	Inv Description (Bill)	Amount
5/7/2018	6852	ARCG	MS field trip - contract 12021	54.00
5/7/2018	6853	Maria Anguiano	reimb: grade level snack sales	471.59
5/7/2018	6854	Rosa De Solis	MS field trip food	500.00
5/7/2018	6855	DirectEd	Sub services	1,758.00
5/7/2018	6856	Stephanie Dobkin	conference transportation, Library books, student council, sup material	662.68
5/7/2018	6857	Ana Luna Franco	MS field trip food	500.00
5/7/2018	6858	Rebecca Heredia	reimb: classroom supplies	192.00
5/7/2018	6859	I Love to Read in Spanish	classroom library	1,821.68
5/7/2018	6860	K12 Health	Student Health Services	1,264.00
5/7/2018	6861	Kaiser Foundation Health Plan Inc	Monthly Health Premium: JUN 2018	19,525.48
5/7/2018	6862	Law Office of Jennifer McQuarrie	legal counsel	380.00
5/7/2018	6863	Xana C Macias	reimb: grade level workshops	66.00
5/7/2018	6864	Michael's Transportation Service	daily bus route, 5/2 fieldtrip	4,238.00
5/7/2018	6865	Stacy Miller	reimb: Dia del Niño	29.23
5/7/2018	6866	Judy Morales	Parent Association & Office supplies	43.09
5/7/2018	6867	Network Office Systems	copy toner	47.48
5/7/2018	6868	Ana Novoa	conference transportation, reimb: classroom supplies	325.10
5/7/2018	6869	Office Depot	classroom material, ases material, Teacher Ink, Office materials, copy paper	663.96
5/7/2018	6870	OPS	MS Fieldtrip bus parking	300.00
5/7/2018	6871	Ariana Pantoja	reimb: conf registration	30.00
5/7/2018	6872	Patricia Guillen	Fieldtrip reimb	150.00
5/7/2018	6873	MaryClaire Robinson	Reimb: Soccer supplies	290.62
5/7/2018	6874	Cynthia Suarez	reimb: Library, professional dev, conference transportation	276.54
5/7/2018	6875	Dehisy Valencia	reimb: classroom library	322.46
5/7/2018	6876	Windstream/PAETEC	Communication and Internet Services	2,691.04
5/10/2018	6877	Laura Lomeli	Teacher appreciation week	48.70
5/10/2018	6878	MaryClaire Robinson	Coach Stipend: 2017-18 Soccer Season	2,500.00
5/10/2018	6879	Jorge Santana	Teacher appreciation week	213.54
5/10/2018	6880	Sutter Health Plus	Health Insurance (Jun 2018)	9,999.03
5/10/2018	6881	Perla Campos	reimb: classroom library books	381.69
5/10/2018	6882	Laura Lomeli	Teacher appreciation week	628.72
5/10/2018	6883	Maria de Luna	reimb: classroom library books, Classroom Materials, Math Night	651.13
5/10/2018	6884	Michelle Meditz	Day of the child	64.81
5/18/2018	6885	Brenda Luna	Reimb: 8th grade fieldtrip meal vouchers	1,920.00
5/24/2018	6886	Pedro Aguilera	Reimb: Folklorico Fundraiser	180.00
5/24/2018	6887	Curriculum Associates, Inc.	Supplemental material	266.74
5/24/2018	6888	Rosa De Solis	reimb: Fieldtrip food	9.62
5/24/2018	6889	Department of Justice	Fingerprinting apps	128.00
5/24/2018	6890	DirectEd	Sub services	3,066.00
5/24/2018	6891	Diverse Network Associates, Inc.	web hosting	99.00
5/24/2018	6892	Elevator Industries	Elevator maintenance	100.00
5/24/2018	6893	Excel Photographers	Yearbooks	2,332.50
5/24/2018	6894	Ana Luna Franco	Reimb: MS fieldtrip	38.57
5/24/2018	6895	Michael's Transportation Service	Field trip transportation	2,109.75
5/24/2018	6896	Ana Novoa	reimb: Workshop materials	150.83
5/24/2018	6897	Occupational Therapy for Children	Student Sped Services	315.00
5/24/2018	6898	Office Depot	Teacher Ink, copy paper, office materials	2,087.28
5/24/2018	6899	Rosita's Party Rentals	EOY ASES Celebration	260.00
5/24/2018	6900	SYNCB/AMAZON	Soccer Equipment, Office materials	23.56
5/24/2018	6901	Sacramento City Unified School District/AC	TK field trips transportation	350.79
5/24/2018	6902	Screaming Squeegie	Soccer gifts	967.97
5/24/2018	6903	Cynthia Suarez	Reimb: Professional development books	147.89
5/24/2018	6904	SupplyWorks	Custodial Supplies	1,594.23
5/24/2018	6905	Lisa Togioka-Fong	Professional development	65.00
5/24/2018	6906	UNUM Life Insurance Company of America	Insurance Premium (Jun 2018)	4,515.79
5/24/2018	6907	Dehisy Valencia	reimb: classroom books, supplies parent workshop	142.35
5/24/2018	6908	Western Health Advantage	Medical Benefits (Jun 2018)	6,848.82
5/30/2018	6910	Broadway Bakery Cafe	Sped Prof Dev	276.22
5/30/2018	6911	Graciela Castaneda	reimb: Fieldtrip materials	237.35
5/30/2018	6912	De Lage Landen Financial Services, Inc	copy machine lease	2,560.11
5/30/2018	6913	Rosa De Solis	reimb: Student Council dance	275.30
5/30/2018	6914	DirectEd	Sub services	2,126.00
5/30/2018	6915	EdTec Inc.	EdTec Monthly Service- May 2018	7,916.67
5/30/2018	6916	Tiffany Gellie	Reimb: 8th grade fieldtrip meals	760.85
5/30/2018	6917	Gopher	PE materials	1,000.95

5/30/2018	6918	Rebecca Heredia	reimb: Classroom materials	78.96
5/30/2018	6919	Kaiser Foundation Health Plan Inc	Health Benefits (Jul 2018)	18,331.97
5/30/2018	6920	La Mission	Volunteer Appreciation	607.50
5/30/2018	6921	Learning Solutions	Student Sped Services	7,819.82
5/30/2018	6922	Laura Lomeli	Soccer Banquet	60.00
5/30/2018	6923	Laura Lomeli	Volunteer Appreciation	33.89
5/30/2018	6924	Delia Marquez	reimb: Art Supplies	110.07
5/30/2018	6925	Isela Mendez	reimb: Student Health supplies	22.72
5/30/2018	6926	Michael's Transportation Service	daily bus route	3,437.50
5/30/2018	6927	Judy Morales	Volunteer Recognition	103.50
5/30/2018	6928	Neumann LTD	8th grade fieldtrip - Transportation	2,850.00
5/30/2018	6929	Office Depot	Custodial Supplies, Office materials, Teacher Ink, 8th grade Graduation	2,655.59
5/30/2018	6930	Kathleen Petree	reimb: Volunteer Appreciation	200.00
5/30/2018	6931	Sacramento Children's Museum	TK fieldtrip - 5/23/2018	135.00
5/30/2018	6932	Evelyn Sandoval	reimb: fundraiser supplies and Lunada	111.99
5/30/2018	6933	Scholastic Reading Club	classroom library	331.00
5/30/2018	6934	Cynthia Suarez	classroom libraries	442.16
5/30/2018	6935	SupplyWorks	Custodial Supplies	274.01
5/30/2018	6936	Total Education Solutions	Student Sped Services	9,325.00
5/30/2018	6937	Vision Service Plan - CA	Health benefits - June 2018	2,680.29
5/30/2018	6938	Wilbooks	classroom library	1,003.20
5/30/2018	6939	Windstream/PAETEC	Communication and Internet Services	2,695.61
5/30/2018	6940	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer Banquet/parent recognition	103.52
5/31/2018	04302018	California Credit Union	Various	4,078.69
5/1/2018	05012018	California Credit Union	Various	85.73
5/31/2018	05152018	California Credit Union	Various	5,297.27
5/31/2018	05302018	California Credit Union	Various	3,653.03
Total				160,491.73



A California Public School

Agenda Item# IIID

Board Meeting Date: June 15, 2018

Subject: By-Laws Subcommittee meeting

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference
- Conference/Action
- Action

Committee: By-laws & Policy Committee - Gutierrez, A., Heredia, R., Aceves, F., Zamora, E. Petree, K., Bersola, T., de León, E., Morales, J.

The Bylaws Committee met on June 13, 2018 and addressed the following agenda items:

- Bylaws of the Language Academy of Sacramento
 - Committee reviewed a first read of the recommendations to update bylaws to include verbiage as it pertains to appointing outgoing Community Member to voluntary 4 month terms until the new Community member is elected
 - Considered additional items for update, further work to assess revisions to the LAS Bylaws will continue at the next committee meeting to be held tbd.
- Review of recommended amendments to the Adopted Staff Social Media and Network Policy
 - Training on the Adopted Staff Social Media and Network Policy will be completed with Staff in August 2018. Committee to assess additional amendments with further understanding of Staff concerns and questions that may arise from this training session.

The date for the next meeting is to be determined.

Estimated Time of Presentation: 5 min.
Submitted By: Petree
Date: 06.13.18

Pertinent Pages in
 () Charter, pages _____
 () MOU, pages _____



A California Public School

Agenda Item# IIID

Fecha de la Reunión de: 15 de junio del 2018

Tema: Comité de Pólizas

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

Comité: Estatutos y Póliza - Gutierrez, A., Heredia, R., Aceves, F., Zamora, E. Petree, K., Bersola, T., de León, E., Morales, J.

El Comité de Estatutos y Póliza se reunió el 13 de junio de 2018 y abordó los siguientes puntos del orden del día:

- Estatutos de la Academia de idiomas de Sacramento
 - El comité revisó una primera lectura de las recomendaciones para actualizar los estatutos para incluir frases en lo que respecta al nombramiento de miembro de la comunidad saliente a términos voluntarios de 4 meses hasta que el nuevo miembro de la comunidad sea elegido
 - Se consideraron elementos adicionales para la actualización, el trabajo adicional para evaluar las revisiones a los Estatutos de LAS continuará en la próxima reunión del comité que se llevará a cabo.
- Revisión de las enmiendas recomendadas a Póliza Adoptada de Medios Sociales y Redes del Personal
 - Se completará la capacitación sobre la Póliza Adoptada de Medios Sociales y Redes del Personal con el personal en agosto de 2018. El comité evaluará las enmiendas adicionales con mayor conocimiento de las inquietudes y preguntas del personal que puedan surgir de esta sesión de capacitación.

La fecha para la próxima reunión se determinará.

Tiempo estimado para la presentación: 5 min.
Entregado por: Petree
Fecha: 06.13.18

Páginas pertinentes en:
 () La constitución, páginas _____
 () MOU, páginas _____



A California Public School

Agenda Item# IIIE

Board Meeting Date: June 15, 2018

Subject: Board Development

- Information Item Only
- Approval on Consent Agenda
- Conference/First Reading (Action Anticipated: _____)
- Conference
- Conference/Action
- Action

Information:

Governing Board to complete the following:

1. Governing Board Year End Survey

Governing Board will need to establish dates for the following:

1. Board meeting dates (2018-19)
2. Retreats and leadership development

Attachments:

- 1) Governing Board Year End Survey

Estimated Time of Presentation: 10 min
Submitted By: Board President
Date: 6.13.18

Pertinent Pages in
() Charter, pages _____
() MOU, pages _____



A California Public School

Agenda Artículo# IIIE

Fecha de la Reunión: 15 de junio, 2018

Tema: Desarrollo de la Mesa Directiva

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

Información:

La Mesa Directiva debe completar lo siguiente:

1. Encuesta del fin de año para la Mesa Directiva

La Mesa Directiva necesitará establecer fechas para lo siguiente:

1. Fechas para las reuniones mensuales (2018-2019)
2. Retiros y desarrollo profesional

Documentos Adjuntos:

1. Encuesta del fin de año para la Mesa Directiva

Tiempo estimado para la presentación: 10 min.
Entregado por: Presidente de la Mesa Directiva
Fecha: 6.13.18

Páginas pertinentes en:
() La constitución, páginas _____
() MOU, páginas _____

**Language Academy of Sacramento
Governing Board: Self-
Assessment 2017-18**

Issue\Concept	Complete	In Progress	Little\No Progress	Not Applicable
Board committees have clear scope of responsibility and charges				
Individuals board members prepare for meetings and participate constructively				
Board has a process for addressing ineffective, destructive, or absentee board members				
Meeting minutes record each board meeting and are distributed promptly after each meeting				
Relationship With Academic Director				
Board selects the Academic Director				
Board develops performance goals\targets and evaluates Academic Director performance each year				
Board has established a plan for succession in the event the Academic Director leaves\retires				
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin				
Personnel & Staffing				
Board has adopted\approved a comprehensive set of personnel policies that are in line with all applicable state\federal laws & regulations. Policies are updated at least every third year.				
Clear job description and staffing plans are in place				
Budget & Finance				
Board adopts an annual budget that maximizes the schools resources in support of mission\vision				
Board monitors budget throughout the year				

Issue\Concept	Complete	In Progress	Little\No Progress	Not Applicable
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action				
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school's overall long-term plans				
Board has adopted a comprehensive set of fiscal management and control policies				
Board oversees all fund-raising activities on behalf of the school				
Instruction and Assessment				
Board has adopted\approval the school's curriculum and instructional program including Local Accountability Plan				
Board has adopted\approved student achievement goals\standards				
A broad-based assessment system is in place to measure progress toward instructional goals\standards				
Instructional program is in alignment with state requirements and terms of charter				
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis				
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process				

Governing Board Member: _____ Date: _____



A California Public School

Agenda Item# IIIF

Board Meeting Date: June 15, 2018

Subject: Director's Evaluation: Process and Timeline

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

Committee: Academic Director Evaluation Committee: Bacsafra, Zamora

Information: Academic Director Evaluation Update:

1. The Academic Director completed a self-evaluation as of May 2018.
2. Staff, student, and family surveys were completed as of June, 2018.
3. The Committee met with AD June 13, 2018 to review evaluation and discuss preliminary SY18-19 AD goals in advance of the June board meeting.
4. The Director's Evaluation Committee will present recommendation to Board at June meeting.
5. Next year's Director's Evaluation Committee will need to continue to review/refine evaluation process for the 2018-2019 school year.

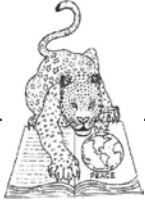
June Meeting:

1. Because the Director's evaluation is a personnel action, the director's evaluation and contract renewal board discussion based on the evaluation Committee's findings is conducted in a closed session. During the closed session time, all staff members recuse themselves and leave the room. Only non-staff board members participate in the closed session discussion.
2. During closed session, the board makes a recommendation for action and conducts a vote, noting how individual board members voted.
3. The board adjourns the closed session and then calls to order an open session.
4. During the open session, the board announces the closed session board action, identifying how each board member voted.

Recommendation:

1. The Committee recommends that the Board come to a decision as to whether to approve the Academic Director's contract for 2018-19.

<p>Estimated Time of Presentation: 5 minutes Submitted By: Director's Evaluation Date: 6.13.18</p>	<p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p>
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A California Public School

Agenda Artículo# IIIF

Fecha de la Reunión: 15 de junio del 2018

Tema: Comité de Evaluación del Director: Proceso y línea de tiempo

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

Comité: Comité de Evaluación del Director: Bacsafra, Zamora

Información: Proceso de Evaluación del Director Académico:

1. El Director Académico terminó su autoevaluación en mayo del 2018.
2. Encuestas de estudiantes, personal y familias fueron terminadas en junio del 2018.
3. El comité se reunió con el Director Académico el 13 de junio para repasar la evaluación y hablar sobre metas preliminares para el año escolar 2018-2019.
4. El comité presentará su recomendación a la Mesa Directiva durante la reunión del mes de junio.
5. El comité del próximo año continuará actualizando y revisando el proceso de evaluación.

Reunión del mes de junio:

1. Debido a que la evaluación del Director Académico es una acción del personal, la evaluación y la renovación del contrato del Director Académico se lleva a cabo en una cesión cerrada. Durante esta cesión, todo el personal se retira. Solo miembros de la Mesa Directiva que no son miembros del personal participan en la cesión cerrada.
2. Durante la cesión cerrada, la Mesa Directiva hace una recomendación y votan, tomando nota de como votaron los miembros.
3. La Mesa Directiva termina la cesión cerrada y continúan con una cesión abierta.
4. Durante la cesión abierta, los miembros de la Mesa Directiva anuncian la acción tomada, tomando nota de como votaron los miembros.

Recomendación:

El Comité recomienda que la Mesa Directiva decida aprobar o no aprobar el contrato del Director Académico para el año 2018-2019.

Tiempo estimado para la presentación: 5 min.
Entregado por: Evaluación del Director
Fecha: 6.13.18

Páginas pertinentes en:
() La constitución, páginas _____
() MOU, páginas _____



A California Public School

Agenda Item# IVA

Board Meeting Date: June 15, 2018

Subject: School Leadership

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

Committee: School Leadership

Summary:

See Attached summary

Documents Attached:

1. Financial Summary
2. May 2018 Budgets v. Actuals
3. May 2018 Cash Flow
4. May 2018 Balance Sheet

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 6.13.18

Pertinent Pages in
() Charter, pages _____
() MOU, pages _____



Fecha de la Reunión: 15 de junio del 2018

Tema: Reporte de Comité de Finanzas

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

Comité: Liderazgo Escolar

Resumen:

Ver resumen adjunto

Documentos adjuntos:

1. Resumen de actividad financiera mayo 2018
2. Finanzas del mes de mayo 2018
3. Flujo de efectivo del mes de mayo 2018
4. Saldo actual del mes de mayo 2018

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 06.13.2018

Páginas pertinentes en:
() La constitución, páginas _____
() MOU, páginas _____



Business and Development Specialists
for Charter Schools

Summary of May 2018 Financial Activity June 13, 2018

Prepared for the Governing Board of the Language Academy of Sacramento
Prepared by Gasper Magallanes, Sr. Director of Client Management & Development

April & May 2018 Activity

- \$1.12MM in recognized revenues; year to date revenues total \$4.78MM and we have about \$1.54MM outstanding that will come in June and then over the summer months
- \$957K in recognized expenses; year to date expenses total \$4.76MM, and we have about \$1.31MM currently projected to be spent in June/be billed during the summer

Forecast Updates

- The latest forecast projects a comparable operating income for FY 2018 shared in April. The forecast reflects the P-2 ADA, which ended up at almost 97% for the year or 565.
- Outstanding revenue amounts have been confirmed against published allocations and entitlements
- P-2 has not been officially certified, and there is a good chance with the certification and recent financial performance of California, that we will see some additional revenues, however modest.
- Looking at various line items, relative to this forecast, we are anticipating that LAS should save somewhere between \$50K and \$100K. Given that the year closes in about two weeks, that savings hasn't been reflected in the forecast, but it will shake out when the financial statements are closed out for the year.

Cash Flow and Balance Sheet

- We are in the process of cleaning up some items on the balance sheet, but generally speaking, everything that we see as outstanding appears to be valid or minimal
- LAS ended May with \$5.3MM in cash on hand
- There has been no progress or sign of progress as it relates to repayment of the \$1.9MM unearned Prop 1D funds; these have been conservatively pushed into the cash flow for July 2018, but it is unlikely they get repaid any time soon.

Close and Calendar for FY 2018

- The fiscal year officially closes June 30, 2018.
- During the month of July, EdTec will be working on closing out FY 2018. There will be no financial report produced in July.
- EdTec will report out on FY 2018 at the August 2018 finance committee meeting and board meeting, and then EdTec will begin reporting on FY 2019 (July and August 2018 activity) at the September 2018 finance committee meeting and board meeting.
- Unaudited actuals are due to the state by September 15th; this report should be reflective of the information shared in August but in a different format.
- Audit of the FY 2018 financial statements is due December 15th, with audit work taking place between September and December.
- The audit is an assessment on whether the financial statements are fairly presented and accurately disclose the school's financial activities and obligations, as well as some programmatic and funding compliance.
- LAS hasn't received any sort of finding the past 10 years, and we are anticipating the same outcome this year.

The Language Academy of Sacramento
Budget vs. Actuals
As of May 31, 2018

	Actual			Total	Budget				
	Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's	Current	(Previous vs.	Forecast
						Forecast	Forecast	Current Forecast)	Remaining
SUMMARY									
Revenue									
LCFF Entitlement	599,302	621,273	300,233	3,892,107	5,215,311	5,133,356	5,174,927	41,570	1,282,820
Federal Revenue	-	-	804	128,495	244,449	244,449	245,256	807	116,761
Other State Revenues	67,076	54,510	51,533	566,164	721,817	698,448	699,252	804	133,088
Local Revenues	3,805	5,773	62,838	97,091	58,137	59,087	99,550	40,463	2,459
Fundraising and Grants	17,090	6,011	20,446	91,202	70,000	70,000	95,000	25,000	3,798
Total Revenue	687,273	687,567	435,855	4,775,059	6,309,713	6,205,340	6,313,984	108,644	1,538,925
Expenses									
Compensation and Benefits	367,226	355,715	359,756	3,446,046	3,805,484	3,774,368	3,827,019	(52,652)	380,974
Books and Supplies	38,810	8,898	13,886	230,476	272,522	286,557	290,646	(4,089)	60,170
Services and Other Operating Expenditures	(64,717)	141,545	77,692	1,087,636	1,356,947	1,345,794	1,406,425	(60,631)	318,789
Depreciation	-	-	-	-	555,000	555,000	555,000	-	555,000
Total Expenses	341,318	506,158	451,334	4,764,158	5,989,953	5,961,719	6,079,091	(117,372)	1,314,933
Operating Income	345,956	181,409	(15,479)	10,901	319,760	243,621	234,893	(8,728)	223,992
Fund Balance									
Beginning Balance (Unaudited)	7,287,600	7,633,555	7,814,965	7,922,016	7,922,016	7,922,016	7,922,016	-	-
Year End Adjustment	-	-	-	6,416	6,416	6,416	6,416	-	-
Audit Adjustment	-	-	-	28,152	28,152	28,152	28,152	-	-
Beginning Balance (Audited)	-	-	-	7,956,584	7,956,584	7,956,584	7,956,584	-	-
Ending Fund Balance (Operating)	7,633,555	7,814,965	7,799,485	7,967,485	8,276,344	8,200,205	8,191,477	(8,728)	
Capital Expenditure Activities	-	-	-	168,000	-	-	-		
Ending Fund Balance (Including Capital Expenditure Activities)*	7,633,555	7,814,965	7,799,485	7,799,485	8,276,344	8,200,205	8,191,477	(8,728)	

Note on Capitalization and Depreciation*

*Throughout the year, EdTec reflects ongoing capital expenditure activities on the income statement. At year end, these expenses are capitalized and shifted to the balance sheet.

EdTec will then book the associated depreciation expense, as well as any other depreciation expense from capitalized expenses from prior years.

The ending fund balance as of the most recent month and year to date columns matches the equity position on the balance sheet through the most recent month, which is reflective of the approach throughout the year noted above.

The ending fund balance in the budget and forecast columns is reflective of where the fund balance is anticipated to be at year end after capitalization and depreciation.

Note on Debt Service

The interest component of debt service is reflected on the income statement. The principal component is reflected on the balance sheet, reducing the liability over time.

The Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2018

	Actual			Total	Budget				
	Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's	Current	(Previous vs.	Forecast
						Forecast	Forecast	Current Forecast)	
Enrollment Summary									
K-3					-	-	-	-	-
4-6					283	283	283	-	-
7-8					198	198	200	2	
Total Enrolled					104	104	102	(2)	
					585	585	585	-	
ADA %									
K-3					96.00%	96.00%	96.34%	0.34%	
4-6					96.00%	96.00%	97.01%	1.00%	
7-8					96.00%	96.00%	96.43%	0.43%	
Average					96.00%	96.00%	96.58%	0.58%	
ADA									
K-3					271.68	271.68	272.64	0.96	
4-6					190.08	190.08	194.01	3.93	
7-8					99.84	99.84	98.36	-1.48	
Total ADA					561.60	561.60	565.01	3.41	

The Language Academy of Sacramento
Budget vs. Actuals
As of May 31, 2018

		Actual			Total	Budget				
		Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining
REVENUE										
LCFF Entitlement										
8011	Charter Schools LCFF - State Aid	599,302	300,233	300,233	2,728,344	3,517,662	3,329,576	3,351,824	22,248	623,480
8012	Education Protection Account Entitlement	-	-	-	339,229	667,897	703,072	715,711	12,639	376,482
8096	Charter Schools in Lieu of Property Taxes	-	321,040	-	824,534	1,029,752	1,100,708	1,107,391	6,683	282,857
SUBTOTAL - LCFF Entitlement		599,302	621,273	300,233	3,892,107	5,215,311	5,133,356	5,174,927	41,570	1,282,820
8100 Federal Revenue										
8181	Special Education - Entitlement	-	-	-	-	70,625	70,625	70,625	-	70,625
8291	Title I	-	-	-	117,892	154,204	154,204	154,204	-	36,312
8292	Title II	-	-	-	9,770	19,591	19,591	19,591	-	9,821
8297	PY Federal - Not Accrued	-	-	804	833	29	29	836	807	3
SUBTOTAL - Federal Income		-	-	804	128,495	244,449	244,449	245,256	807	116,761
8300 Other State Revenues										
8319	Other State Apportionments - Prior Years	-	-	(1,500)	14,725	16,225	16,225	14,725	(1,500)	(0)
8381	Special Education - Entitlement (State)	26,126	26,126	26,107	251,739	288,662	277,833	279,520	1,687	27,781
8382	Special Education Reimbursement (State)	-	-	-	25,080	62,700	50,160	50,160	-	25,080
8550	Mandated Cost Reimbursements	-	-	-	8,718	8,718	8,718	8,718	-	-
8560	State Lottery Revenue	-	28,384	-	64,630	100,935	100,935	101,552	617	36,922
8590	All Other State Revenues (One-Time Funding)	-	-	26,926	53,852	80,777	80,777	80,777	-	26,925
8596	ASES	40,950	-	-	147,420	163,800	163,800	163,800	-	16,380
SUBTOTAL - Other State Income		67,076	54,510	51,533	566,164	721,817	698,448	699,252	804	133,088
8600 Other Local Revenue										
8636	Uniforms	447	-	246	5,246	6,000	6,000	6,000	-	754
8638	Merchandise Sales	592	-	-	2,728	2,137	2,728	2,728	-	(0)
8660	Interest	244	1,101	258	5,718	4,000	4,359	6,000	1,641	282
8670	Fees and Contracts	1,000	500	500	5,000	6,000	6,000	6,000	-	1,000
8693	Field Trips	-	2,418	753	4,774	35,000	35,000	5,000	(30,000)	226
8699	All Other Local Revenue	-	-	60,822	60,822	5,000	5,000	60,822	55,822	-
8999	Uncategorized Revenue	1,523	1,754	259	12,803	-	-	13,000	13,000	197
SUBTOTAL - Local Revenues		3,805	5,773	62,838	97,091	58,137	59,087	99,550	40,463	2,459
8800 Donations/Fundraising										
8801	Donations - Parents	2,226	956	1,492	8,998	15,000	15,000	10,000	(5,000)	1,002
8802	Donations - Private	-	120	50	5,022	15,000	15,000	5,000	(10,000)	(22)
8803	Fundraising	14,864	4,935	18,904	77,181	40,000	40,000	80,000	40,000	2,819
SUBTOTAL - Fundraising and Grants		17,090	6,011	20,446	91,202	70,000	70,000	95,000	25,000	3,798
TOTAL REVENUE		687,273	687,567	435,855	4,775,059	6,309,713	6,205,340	6,313,984	108,644	1,538,925

The Language Academy of Sacramento
Budget vs. Actuals
As of May 31, 2018

		Actual			Total	Budget				
		Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining
EXPENSES										
Compensation & Benefits										
1000	Certificated Salaries			-						
1100	Teachers Salaries	158,686	159,360	147,616	1,473,616	1,651,275	1,651,275	1,651,275	-	177,659
1101	Teacher - Stipends	1,339	7,676	8,539	18,438	17,930	17,930	17,930	-	(508)
1103	Teacher - Substitute Pay	6,801	8,161	11,538	43,624	58,450	58,450	58,450	-	14,826
1300	Certificated Supervisor & Administrator Salaries	8,874	8,874	8,874	97,615	106,489	106,489	106,489	-	8,874
1311	Certificated SPED	22,809	22,809	22,809	223,519	263,171	246,716	307,449	(60,733)	83,930
1920	Other Cert - Summer	-	-	-	3,680	3,680	3,680	3,680	-	-
1940	Academic Accountability & Intervention	12,650	12,650	12,650	122,612	138,524	138,524	138,524	-	15,912
SUBTOTAL - Certificated Employees		211,160	219,531	212,027	1,983,105	2,239,520	2,223,065	2,283,798	(60,733)	300,693
2000	Classified Salaries									
2100	Classified Instructional Aide Salaries	4,965	4,379	4,735	34,474	28,866	28,866	28,866	-	(5,608)
2103	SPED Classified	10,642	6,162	10,640	77,319	93,667	81,816	21,083	60,733	(56,236)
2200	Classified Support Salaries	5,453	4,435	6,172	57,831	88,501	88,501	88,501	-	30,670
2300	Classified Supervisor & Administrator Salaries	12,648	11,505	12,246	125,124	130,706	130,706	130,706	-	5,582
2400	Classified Clerical & Office Salaries	10,747	8,099	8,562	87,082	98,458	98,458	98,458	-	11,376
2900	Classified Other Salaries	824	3,222	-	4,046	-	-	-	-	(4,046)
2905	Other Classified - After School	22,833	17,852	17,309	168,009	186,825	186,825	186,825	-	18,816
2930	Other Classified - Maintenance/grounds	10,081	6,887	7,332	73,002	90,025	90,025	90,025	-	17,023
SUBTOTAL - Classified Employees		78,191	62,541	66,996	626,885	717,048	705,196	644,463	60,733	17,578
3000	Employee Benefits									
3100	STRS	29,270	29,241	27,637	274,689	323,163	320,788	320,788	-	46,099
3300	OASDI-Medicare-Alternative	9,337	8,317	8,750	78,415	82,809	82,570	82,570	-	4,155
3400	Health & Welfare Benefits	34,658	32,658	41,073	425,013	383,608	383,606	425,013	(41,407)	(0)
3500	Unemployment Insurance	144	(542)	138	612	14,112	14,112	14,112	-	13,501
3600	Workers Comp Insurance	2,292	2,291	-	37,843	34,770	34,574	34,574	(0)	(3,269)
3900	Other Employee Benefits	2,173	1,678	1,200	19,483	10,455	10,455	21,700	(11,245)	20,500
SUBTOTAL - Employee Benefits		77,875	73,643	80,733	836,055	848,916	846,106	898,758	(52,652)	62,703

The Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2018

	Actual			Total	Budget				
	Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's	Current	(Previous vs.	Forecast
						Forecast	Forecast	Current Forecast)	Remaining
4000 Books & Supplies									
4100 Approved Textbooks & Core Curricula Materials	-	-	-	11,348	12,440	12,440	12,440	-	1,092
4101 SPED Textbooks	-	-	-	-	2,000	7,000	7,000	-	7,000
4102 Approved Textbooks & Core Curricula Materials - Custom 2	2,619	1,782	-	11,970	10,566	10,566	12,285	(1,719)	315
4200 Books & Other Reference Materials	5,357	832	4,049	67,817	54,289	63,000	64,350	(1,350)	(3,467)
4201 Library Resources	168	754	1,949	8,411	5,675	6,000	7,020	(1,020)	(1,391)
4202 Books & Other Reference Materials - Custom 2	-	-	(81)	-	-	-	-	-	-
4315 Custodial Supplies	1,784	161	1,868	15,695	18,000	18,000	18,000	-	2,305
4320 Educational Software	-	-	-	2,107	2,107	2,107	2,107	-	-
4325 Instructional Materials & Supplies	1,114	1,299	1,598	25,822	25,000	25,000	25,000	-	(822)
4330 Office Supplies	725	1,531	1,301	13,169	21,000	21,000	21,000	-	7,831
4335 PE Supplies	311	-	1,822	5,439	5,870	5,870	5,870	-	431
4340 Professional Development Supplies	26	83	191	1,379	4,000	4,000	4,000	-	2,621
4352 Garden	447	-	-	1,913	4,000	4,000	4,000	-	2,087
4354 ASES materials	295	1,437	771	9,776	15,000	15,000	15,000	-	5,224
4355 Summer Preschool	-	-	-	57	600	600	600	-	543
4356 SPED Consumables	524	999	418	6,137	9,590	9,590	9,590	-	3,453
4410 Classroom Furniture, Equipment & Supplies	13,261	-	-	24,242	27,000	27,000	27,000	-	2,758
4420 Computers (individual items less than \$5k)	12,178	20	-	19,809	45,000	45,000	45,000	-	25,191
4423 Classroom Noncapitalized items 1	-	-	-	-	5,000	5,000	5,000	-	5,000
4425 Classroom Noncapitalized items 2	-	-	-	-	15	-	-	-	-
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,384	5,370	5,384	5,384	-	0
SUBTOTAL - Books and Supplies	38,810	8,898	13,886	230,476	272,522	286,557	290,646	(4,089)	60,170

The Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2018

	Actual			Total	Budget				
	Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's	Current	(Previous vs.	Forecast
						Forecast	Forecast	Current Forecast)	Remaining
5000 Services & Other Operating Expenses									
5210 Conference Fees	230	1,637	1,295	9,230	10,000	10,000	10,000	-	770
5215 Travel - Mileage, Parking, Tolls	775	246	376	3,549	2,000	2,000	2,000	-	(1,549)
5220 Travel and Lodging	2,830	184	412	15,374	6,000	10,500	10,500	-	(4,874)
5305 Dues & Membership - Professional	-	-	-	6,543	6,500	6,500	6,500	-	(43)
5450 Insurance - Other	3,449	3,449	-	47,304	45,000	45,000	45,000	-	(2,304)
5515 Janitorial, Gardening Services & Supplies	-	7,752	-	113,164	154,140	154,140	154,140	-	40,976
5535 Utilities - All Utilities	-	-	-	43,108	54,000	54,000	54,000	-	10,892
5605 Equipment Leases	1,762	3,480	2,496	23,037	21,000	21,000	21,000	-	(2,037)
5610 Rent	-	-	-	15,142	97,265	97,265	97,265	-	82,123
5615 Repairs and Maintenance - Building	100	100	100	19,784	10,000	20,000	20,000	-	216
5616 Repairs and Maintenance - Computers	-	-	-	-	2,500	2,500	2,500	-	2,500
5617 Repairs and Maintenance - Other Equipment	262	-	-	1,612	1,500	2,000	2,000	-	388
5803 Accounting Fees	-	3,499	-	8,159	11,000	11,000	11,000	-	2,841
5804 Parent Trainings	-	-	-	1,000	12,500	12,500	12,500	-	11,500
5805 Administrative Fees	-	-	-	3,685	20,203	14,277	17,507	(3,230)	13,822
5806 Assemblies	338	2,500	68	3,193	2,400	2,400	3,125	(725)	(68)
5809 Banking Fees	43	19	30	120	420	420	420	-	300
5812 Business Services	7,917	17,498	(7,445)	87,548	95,000	95,000	95,000	-	7,452
5813 Service 5	-	-	-	743	2,000	2,000	2,000	-	1,257
5818 SPED Legal Fees	-	-	-	-	5,000	5,000	5,000	-	5,000
5820 Title I SES	-	-	-	-	30,000	30,000	30,000	-	30,000
5824 District Oversight Fees	-	-	-	12,285	51,782	51,782	52,198	(416)	39,913
5830 Field Trips Expenses	11,336	32,564	17,005	97,544	52,830	52,830	87,750	(34,920)	(9,794)
5833 Fines and Penalties	-	-	-	552	550	552	552	-	(0)
5836 Fingerprinting	32	64	128	1,068	700	900	950	(50)	(118)
5839 Fundraising Expenses	7,320	5,681	6,447	51,924	36,000	38,000	45,000	(7,000)	(6,924)
5843 Interest - Loans Less than 1 Year	-	-	-	55,378	109,978	109,978	109,978	-	54,600
5845 Legal Fees	-	95	380	12,493	15,000	15,000	15,000	-	2,508
5848 Licenses and Other Fees	-	-	-	234	235	235	235	-	1
5851 Marketing and Student Recruiting	-	-	-	-	1,600	1,600	1,600	-	1,600
5857 Payroll Fees	1,483	1,260	1,222	13,989	9,000	15,000	15,000	-	1,011
5860 Printing and Reproduction	2,918	2,449	1,954	32,477	22,500	30,000	30,000	-	(2,477)
5861 Prior Yr Exp (not accrued)	-	-	9,574	17,468	7,893	7,893	7,893	-	(9,575)
5863 Professional Development	3,477	195	727	29,936	25,000	30,000	30,000	-	64
5866 Common Core Professional Development	-	-	30	4,460	7,000	7,000	7,000	-	2,541
5869 Special Education Contract Instructors	(124,275)	17,717	18,724	181,210	250,000	209,071	209,071	-	27,861
5874 Sports	2,720	302	3,732	9,554	14,675	14,675	14,675	-	5,121
5875 Staff Recruiting	-	-	-	7,250	7,250	7,250	7,250	-	-
5878 Student Assessment	-	-	-	2,775	11,490	11,490	11,490	-	8,715
5880 Student Health Services	-	571	23	1,466	1,761	1,761	1,761	-	295
5881 Student Information System	-	16,913	-	16,913	14,675	14,675	16,965	(2,290)	53
5884 Substitutes	1,826	2,930	6,950	18,996	30,000	30,000	30,000	-	11,004
5887 Technology Services	3,820	10,480	1,671	27,869	18,000	18,000	30,000	(12,000)	2,131
5893 Transportation - Student	5,938	6,250	6,875	53,750	50,000	50,000	50,000	-	(3,750)
5899 Miscellaneous Operating Expenses	-	828	295	2,955	-	-	-	-	(2,955)
5910 Communications - Internet / Website Fees	99	99	-	3,483	4,800	4,800	4,800	-	1,317
5915 Postage and Delivery	7	152	22	1,243	1,800	1,800	1,800	-	557
5920 Communications - Telephone & Fax	877	2,632	5,387	28,070	24,000	24,000	24,000	-	(4,070)
SUBTOTAL - Services & Other Operating Exp.	(64,717)	141,545	77,692	1,087,636	1,356,947	1,345,794	1,406,425	(60,631)	318,789

The Language Academy of Sacramento
 Budget vs. Actuals
 As of May 31, 2018

		Actual			Total	Budget				
		Mar	Apr	May	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining
6000	Capital Outlay									
6300	Parking Lot Work	-	-	-	168,000	-	-	-	-	(168,000)
	SUBTOTAL - Capital Outlay	-	-	-	168,000	-	-	-	-	(168,000)
TOTAL EXPENSES		341,318	506,158	451,334	4,932,158	5,434,953	5,406,719	5,524,090	(117,372)	591,932
6900	Total Depreciation (includes Prior Years)	-	-	-	-	555,000	555,000	555,000	-	555,000
TOTAL EXPENSES including capitalization & depreciation		341,318	506,158	451,334	4,932,158	5,989,953	5,961,719	6,079,091	(117,372)	1,314,933

ESP-CA
EdTec Network : Language Academy of Sacramento (LAS)
Balance Sheet
End of May 2018

Financial Row	Amount
ASSETS	
Current Assets	
Bank	
9120-LAS - Cash in Bank - LAS	
Total - 9120-LAS - Cash in Bank - LAS	\$5,315,643.75
Total Bank	\$5,315,643.75
Other Current Asset	
9330 - Prepaid Expenditures (Expenses)	\$18,331.97
Total Other Current Asset	\$18,331.97
Total Current Assets	\$5,333,975.72
Fixed Assets	
Total Fixed Assets	\$9,146,245.52
Total ASSETS	\$14,480,221.24
LIABILITIES & EQUITY	
Current Liabilities	
Accounts Payable	
9500 - Accounts Payable	
9500 - Accounts Payable	(\$8,098.05)
Total - 9500 - Accounts Payable	(\$8,098.05)
Total Accounts Payable	(\$8,098.05)
Credit Card	
9515-LAS - Credit Card Summary - LAS	
Total - 9515-LAS - Credit Card Summary - LAS	(\$10,487.15)
Total Credit Card	(\$10,487.15)
Other Current Liability	
9501 - Accrued Accounts Payable	\$24,271.35
9502 - AP - District Oversight Fee	\$48,931.00
9517 - Credit Card Accrual	\$95.59
9525 - Flex Plan Liability	\$1,000.00
9530 - Garnishment/Lien Payable	\$60.00
9540 - Payroll Liability - Federal	\$1,508.97
9545 - Payroll Liability - State	(\$1,148.57)
9546 - Payroll Liability - SUI	\$2,122.07
9547 - Payroll Liability - SDI	\$7,109.02
9555 - Retirement Liability - STRS	(\$3,631.13)
9570 - Wages Payable	\$4,222.41
9571 - Wages Payable (July & August)	\$181,533.37
9580 - 403B Payable	\$5,609.64
9585 - Other Payroll Liabilities	\$882.88
9650 - Deferred Revenue	\$966,766.00
Total Other Current Liability	\$1,239,332.60
Total Current Liabilities	\$1,220,747.40
Long Term Liabilities	
9660 - Long Term Liabilities	
9670 - CDE Loan	\$5,459,987.98
Total - 9660 - Long Term Liabilities	\$5,459,987.98
Total Long Term Liabilities	\$5,459,987.98
Equity	
Retained Earnings	\$7,956,584.33
Net Income	(\$157,098.47)
Total Equity	\$7,799,485.86
Total LIABILITIES & EQUITY	\$14,480,221.24

The Language Academy of Sacramento

 Monthly Cash Forecast
 As of May 31, 2018

	2017/18													Forecast	AP/AR
	Actual & Projected														
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Actual	Jun Projected			
Beginning Cash	5,006,485	4,744,012	5,290,153	5,240,499	5,418,860	5,309,188	5,132,321	5,325,150	4,979,214	5,192,399	5,391,155	5,315,643			
Revenue															
LCFF Entitlement	-	166,150	347,408	468,683	460,187	460,187	468,684	-	599,302	621,273	300,233	710,749	5,174,927	572,070	
Federal Income	-	-	-	42,023	-	-	85,668	-	-	-	804	44,356	245,256	72,405	
Other State Income	13,387	14,887	25,206	37,711	24,096	139,284	87,267	51,206	67,076	54,510	51,533	58,331	699,252	74,757	
Local Revenues	2,322	9,363	1,434	4,625	1,533	1,140	4,038	219	3,805	5,773	62,838	2,459	99,550	-	
Fundraising and Grants	-	670	4,429	11,346	11,793	12,936	3,874	2,607	17,090	6,011	20,446	3,798	95,000	-	
Total Revenue	15,709	191,070	378,477	564,388	497,609	613,547	649,532	54,032	687,273	687,567	435,855	819,693	6,313,984	719,232	
Expenses															
Compensation & Benefits	120,183	170,912	351,318	361,625	318,900	370,595	331,618	338,197	367,226	355,715	359,756	380,974	3,827,019	-	
Books & Supplies	29,007	42,336	31,645	15,274	15,409	6,893	10,564	17,754	38,810	8,898	13,886	60,170	290,646	-	
Services & Other Operating Expenses	36,538	50,324	94,582	75,471	122,250	331,439	135,925	86,587	(64,717)	141,545	77,692	318,789	1,406,425	-	
Capital Outlay	-	-	-	-	168,000	-	-	-	-	-	-	(168,000)	-	-	
Total Expenses	185,729	263,573	477,545	452,370	624,560	708,928	478,107	442,537	341,318	506,158	451,334	591,932	5,524,090	-	
Operating Cash Inflow (Outflow)	(170,020)	(72,503)	(99,068)	112,018	(126,951)	(95,381)	171,425	(388,505)	345,956	181,409	(15,479)	227,761	789,893	719,232	
Revenues - Prior Year Accruals	-	773,851	-	71,772	-	-	-	-	7,559	-	(38,830)	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	(23,887)	-	-	(148,144)	-	(25,868)	(73,202)	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	(53,683)	(76,544)	30,184	(27,134)	(4,331)	(1,365)	(769)	20,611	(13,720)	(4,392)	2,121	-	-	-	
Summerholdback for Teachers	(81,017)	(78,663)	19,229	21,610	21,610	21,610	22,172	21,958	21,535	21,739	20,876	19,265	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	(77,843)	-	-	-	-	-	(80,000)	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	42,247	-	-	96	-	-	-	-	-	-	(18,332)	-	-	-	
Ending Cash	4,744,012	5,290,153	5,240,499	5,418,860	5,309,188	5,132,321	5,325,150	4,979,214	5,192,399	5,391,155	5,315,643	5,409,466			