

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

Agenda/Agenda

BOARD MEETING/REUNIÓN DE LA MESA DIRECTIVA

Friday, June 21, 2019/martes, 21 de junio del 2019

5:30pm in ROOM 9/5:30PM en el salón 9

I. PRELIMINARY/PRELIMINARIO

A. CALL TO ORDER/Convocatoria

Meeting was called to order by/La junta fue convocada por _____ at ____:____ p.m.

B. ROLL CALL/Asistencia

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

C. APPROVAL OF AGENDA/Aprobación de la Agenda

D. APPROVAL OF BOARD MEETING MINUTES/Aprobación de las Minutas de la Mesa Directiva

a. May 28, 2019 minutes/minutas de 28 de mayo del 2019

E. MISSION/Misión

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

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

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACION

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

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

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

- A. **Bylaws/Policy Committee/Comité de Estatutos/Pólizas – 1) Community Representative Interview, 2) Community Candidate Timeline, 3) Parent Board Member Vacancy, and 4) Approval of Bylaws Revisions/ 1) Entrevista de candidato comunitario, 2) Línea cronológica para elecciones de candidatos comunitarios, 3) Vacante para miembro representante de padres, 4) Aprobación de Estatutos actualizados - Zamora (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. **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 IIIB/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIB.*

Motion:____ Second:____ Vote:____

- C. **LAS FY2020 Budget/Presupuesto de LAS para el año fiscal 2020 – Campa/Morales/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 IIIC/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIC.*

Motion:____ Second:____ Vote:____

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

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

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

Motion:____ Second:____ Vote:____

- E. **April and May Check Register/Registro de la cuenta bancaria de abril y mayo – School Leadership/Liderazgo escolar (5 min.)**

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

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

Motion:____ Second:____ Vote:____

F. Board Development/Desarrollo de la Mesa Directiva – Annual Survey, Form 700 for exiting Board Members, Self-Reflection (Zamora, Petree, 15min)

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

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

Motion:____ Second:____ Vote:____

G. EPA Resolution/Resolución EPA - EdTec (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 IIIG/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIG.*

Motion:____ Second:____ Vote:____

H. Federal Funds Title Application/Solicitud de Fondos Federals Solicitud – EdTec (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 IIIH/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIIH.*

Motion:____ Second:____ Vote:____

I. Federal Funds Title Application, Certification of Assurances/Certificación de garantías - EdTec (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 IIII/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIII.*

Motion:____ Second:____ Vote:____

J. Federal Funds Title Application, Protected Prayer Certification/Certificación de protección de oración – EdTec (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 IIJJ/*Se recomienda que la Mesa Directiva discuta y/o apruebe IIJJ.*

Motion:____ Second:____ Vote:____

K. Director’s Evaluation Committee/Comité de Evaluación de Director – Executive Director Job Description Approval /Aprobación de Descripción de trabajo Director Ejecutivo y Línea Cronológica de evaluación (Petree, Ruíz; 10min)

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

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

Motion:____ Second:____ Vote:____

L. Strategies to Increase Average Daily Attendance (ADA) – 2018-2019 Data Results/Estrategias para Aumentar el Promedio de Asistencia Diara – School Leadership/Liderazgo Escolar – Resultados del 2018-2019
(de León, 10min)

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

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

Motion: _____ Second: _____ Vote: _____

M. 2019-2020 Revised Academic Calendar/Revisión de Calendario Académico 2019-2020 – School Leadership/Liderazgo escolar (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 IIIM/Se recomienda que la Mesa Directiva discuta y/o apruebe IIIM.

Motion: _____ Second: _____ Vote: _____

N. EdTec Contract Renewal/ Renovación de Contrato EdTec – School Leadership/Liderazgo escolar (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 IIIN/Se recomienda que la Mesa Directiva discuta y/o apruebe IIIN.

Motion: _____ Second: _____ Vote: _____

IV. INFORMATIONAL ITEMS - ARTICULOS DE INFORMACIÓN

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

B. Facilities Committee Update/Reporte Actual del Comité de Plantel Escolar – Yañez-Gutiérrez (5 min)

V. CLOSED SESSION/Sesión cerrada: Personnel Contract/Contratos del personal- Director’s Evaluation/Evaluación del director- Petree, Ruiz (15 min.)

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

VII. FUTURE MEETINGS/Próxima Junta

1. August, 2019 Regular Board Meeting/Agosto de 2019 Junta Regular de la Mesa

VIII. FUTURE AGENDA ITEMS/Temas para agendas futuras

IX. ADJOURNMENT/Clausura The meeting was adjourned at ____:____p.m./La junta terminó a las ____:____ p.m.

Motion: _____ Second: _____ Vote: _____

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



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

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

I. PRELIMINARY/PRELIMINARIO

I.A & B	Meeting was called to order by Erandi Zamora at 5:36 PM. Roll call was taken./ La junta fue convocada por Erandi Zamora a las 5:36 PM. Se tomó lista.			
	Name/ Nombre	Role/ Papel	Present/ Presente	Absent/ Ausente
	1. Lourdes Gómez	Parent/Madre (18-19)	X	
	2. Kathy Petree	Parent/Madre (17-20) Vice President/Vice Presidente	X	
	3. Jennifer Bacsafrá	Parent/Madre (16-19) Secretary/Secretaria	X	
	4. Gemma Jáuregui	Teacher/Maestra (18-21)	X	
	5. Adriana Yañez-Gutiérrez	Staff/Personal (17-20)	X	
	6. Perla Campos	Teacher/Maestra (16-19)	X	
	7. Nadeen Ruiz	Community Member (18-21)/Miembro Comunitario (18-21)	X	
	8. Aracely Campa	Community Member/Miembro Comunitario (17-20) Treasurer/Tesorero		X
	9. Erandi Zamora	Community Member/Miembro Comunitario (16-19) President/Presidente	X	
	10. Student Representative	Student Council President/Presidente del Concilio Estudiantil		X
	11. Eduardo de León	Executive Director/Director Ejecutivo	X	
	12. Teejay Bersola	Academic Accountability Specialist/Especialista de Responsabilidad Académica	X	
	13. Judy Morales	Business and Operations Officer/Oficial de Negocios y Operaciones	X	

	Agenda/Agenda	Action/Acción
I.C	Approval of Agenda <i>Aprobación de la Agenda</i>	A motion was made to approve the May 28, 2019 agenda. <i>Se hizo una moción para aprobar la agenda del 28 de mayo de 2019.</i> 1 st Motion/1 ^a Moción: Nadeen Ruiz 2 nd Motion/2 ^a Moción: Adriana Yañez-Gutiérrez Absences/Ausencias: Aracely Campa Abstentions/Abstenciones: None/ninguno The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
I.D	Approval of Board Meeting Minutes <i>Aprobación de los Minutos de la Mesa Directiva</i>	A motion was made to approve the May 7, 2019 minutes. <i>Se hizo una moción para aprobar las minutas del 7 de mayo de 2019.</i> 1 st Motion/1 ^a Moción: Erandi Zamora 2 nd Motion/2 ^a Moción: Kathy Petree Absences/Ausencias: Aracely Campa Abstentions/Abstenciones: Jennifer Bacsafrá, Gemma Jáuregui The motion passed with six votes. / <i>La moción pasó con seis votos.</i>
I.E	Mission <i>Misión</i>	The mission was read aloud. / <i>La misión fue leída en voz alta.</i>

II. COMMUNICATIONS NORMS/NORMAS DE COMUNICACIÓN

II.A.	Public Comments <i>Comentarios Públicos</i>	1) There was one public comment regarding student bathrooms, need for a vice-principal, and pressure on students regarding voting ballot return, and an ASES incident/parent conflict. / <i>Hubo un comentario público sobre los baños de los estudiantes, la necesidad de un subdirector, y la presión a los estudiantes con respecto a la devolución de las boletas de votación, y un incidente de ASES/conflicto de padres.</i>
--------------	---	--

III. INFORMATIONAL ITEMS/ARTÍCULOS DE INFORMACIÓN:		
III.1.	Student Council Representative <i>Concilio estudiantil representante</i>	The Student Council did not provide a report in person, but a summary was provided in the Board packet. / <i>El Concilio Estudiantil no proporcionó un informe en persona, pero se proporcionó un resumen en el paquete de la Mesa.</i>
III.2	Parent Council/Association/ ELAC Representative <i>Concilio y asociación de padres/ELAC representante</i>	Parent Council/Association/ELAC report provided by staff member, Claudia Ochoa. Ms. Ochoa reported that the Day of the Child was a huge success. The Carnival has been postponed until September. PC has updated its bylaws. New PC reps have been elected in grades 1-8. New executive members have not been chosen yet. / <i>Informe del Concilio de Padres/Asociación/ELAC proporcionado por la miembro del personal, Claudia Ochoa. La Sra. Ochoa informó que el Día del Niño fue un gran éxito. El carnaval se ha aplazado hasta septiembre. PC ha actualizado sus estatutos. Se han elegido nuevos representantes de PC en los grados 1-8. Los nuevos miembros ejecutivos aún no han sido elegidos.</i>
IV. ITEMS SCHEDULED FOR DISCUSSION AND/OR ACTION ARTÍCULOS PROGRAMADOS PARA DISCUSIÓN Y/O ACCIÓN		
IV.A	LCAP Annual Update Draft Public Hearing <i>Audiencia Pública de Actualización del Borrador Anual LCAP</i>	Ms. Bersola shared the LCAP requirements and a draft for review, discussed changes to the California Dashboard, and reviewed current charter goals/state priorities. / <i>La Sra. Bersola compartió los requisitos del LCAP y un borrador para su revisión, discutió los cambios en el Tablero de California y revisó los objetivos/prioridades actuales de los estatutos.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.B	Monthly Financials <i>Financieros mensuales</i>	Brian Holmes from EdTec provided a monthly financial update. / <i>Brian Holmes de EdTec proporcionó una actualización financiera mensual.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.C	Finance Committee – Preliminary Review 19-20 Budget <i>Comité de Finanzas – Reviso preliminar del presupuesto 19-20</i>	Brian Holmes from EdTec reviewed 2019-20 assumptions and multi-year projections through 2021-22. / <i>Brian Holmes de EdTec revisó los supuestos económicos 2019-20 y las proyecciones de varios años hasta el 2021-22.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.D	April Check Register <i>Registro de la cuenta bancaria de abril</i>	A motion was made to table approval of the April 2019 check register since check number 7666 was missing the billing address. / <i>Se hizo una moción para aprobar el registro de la cuenta bancaria de abril de 2019 ya que el número de cheque 7666 faltaba en la dirección de facturación.</i> 1st Motion/1ª Moción: Kathy Petree 2nd Motion/2ª Moción: Nadeen Ruiz Absences/Ausencias: Aracely Campa Abstentions/Abstenciones: None/Ninguno Motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.E	Facilities Committee <i>Comité de Plantel Escolar – Phase I Construction Bid Approval</i>	Ms. Morales shared that only one vendor submitted a bid, which was \$250,000 more than the same company’s previous bid, and \$500,000 over the total cost of the project. Phase 1 has already been approved by the Division of the State Architect and is ready to move forward once a bid is accepted. The Facilities

	<p><i>Aprobación de Oferta de Construcción para Fase I</i></p>	<p>Committee would like to start working on Phase 2 in June 2019, with a goal to receive new bids for both projects by December 2019/January 2020. Construction on Phase 1 may need to start prior to the end of next school year. <i>La Sra. Morales compartió que solo una compañía presentó una oferta, que fue de \$250,000 más que la oferta anterior de la misma empresa, y \$500,000 sobre el costo total del proyecto. La Fase 1 ya ha sido aprobada por la División del Arquitecto del Estado y está lista para avanzar una vez que se acepte una oferta. El Comité de Instalaciones desea comenzar a trabajar en la Fase 2 en junio de 2019, con el objetivo de recibir nuevas ofertas para ambos proyectos a más tardar en diciembre de 2019/enero de 2020. Es posible que la construcción en la Fase 1 deba comenzar antes del final del próximo año escolar.</i></p> <p>A motion was made to decline the bid and postpone the construction of Phase 1 to spring/summer of 2020. / <i>Se hizo una moción para rechazar la oferta y posponer la construcción de la Fase 1 hasta la primavera/verano de 2020</i></p> <p>1st Motion/<i>1ª Moción</i>: Erandi Zamora 2nd Motion/<i>2ª Moción</i>: Adriana Yañez-Gutiérrez Absences/<i>Ausencias</i>: Aracely Campa Abstentions/<i>Abstenciones</i>: None / <i>Ninguno</i> Motion passed with eight votes. / <i>La moción pasó con ocho votos.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>None / <i>Ninguno</i></p>
<p>IV.F</p>	<p>Director's Evaluation Committee <i>Comité de Evaluación de Director</i></p> <p>Executive Director Job Description (conference/first read) and Evaluation Timeline <i>Descripción de trabajo Director Ejecutivo (conferencia/primer lectura) y Línea Cronológica de evaluación</i></p>	<p>Ms. Petree shared a draft of the updated Executive Director job description. The committee welcomes input from the Board. A copy with edits will be sent to Board members for review; comments should be received by June 12, 2019. A final draft of the Executive Director job description will be submitted for board approval in June.</p> <p>Ms. Ruiz provided an update regarding progress on the Executive Director's 2018-19 evaluation.</p> <p><i>La Sra. Petree compartió un borrador de la descripción actualizada del puesto de Director Ejecutivo. El comité agradece las aportaciones de la Mesa. Se enviará una copia con ediciones a los miembros de la Mesa para su revisión; los comentarios deben recibirse antes del 12 de junio de 2019. Se enviará un borrador final de la descripción del trabajo del Director Ejecutivo para la aprobación de la junta en junio.</i></p> <p><i>La Sra. Ruiz proporcionó información actualizada sobre los avances en la evaluación de 2018-19 de la Directora Ejecutiva.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>None / <i>Ninguno</i></p>
<p>IV.G</p>	<p>Bylaws/Policy Committee <i>Comité de Estatutos Pólizas</i></p> <p>Bylaws Draft (conference/first read) <i>Borrador de Estatutos (conferencia/primer lectura)</i></p>	<p>Ms. Zamora reviewed the proposed amendments to the LAS Bylaws. Board members were asked to submit any feedback to the Bylaws Committee before their next meeting on June 6, 2019. / <i>La Sra. Zamora revisó las enmiendas propuestas a los Estatutos de LAS. Se pidió a los miembros de la Mesa que envíen sus comentarios al Comité de Estatutos antes de su próxima reunión el 6 de junio de 2019.</i></p>
	<p>Public Comments <i>Comentarios Públicos</i></p>	<p>None / <i>Ninguno</i></p>
<p>IV.H</p>	<p>Board Accountability</p>	<p>Ms. Petree requested the Board's input regarding 1) Board response to public comments during meetings and 2) other inquiries to the Board. There was initial</p>

	<i>Responsabilidad de la Mesa Directiva</i>	discussion of a potential communications board member/ombudsman role. Ms. Petree also shared that the Dispute Resolution committee is in the process of revising the dispute resolution process. / <i>La Sra. Petree solicitó los comentarios de la Mesa con respecto a 1) la respuesta de la Mesa a los comentarios del público durante las reuniones y 2) otras preguntas a la Mesa. Hubo una discusión inicial de un posible miembro de la mesa de comunicaciones/papel de mediador. La Sra. Petree también compartió que el comité de resolución de disputas está en el proceso de revisar el proceso de resolución de disputas.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.I	Board Development <i>Desarrollo de la Mesa Directiva</i> Policy Updates <i>Actualización de pólizas</i>	Mr. de Leon distributed the final, board approved versions of the following policies so that Board members can update their policy binders: <ul style="list-style-type: none"> ● Health Education and HIV Prevention ● Conflict of Interest ● Comprehensive Health Safety Plan ● Admissions <i>El Sr. de León distribuyó las versiones finales aprobadas por la Mesa de las siguientes pólizas para que los miembros de la Mesa puedan actualizar sus carpetas de pólizas:</i> <ul style="list-style-type: none"> ● <i>Educación para la salud y prevención del VIH</i> ● <i>Conflicto de intereses</i> ● <i>Plan Integral de Salud y Seguridad</i> ● <i>Admisiones</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
IV.J	Strategies to Increase Average Daily Attendance (ADA) <i>Estrategias para Aumentar el Promedio de Asistencia Diaria</i>	Mr. de Leon reviewed past, current, and future practices to promote daily student attendance. / <i>El Sr. de León revisó las prácticas pasadas, actuales y futuras para promover la asistencia diaria de los estudiantes.</i>
	Public Comments <i>Comentarios Públicos</i>	None / <i>Ninguno</i>
V. INFORMATIONAL ITEMS - ARTÍCULOS DE INFORMACIÓN		
V	Curriculum Design Team <i>Comité de desarrollo de currículo</i>	Ms. Jáuregui reviewed information discussed at the last CDT meeting. / <i>La Maestra Jáuregui revisó la información discutida en la última reunión del CDT.</i>
VI. FUTURE MEETINGS/PRÓXIMA JUNTA		
1. Friday, June 21, 2019 Regular Board Meeting/ <i>viernes 21 de junio de 2019 Junta Regular de la Mesa</i>		
V.II FUTURE AGENDA ITEMS/TEMAS PARA AGENDAS FUTURAS		
1) Outgoing board member exit recommendations - add to end of year board survey / <i>Recomendaciones de salida de los miembros saliendo de la Mesa: agregue a la encuesta de la Mesa de final de año</i> 2) ADA update/ <i>Actualización de ADA</i>		
VIII. ADJOURNMENT/CLAUSURA		
A motion was made to adjourn the board meeting. / <i>Se hizo una moción para terminar la reunión de la Mesa.</i> 1 st Motion/ <i>1ª Moción</i> : Erandi Zamora 2 nd Motion / <i>2ª Moción</i> : Adriana Yañez-Gutiérrez Absences / <i>Ausencias</i> : Aracely Campa Abstentions / <i>Abstenciones</i> : None / <i>Ninguno</i> The motion passed with eight votes. / <i>La moción pasó con ocho votos.</i>		
The board meeting was adjourned at 9:02PM. / <i>La reunión de la Mesa se terminó a las 9:02PM.</i>		



A California Public School

Agenda Item# IIIA

Board Meeting Date: June 21, 2019

Subject: Board Elections: 1) Community Representative Interview, 2) Community Representative Candidate Timeline, 3) Parent Representative Vacancy beginning 2019-2020 and 4) Approval of Bylaws Revisions

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

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

Board Election Results: The following are the elected staff and parent members:

- Fernando Aceves (parent)
- Pedro León (certificated staff)

Item 1: Community Representative Interview

Applicants:

- 1) Jemahl Ämen

Interview Questions:

1. As an introduction to LAS, we would like to highlight our mission to all candidates: Our mission is to create a learning community where students learn bilingual knowledge and skills to develop positive self-esteem, pride, confidence and respect. We strive to teach leadership skills to these students to promote social justice and create positive change in society. With this in mind, can you tell us what motivated you to apply to be a LAS board member?
2. As a Board, we strive to bring diversity of knowledge, expertise and life skills to our Board meetings. What strengths/areas of expertise would you bring to the board?
3. As a board member, your time commitment will vary from year to year, depending on the committees you join. Some committees are more time-intensive than others, depending on the issues being presented to the Board that year. This time-commitment is on top of the monthly general Board meetings you will be required to attend. Are you able to fulfill the time commitment required by the Board (monthly Board meetings, at least two committee meetings a month - usually held at 4:00pm, create committee agendas and Board resolutions, ongoing communication via email, etc.)?

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



A California Public School

Attachments: 1) Candidate Application, 2) Resumé

Item 2: Community Candidate Timeline

In the event that the board has two candidates for the community candidate position, the committee recommends that the board approve the following timeline in an effort to hold elections at the start of the school year:

Step	Action	Approximate Dates
2	Community Town Hall	Wednesday, August 28, 2019 @ 8:15am and 5:30pm
3	Elections	August 28, 2019 – September 6, 2019
4	Election Announcement	Friday, September 13, 2019

MOTION Community Candidate Timeline	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				



A California Public School

Item 3: Parent Representative Vacancy beginning 2019-2020

In May 2019, elections were held for the Governing Board parent representative seat on the board. Fernando Aceves and Alonso Escareño were the two candidates and Mr. Aceves won the election. The Bylaws/Policy committee discussed the parent board seat that will become vacant as of June 30, 2019. Pursuant to Board Bylaws Article VII, Section 12 (Vacancies Filled by the Board), the committee recommends that the board appoint the runner-up in the recent elections, Mr. Alonzo Escareño, to the two year term beginning July 1, 2019.

MOTION Parent Member Vacancy	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Item 4: Approval of Bylaws Revisions

It is the recommendation of the Bylaws and Policy Committee that the Board approve the Amendment to the LAS Bylaws.

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

Estimated Time of Presentation: 40 min
Submitted By: Bylaws/Policy Committee
Date: 6.18.19

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



A California Public School

Agenda Artículo# IIIA

Fecha de la Reunión: 21 de junio de 2019

Tema: Elecciones de la Mesa: 1) Entrevista al Representante de la Comunidad, 2) Línea cronológica del Candidato al Representante de la Comunidad, 3) Vacante de Representante de los Padres a partir del 2019-2020 y 4) Aprobación de las Revisiones de los Estatutos

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

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

Resultados de la elección de la Mesa: Los siguientes son los miembros elegidos del personal y los padres:

- Fernando Aceves (padre)
- Pedro León (personal certificado)

Artículo 1: Entrevista al Representante de la Comunidad

Solicitantes:

- 1) Jemahl Ämen

Preguntas de entrevista:

1. Como una introducción a LAS, nos gustaría enfatizar nuestra misión a todos los candidatos: Nuestra misión es crear una comunidad de aprendizaje donde los estudiantes puedan obtener conocimientos bilingües y destrezas para desarrollar una autoestima positivo, orgullo, confianza, y respeto. Nos esforzamos en enseñar destrezas de liderazgo a nuestros estudiantes para fomentar la justicia social y crear un cambio positivo en la sociedad. Con esto en mente, ¿qué te motivo para aplicar a una posición en la Mesa Directiva?
2. Como miembros de las Mesa Directiva, nos esforzamos en tener una diversidad de conocimientos, especializaciones, y experiencias a nuestras reuniones. ¿Qué habilidades, fortalezas, o áreas de especialización traerías a LAS?
3. Como miembro de la Mesa Directiva, el tiempo que comprometerás varía año con año, dependiendo en los comités de cuales seas parte. Algunos comités requieren más tiempo que otros, dependiendo en los asuntos que la Mesa Directiva esté tratando ese año. Este compromiso es adicional a las reuniones mensuales de la Mesa Directiva. ¿Puedes comprometer el tiempo

MOCIÓN Candidatos de la comunidad	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafta, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totales:				



A California Public School

requerido por la Mesa Directiva? Esto incluye reuniones mensuales de la Mesa Directiva, por los menos dos reuniones de comité por mes, la creación de agendas y resoluciones, y contacto constante a través de correo electrónico.

Documentos adjuntos: 1) Solicitud del candidato, 2) Curriculum

Artículo 2: Línea cronológica del candidato comunitario

En el caso de que la Mesa tenga dos candidatos para el puesto de candidato de la comunidad, el comité recomienda que la Mesa apruebe la siguiente línea cronológica en un esfuerzo por tener elecciones al inicio del año escolar:

Paso	Acción	Fechas aproximadas
2	Reunión Publica	miércoles, 28 de agosto de 2019 a las 8:15am y las 5:30pm
3	Elecciones	28 de agosto de 2019 - 6 de septiembre de 2019
4	Anuncio de elecciones	viernes, 13 de septiembre de 2019

MOCIÓN Línea cronológica del candidato comunitario	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdes				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				



A California Public School

Artículo 3: Vacante de representante de padres a partir de 2019-2020

En mayo de 2019, se llevaron a cabo las elecciones para la posición de padre en la mesa directiva entre dos candidatos, Fernando Aceves y Alonzo Escareño. El Sr. Aceves fue elegido para el término de tres años. El Comité de Estatutos/Pólizas discutió el puesto de la Mesa de padres que estará vacante a partir del 30 de junio de 2019. A la luz de las recientes elecciones de padres de la Mesa, y basado en el artículo VII, sección 12, el comité recomienda que la Mesa designe al segundo ganador de las últimas elecciones, el Sr. Alonzo Escareño, al plazo de dos años que comienza el 1 de julio de 2019.

MOCIÓN Vacante de representante de padres	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdes				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Artículo 4: Aprobación de revisiones de Estatutos

Es la recomendación del Comité de Estatutos y Pólizas que la Mesa apruebe la Enmienda a los Estatutos de LAS.

MOCIÓN Revisión de estatutos	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdes				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Tiempo estimado para la presentación: 40 min.
Entregado por: Comité de Estatutos/Pólizas
Fecha: 06.18.19

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

Language Academy of Sacramento
Declaration of Candidacy for the Governing Board Representative

Deadline: May 24, 2019
Send it via email or in person by 5:00PM

Declaration of Candidacy for Governing Board: (Please choose one)

Community Representative

Parent Representative

Staff Representative

I, Jemahl Amen, am announcing my candidacy for the Governing Board Representative position.

I believe I am qualified for this position because: (maximum 100 words)

① I value multi-lingualism as an American core value; ② I believe that developing our children's brains at a young age to process multiple languages further empowers them to become better students across multiple subject matter areas → multi-lingualism = increased test scores for core competencies; ③ As a former teacher and community activist I believe in academic excellence; ④ As an involved parent I believe in the public school / charter school partnership; and ⑤ my education & work experience will hopefully contribute to additional positive changes & direction for the Sacramento Language Academy.

My priorities for the LAS Governing Board are: (maximum 100 words)

① Understand the school/teacher/student/board priorities; ② Ask questions when necessary - always follow up re: my commitments - & put the above ① priorities above my personal/board concerns; ③ Come to meetings prepared; ④ Ensure the financial soundness of the school; ⑤ Ensure the continued pursuit of academic excellence for our kids; and ⑥ Work well with other board members while pursuing goals.

Other comments: (maximum 50 words)

Thank you for this consideration. If not chosen please feel free to reach out to me for further support.

*Please attach a current resume

I am aware that if I am voted in as a member of the LAS Governing Board, I must commit to:

- ◆ Attending the Governing Board's monthly (and occasionally more frequent) meetings.
- ◆ Attending the Governing Board retreats.
- ◆ Attending assigned committee meetings.
- ◆ Parent Representative Only- Attending monthly Parent Council and Parent Association Meetings
- ◆ Attending trainings and/or workshops (in addition to those offered during Board meetings) so as to learn the roles and responsibilities of Charter School Board members

*For Community Candidates: By signing this document, I certify that in the last 60 months I have NOT been a parent/guardian of a matriculated student at LAS, and I have not been a paid employee or consultant of the school.

Jemahl Amen
Print Name

[Signature] 5/22/19
Signature Date

Academia de Idiomas de Sacramento

Declaración de Candidatura para el Representante de la Mesa Directiva

Fecha límite: lunes, 24 de mayo del 2019

Entregar por correo electrónico o en persona a más tardar a las 5:00 PM

Declaración de Candidatura para la Mesa Directiva: (por favor elija uno)

Representante de la comunidad Representante de padres Representante de personal

Yo, Jemahl Ämen, estoy anunciando mi candidatura para la posición de Representante de la Mesa Directiva.

Yo creo que estoy calificado/a para esta posición porque: (límite 100 palabras)

1) Valoro el multilingüismo como un valor central estadounidense; 2) Creo que desarrollar los cerebros de nuestros niños a una edad temprana para procesar múltiples idiomas los capacita para convertirse en mejores estudiantes en múltiples áreas temáticas --> multilingüismo = puntajes altos en los exámenes de competencias básicas 3) Como ex maestro y activista comunitario, creo en la excelencia académica; 4) Como padre involucrado, creo en la asociación entre escuela pública y escuela autónoma; y 5) es de esperar que mi educación y experiencia laboral contribuyan a cambios positivos adicionales y dirección para la Academia de Idiomas de Sacramento

Mis prioridades para la Mesa Directiva de LAS son: (límite 100 palabras)

1) Entender las prioridades de la escuela/maestros/estudiantes/Mesa; 2) Hacer preguntas cuando sea necesario, siempre hacer un seguimiento de mis compromisos y ponga las prioridades "1)" anteriores a mis preocupaciones personales/de la Mesa; 3) Venir a las reuniones preparadas; 4) Asegurar la solidez financiera de la escuela; 5) Asegurar la búsqueda continua de la excelencia académica para nuestros niños; y 6) Trabajar bien con otros miembros de la Mesa mientras se siguen los objetivos.

Otros comentarios: (límite 50 palabras)

Gracias por su consideración. Si no soy elegido, no dude en comunicarse conmigo para obtener más apoyo.

** Adjunte un currículum actual*

Estoy consciente de que si soy elegido como miembro de la Mesa Directiva de LAS, debo comprometerme a:

- ◆ Asistir a las juntas mensuales (y ocasionalmente más frecuentes) de la Mesa Directiva.
- ◆ Asistir a los retiros de la Mesa Directiva.
- ◆ Asistir a las reuniones del comité asignado.
- ◆ Representante de Padres Solamente - Asistir a las juntas del Concilio de Padres y de la Asociación de Padres
- ◆ Asistir a entrenamientos y/o talleres (además de los ofrecidos durante las juntas de la Mesa) para conocer las funciones y responsabilidades de los miembros de la Mesa Escolar Chárter
- ◆ Para candidatos de la comunidad: Al firmar, certifico que en los últimos 60 meses, no he sido padre/guardián de un alumno matriculado en LAS y que no he sido empleado o consultor pagado por la escuela.

Jemahl Ämen

05.22.2019

Escribir nombre en letra de molde

Firma

Fecha

JEMAHL ÄMEN

EDUCATION

- M.S. Urban Planning - Community Economic Development, UCLA, 2006
(Classes in: Real Estate Development Finance, Affordable Housing Finance, Community Econ Dev, Site Planning, Micro-Economics and Quantitative Analysis)
- CORO Public Policy Fellowship Graduate-S.F., 1998
- B.S. Administration of Justice, San Jose State University, 1994

WORK HISTORY

Deputy Director, Facilities Management Division (FMD) – DGS (2016 – present)

- Create, manage and overhaul BPM and DCU divisions – combining to create new FMD, while reorganizing mission service delivery methodologies and creating new division culture/workplace environment
- Manage ~1,600 employees, 26 million sq./ft. of office space, \$450 million annual budget
- Create and implement new operational processes in response to multiple audits re: transparency, accountability and improved service delivery methodologies
- Create new systems that replace and/or overhaul administrative functions (HR, fiscal, training and contracts units etc.); continuous re-examination of goals and accomplishments
- Conduct extensive personnel searches/recruitments for new division leadership and top personnel hiring decisions; continue to drive mission and renewed focus for the organization statewide
- Create new project management systems in response to \$4~billion of ID'd deferred maintenance needs
- Manage RFI/RFP process to successfully hire multi-million dollar program mgmt/construction mgmt consultant – help guide FMD towards new vision
- Answer to Governor, Agency Secretary and Dept. Director regarding all building emergencies (political or otherwise) while driving long term funding vision discussions
- Manage daily crisis in addition to multiple levels of operations

(Acting) Dep. Dir., Real Estate Services Division (RESD) – Department of General Services (2015 –2016)

- Managed all four major divisions within DGS related to construction, management and leasing: *Building Property & Management (BPM)*, *Construction Services Branch (DCU/CSB)*, *Project Management and Development Branch (PMDB)* and *Asset Management Branch (AMB)*
- Responsible for over 2,100 employees statewide
- Oversaw division restructures in response to internal/external legislative audits
- Worked with the Governor's office and legislature to create \$1.3 billion new building expenditure in Sacramento region (Capitol, Agriculture and Natural Resources Buildings)
- Oversaw sequencing plan for multiple building phases regarding the \$1.3 billion infrastructure investment
- Created operational changes within branches focused on reducing projects costs, streamlining personnel billing structures, operational transparency and division continuity
- Started pilot programs to reduce project delivery costs and timelines (Overhaul BPM & Cap number of billable hours for Agriculture bldg) major project
- Strategized, managed and directed legislative/political strategies beneficial to the Governor's agenda
- Managed daily crisis as well as multiple levels of daily operations

Deputy Director, Legislative Affairs – Department of General Services (2013 –2015)

- Created and Managed department legislative agenda
- Managed Legislative affairs staff
- Managed Building Standards & Commissions (BSC) code enforcement (triennial) process
- Created, built upon and managed legislative (capitol) relationships
- Established, conducted and managed discussions with Governor's office regarding variety of political issues
- Conducted/participated in committee hearing presentations, legislative member meetings and discussions
- Strategized, managed and directed legislative/political strategies beneficial to the Governor's agenda

California Director of Outreach – Center for Responsible Lending (2008 – 2013)

- Created and managed multi-tiered, strategic relationships and statewide coalitions

- Managed policy inventory and created presentations to educate other organizations about legislative issues
- Leveraged relationships for legislative change
- Created & directed ed. symposiums, provide public speaking engagements, serve on panel conferences

Northern California Program Director, American Sunrise Communities (2007 –2008)

- Generated and maintained affordable and workforce housing development projects within the region
- Created and managed subsidy programs for projects as well as provided financial advice re: project costs, zoning and land entitlement considerations
- Obtained builders and financing for projects as well as provided entitlement services etc.
- Developed and maintained relationships with industry and governmental bodies re: regulatory oversight

Consultant to Speaker of the CA State Assembly, Fabian Nuñez (2004-2007)

- Created and managed various redistricting & policy projects
- Served as Southern CA policy liaison to Assembly district offices
- Organized, monitored and analyzed statewide policy database for Assembly offices

Special Assistant to the Speaker of the CA State Assembly, Herb J. Wesson, Jr. (2001 – 2004)

- Top advisor to the Speaker on legislative and political matters concerning housing and consumer protection issues. Provided analysis and recommendations for housing issues within the state budget
- Tracked and provided analysis for legislation that would impact Assembly leadership regarding policy or political concerns. Managed member offices during specific bill votes throughout the legislative process
- Brokered compromises between members, committees, lobbyists, and advocates to resolve issues while taking into consideration potential policy and political ramifications. Past legislative compromises included: accountancy reform; financial privacy legislation; construction defect reform; the state housing bond; and budget protections for redevelopment agencies statewide
- Monitored, tracked and analyzed all housing and consumer protection legislation, as well as identified potential policy and politically relevant concerns for my office as well as the democratic caucus
- Served as liaison between the Speaker and the Housing, Business & Professions Committees and related advocacy groups regarding all policy and political oriented concerns
- Top Advisor for the *Speaker's Commission on Police Conduct - Police Accountability*. Created agenda, recruited, organized and briefed commission members regarding the subcommittee. Established and administered highly sensitive and political conversations

Associate Consultant, Assembly Committee on Gov. Organization, CA State Assembly (2000 – 2001)

- Created committee analysis by researching applicable statutes, reviewing proposed bill changes and conducted background research, and interviews with representatives from all sides of the issue
- Negotiated and brokered legislative amendments between industry, lobbyist, and constituent advocates
- Conducted briefings for committee member's staff by detailing bill language. Outlined potential political/policy ramifications concerning amendments and policy changes. Provided voting recommendations for both the chair and committee members
- Directed, tracked and monitored the progress of bills within my issue area throughout the legislative process of both houses

COMMUNITY & DIRECT SERVICES EXPERIENCE

Coordinator, Friends for Youth – East Palo Alto / Teacher, Oakland Unified School District

- Managed a caseload of mentors and volunteers for a program similar to "Big Brothers & Big Sisters"
- Screened Applicants and trained volunteers and coordinated after-school and weekend fundraising programs for youth. Provided and facilitated mentor support as well as oversaw the case review process
- Developed course lesson plans aligned to teaching and curriculum guidelines for 5th, 6th, and 7th Grade Students in World History, English, Math, and Physical Education.
- Taught classes of 25 – 35 students
- Taught Special Education student curriculum pertaining to a variety of subject matter areas

SKILLS: ArcView - GIS Mapping systems, MS Word, MS Excel, Outlook, PowerPoint, Inquiry System



A California Public School

Agenda Item# IIIB

Board Meeting Date: June 21, 2019

Subject: LCAP Annual Update

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

Committee: School Leadership

Information:

Part 1: LCFF and LCAP

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

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

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

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

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



A California Public School

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

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



A California Public School

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

WHAT – WHEN - WHERE:

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

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

LCAP Stakeholder Outreach and Consultation Dates 2018-2019:

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

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

For more information call: 916.277.7137



A California Public School

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



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

A California Public School

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



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

A California Public School

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



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

A California Public School

Board Meeting 05-28-19 PM			
51	Married to LCFF, the plan behind funding	68	How are goals created?
52	Annual plan and goals	69	What are our goals?
53	88% of budget	70	How is input provided for goals
54	Accountability Plan	71	Who writes it?
55	Connected to funding (LCFF)	72	How do we choose priorities from these know/want to know statements?
56	Created and reviewed by stakeholders	73	What are the changes in the plan from last year to this year?
57	50% to our priorities; 50% performancy; \$61 million- 90%	74	How are the goals created?
58	Annual plan of what we intend to meet	75	How is input gathered and used for plan?
59	Meet 8 state priorities	76	How choose priorities?
60	\$ tied to each priority	77	Biggest change w/ new LCAP
61	6.1 million are going to be managing	78	What are our strengths and weaknesses?
62	Current performance and plan		
63	A= Academic; B=Basics; C=Climate; E=Engaged		

Attachments:

- 1) LAS Integrated LCAP and Federal Addendum Board Draft 062119

Recommendations:

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

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

Estimated Time of Presentation: 40 min
Submitted By: Bersola
Date: 062119

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



Fecha de la Reunión: 21 de junio de 2019

Tema: Actualizaciones anuales de LCAP

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

Comité: Liderazgo Escolar

Información:

Parte 1: LCFF y LCAP

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

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

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

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

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



A California Public School

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

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



A California Public School

TEMA: Misión del Chárter LAS, Prioridades Estatales, y Plan Local de Responsabilidad y Control (LCAP)

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

QUÉ – CUÁNDO - DÓNDE:

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

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

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

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

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

Para más información llame al: 916.277.7137



A California Public School

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



Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

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



Academia de Idiomas de Sacramento

Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

A California Public School

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

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



A California Public School

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



A California Public School

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



A California Public School

	<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>



A California Public School

Junta de la Mesa 05-28-19 PM			
51	Casado con LCFF, el plan detrás de la financiación	68	¿Cómo se crean las metas?
52	Plan anual y objetivos	69	¿Cuáles son nuestras metas?
53	88% del presupuesto	70	¿Cómo se proporciona comentarios para los objetivos?
54	Plan de responsabilidad	71	¿Quién lo escribe?
55	Conectado a la financiación (LCFF)	72	¿Cómo elegimos las prioridades de estas declaraciones de lo que se/quiero saber?
56	Creado y revisado por las partes interesadas.	73	¿Cuáles son los cambios en el plan desde el año pasado hasta este año?
57	50% a nuestras prioridades; 50% de rendimiento; \$61 millones- 90%	74	¿Cómo se crean los objetivos?
58	Plan anual de lo que intentamos cumplir.	75	¿Cómo se recopila y utiliza los comentarios para el plan?
59	Cumplir con 8 prioridades estatales.	76	¿Cómo elegir las prioridades?
60	\$ atado a cada prioridad	77	El mayor cambio con el nuevo LCAP
61	6.1 millones van a estar gestionando	78	¿Cuáles son nuestras fortalezas y debilidades?
62	Rendimiento actual y plan		
63	A = Académico; B = Conceptos básicos; C = Clima; E = Interacción		

Documentos adjuntos:

- 1) LCAP Integrado de LAS y el borrador de la Mesa de la Adenda Federal 062119

Recomendaciones:

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

MOCIÓN Actualización anual de LCAP	Aye	Nay	Abstain	Absent
Gemma Jáuregui				
Jennifer Bacsafrá				
Kathy Petree				
Lourdes Gomez				
Perla Campos				
Adriana Yañez-Gutiérrez				
Nadeen Ruiz				
Erandi Zamora				
Aracely Campa				
Totals:				

Tiempo estimado para la presentación: 40 min.
Entregado por: Bersola
Fecha: 06.21.19

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

LCAP Year 2017–18
 2018–19
 2019–20 Draft 061719 8PM

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.
[Appendix A](#): Priorities 5 and 6 Rate Calculations
[Appendix B](#): Guiding Questions: Use as prompts (not limits)
[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

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

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

LAS Demographics

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

LAS Mission

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

thinking skills to solve problems, promote social justice, and create change in society. (LEADERSHIP AND CRITICAL THINKING)

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 15th 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

Academics:

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

Basic Infrastructure:

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

Climate and Parent Engagement:

- Based on the 2018 student survey, 95%-97% of students agreed with the statement, “It is important to me to learn to read and write in English and Spanish, respectively,” and 90% responded, “I like my school.”

- Since its inception, LAS continues to meet its parent satisfaction goal with ~95% stating overall satisfaction with the school and over 95% stating they would recommend the school to others (Based on 2018 Parent Survey Data).

Statewide Recognition:

- According to a California Association of Bilingual Education (CABE) and Californians Together press release issued in November 2015, out of about 10,315 public schools, only 425 public schools offer a dual immersion program. LAS serves as a member of the 4% of all public schools that offer a globally relevant program.
- In November 2016, California voters approved Proposition 58 with 73.5% rating, allowing the implementation of the California Multilingual Education Act of 2016. LAS's existence is a validation of the public's evolved recognition of the efficacy of an expansive educational model with ancillary international relevance.
- In October of 2018, State Superintendent of Public Schools Tom Torlakson featured LAS as a Dual Language Immersion Program Model for the Global California 2030 Initiative.

International Recognition:

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

REVIEW OF PERFORMANCE

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

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

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

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

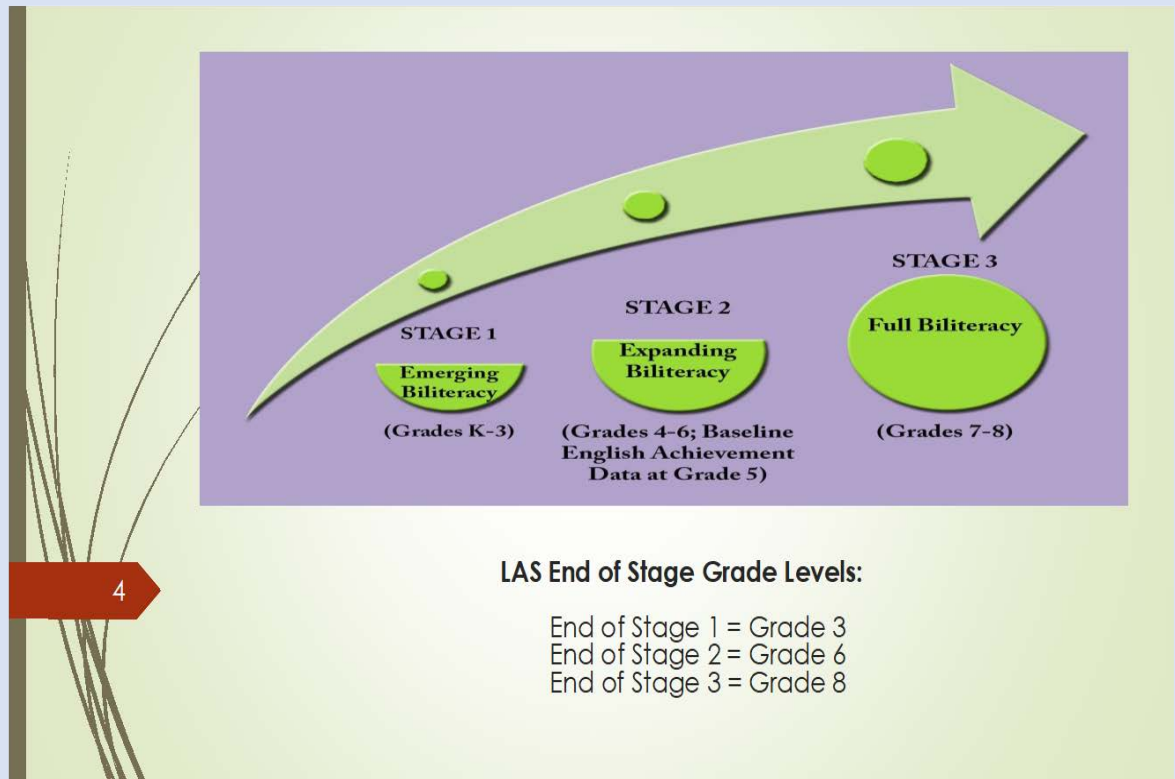
- 1) Suspension Rate = Green
- 2) English Learner Progress = No Performance Color
- 3) English Language Arts (3-8) = Orange

**GREATEST
PROGRESS**

4) Mathematics (3-8) = Orange

LAS received two “Orange” overall performance marks: ELA and Math.

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

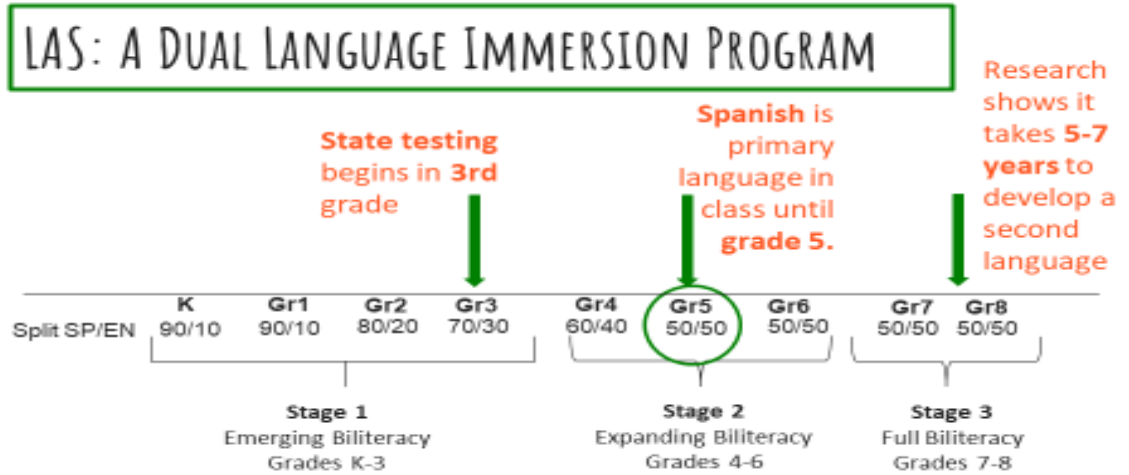


Overall, by the end of Grade 8, LAS achievement scores have been comparable or higher than the District and nearby public schools serving similar grades. Simultaneously, by end of Grade 8, LAS student achievement scores on the diagnostic College Board SAT Subject Test in Spanish are comparable or higher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

❑ HIGHLIGHTS AND ACCOMPLISHMENTS OF THE CURRENT PETITION YEARS:

ACHIEVEMENT IN ENGLISH

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



2018 CAASPP SCORES: AGGREGATE

English Language Arts

LAS	35%
SCUSD	40%
STATE	50%

Math

LAS	28%
SCUSD	32%
STATE	39%

Aggregate scores do NOT tell our story...

LAS, STATE & SURROUNDING SCHOOLS

CAASPP BY GRADE LEVELS: ENGLISH LANGUAGE ARTS

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

This is where we outperform!

Highest Performance	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2nd Highest Performance						
3rd Highest Performance						
LAS	23%	25%	29%	35%	52%	59%
CA State	48%	49%	49%	48%	50%	49%
SCUSD	36%	38%	36%	38%	43%	44%
Pacific	17%	14%	18%	18%	na	na
Oak Ridge	17%	15%	12%	17%	na	na
Will C Wood	na	na	na	na	32%	30%

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



CAASPP BY GRADE LEVELS: MATH

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

This is where we outperform!

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

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



SUBGROUP COMPARISON: SURROUNDING SCHOOLS

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

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

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

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

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

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

SUBGROUP COMPARISON: SCUSD & STATE

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

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

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

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

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

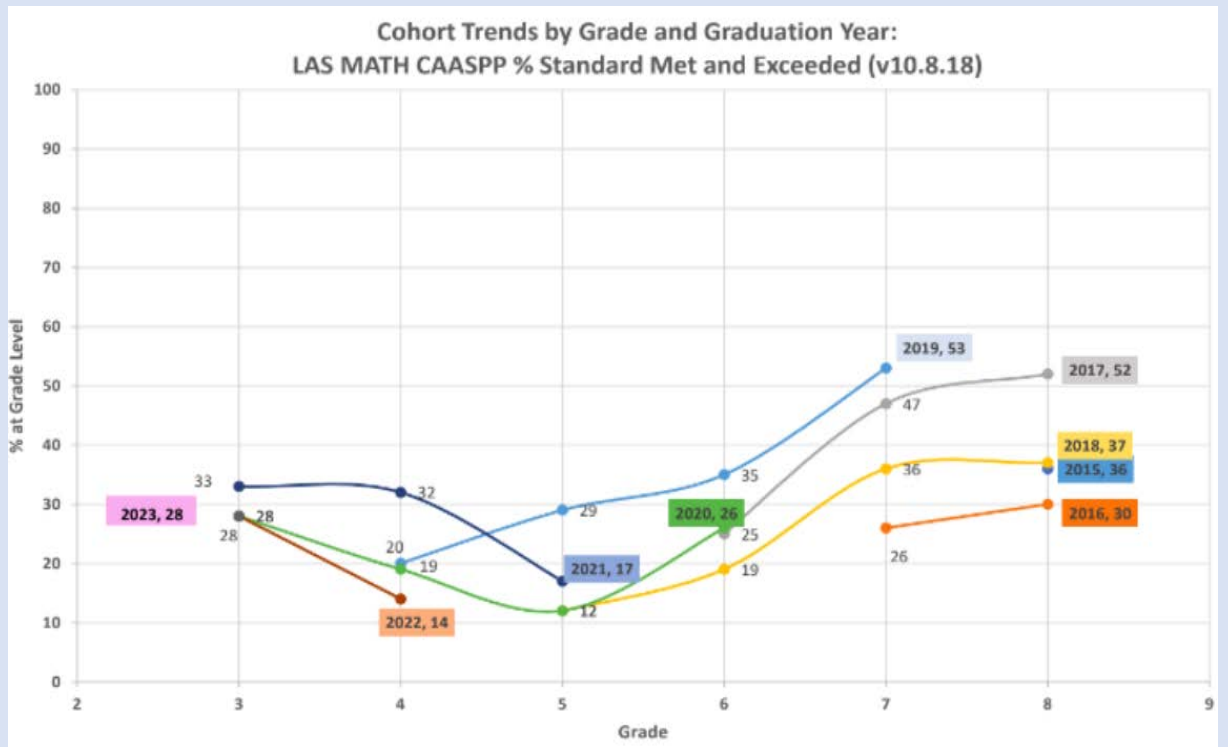
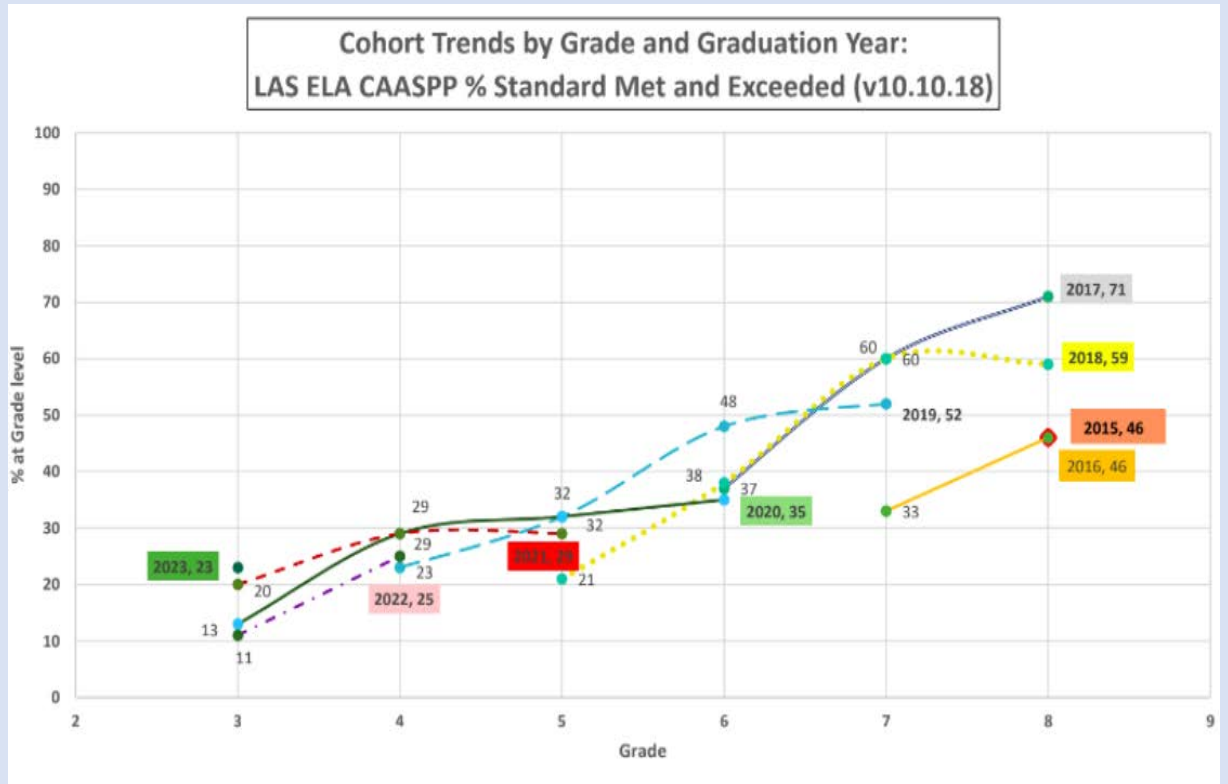
Mathematics (Using *end of 8th grade* CAASPP 17-18 scores)

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

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

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

COHORT TRENDS



(LAS) Local Dashboard

Parent Participation supporting LCAP school goal

LCAP YEAR 1 Baseline: 2014-15

LCAP YEAR 2: 2015-2016

LCAP YEAR 3: 2016-2017

Cycle 2:

LCAP Year 4: 2017-2018

LCAP Year 5: 2018-2019

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

Q: School-Family Communication Parent surveys indicate a rating of 80% or above in overall satisfaction with the school (Historically at 94% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) Met goal 93%

LCAP YEAR 2: 2015-2016: (Goal 85% or above) Met goal 89%

LCAP YEAR 3: 2016-2017: (Goal 90% or above) Met goal 93%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 90% or above) Met goal 96%

LCAP Year 5: 2018-2019: (Goal 90% or above) Met goal 97%

Families recommend the school to others at 85% or above (Historically at 97% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 85% or above) Met goal 100%

LCAP YEAR 2: 2015-2016: (Goal 90% or above) Met goal 94%

LCAP YEAR 3: 2016-2017: (Goal 95% or above) Met goal 97%

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 95% or above) Met goal 96%

LCAP Year 5: 2018-2019: (Goal 95% or above) Nearly met goal 93%

#2 – Improve parent involvement and its role in fulfilling LAS mission

80% or above of families complete the annual parent survey (Historically at 95% or above)

Cycle 1:

LCAP YEAR 1 Baseline: 2014-15: (Goal 80% or above) 43% Out of the 43% above: 72%=paper 28%=online (First time made available)

LCAP YEAR 2: 2015-2016: (Goal 85% or above) 53% Out of 53% above: 85%=paper 15%=online

LCAP YEAR 3: 2016-2017: (Goal 90% or above) 69% Out of 69% above: 90%= paper 10%=online

Cycle 2:

LCAP Year 4: 2017-2018: (Goal 90% or above) 67% Out of 67%: 48%=paper, 19%=online

LCAP Year 5: 2018-2019: (Goal 90% or above) 76% Out of 76%: 87%= paper and 13%= online

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

Cycle 1:

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

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

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

Cycle 2:

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

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

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

Cycle 1:

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

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

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

Cycle 2:

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

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

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

Cycle 1:

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

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

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

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

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

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

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

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

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

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 98%

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

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

Cycle 2:

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

Q: Satisfied with Spanish Progress: Met goal 97%

Q: Satisfied with English Progress: Met goal 93%

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

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

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

Q: Satisfied with Spanish Progress: Met goal 96 %

Q: Satisfied with English Progress: Met goal 95%

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

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

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

**GREATEST
NEEDS**

State Dashboard

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

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

Local Dashboard

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

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

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

**PERFORMANCE
GAPS**

State Dashboard

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

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

INCREASED OR IMPROVED SERVICES

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

Components:

MTSS= Multi-Tiered Systems of Support

IPT = Individual Progress Team

Literacy Coaches: 1FT and 0.5PT

Counselor

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

Psychologist

Technology ratio

LAS Multi-Tier Systems of Support (MTSS) includes both the academics and socio-emotional supports. Academic supports informed by growth assessments such as DRA (English) and EDL (Spanish) are administered several times per year to ensure that student needs are monitored and students are connected with appropriate academic tiered supports. Moreover, tiered social-emotional supports with onsite counselor and psychologist are also provided to identified students in need. Through the MTSS process, 16% of student body received a team approach analysis of individual student performance deemed at risk in FY19. OF the students served via MTSS, 64% are ELs and 70% are socio-economically disadvantaged. In FY18, 41% of students regularly served by the school counselor have IEPs. In addition to assessing 26 students for special education in the FY19, the school psychologist completed seven (FY18) and three (FY19) suicide risk assessments while also working regularly with students in need. Overall, the school psychologist served about 65 drop-ins (students/parents) in FY19, with consistent services to 14 students, including 2 with 504 for counseling. Literacy interventions are also provided to students identified via the MTSS and Intervention Progress Team (IPT) process. Furthermore, LAS has increased its classroom technology and student ratio to 1:1 from grades 2-8 in order to bridge the socio-economic gap to access digital learning. LAS continues to increase staff knowledge in utilizing Illuminate, the school’s student information system, in order to improve its data collection and student identification procedures for low-income students, English learners and foster and homeless students to ensure that students can be identified and served effectively.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 6,777,000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 6,111,639

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) (5843)- \$ 110,370 LAS interest payment due to its facilities loan for the Pro 1D construction and 2) (6900) – \$ 555,000 depreciation expense.

\$ 5,914,181

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018–19

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

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
<p>PREMISES FOR DATA ANALYSIS (PDA)</p> <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 	<p>State Dashboard https://www.caschooldashboard.org/#/Details/34674390106898/1/EquityReport</p> <p>LAS received the following marks:</p> <ol style="list-style-type: none"> Suspension Rate = Green English Learner Progress = No Performance Color English Language Arts (3-8) = Orange Mathematics (3-8) = Orange <p>LAS received two “Orange” overall performance marks: ELA and Math.</p> <p>CAASPP Overview and Analysis: Overview of LAS Accountability System and CAASPP Analysis: Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, LAS strategically monitors student</p>

<p>Language Proficiency Assessments (ELPAC)</p> <p>3. LAS will meet or exceed the 2014-2015 baseline data of the Smarter Balanced Tests</p> <p>4. End of Gr 5 standardized test in English data will serve as baseline for Gr 6 -8 students' progress</p> <p>5. End of Grade Level Span CELDT goals will be assessed in the fall of the following year-meet or exceed goals</p> <p>6. Students who do not reach grade level benchmarks receive academic intervention, targeting skills and strategies necessary to meet this goal.</p> <p><u>SP#1: Student achievement and biliteracy for all students</u></p>	<p>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.</p> <p>CAASPP 2015, 2016,2017, and 2018Analysis: 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)</p> <p>School-wide: By the End of LAS Stage 3, LAS students performed at comparative levels with both SCUSD and CA, ranging between 30%-37% in Math for percentage of students at Standards Met and Exceeded between 2015- 2018. . In the recent two years, LAS outperformed SCUSD and CA by the End of Stage 3 Gr8 in ELA with 71% (FY17) and 59% (FY18), 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.</p> <p>Subgroups: <u>Economically Disadvantaged:</u> 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, 2017, and 2018. <u>English Learner:</u> 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). <u>Redesignated Fluent in English (RFEP):</u> By the End of LAS Stage 3, LAS RFEP students performed at comparative levels with both SCUSD and CA for ELA and Math, in 2015 and 2016. In 2017 and 2018, LAS RFEP students outperformed both SCUSD and CA State with 89% (FY17) and 56% (FY18) in ELA and 61% (FY17) in Math, for percentage of students at Standards Met and Exceeded performance levels. In FY18, there was a considerable drop in performance level of RFEPs in mathematics with only 30% of students meeting the performance levels. <u>Latino:</u> By the End of Stage 3, LAS Latino students outperformed both SCUSD and CA in ELA and in Math, for school years from 2015 to 2018,</p>
---	--

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

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

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

2.2 (ENGLISH) 70% or more of all Gr 6 students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

2.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

STAGE 3 Full Biliteracy Grades 7-8

3.1 (ENGLISH) 90% or more of EL students will be reclassified by the end of Stage 3

3.2 (ENGLISH) 70% or more of all students will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

3.3 (ENGLISH) 70% or more of students in identified subgroups will demonstrate growth on the Smarter Balanced Tests (See PDA 3-5)

*SED*Latino*SWD *EL

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

Based on the LAS Biliteracy Grade Span Progression

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, while (FY19 Cohort) data reflects, for the first time, ELPAC Summative, as well as CAASPP FY18 criteria qualification.

	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%	FY19 59%

TBD SP#1: 2.2 and 3.2

CAASPP 2015 Cohort - Students who achieved Standard Met or Exceeded in ELA and Math (Total of 16 Comparative Categories)

PDA #6

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. There is an increased discussion on creating a systematic intervention system where current certificated personnel (i.e. literacy coaches) lead in facilitating and modeling strategic small group interventions in early primary grades, especially with the grade(s) with lowest EDL/DRA reading results.

SP#3

LAS LCAP Professional Reflections video archives from June 2015, captured the beginning discussions on defining significant internal assessments as well as student progress in various internal assessments in 2014-15. In 2015-16, Curriculum Development Team (CDT)

**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

received grade level cohort performances of grade level determined internal assessments. 2016-19 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, selected teachers have also received on-going ELD trainings that address the new state language exam, the ELPAC. In FY19, LAS is investigating best aligned ELD curriculum for dual language immersion programs for adoption.

INTERNAL ACCOUNTABILITY

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

as applicable to their grade

- Implement the tool to measure CCSS/ELD/NGSS implementation; 100% of classes

FY19 Internal Accountability Report Card Data v060719

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

Kinder Spanish - Retells stories and names the topic of informational texts	1st Spanish - Retells stories using illustrations; including important details and basic story elements	1st Spanish - Names the topic of informational texts including important details	2nd Spanish - Retells stories and identifies the central message, including key details about the text and basic story elements	2nd Spanish - Identifies the main topic of informational texts	3rd Spanish - Retells stories, including key details, basic story elements and themes	3rd Spanish - Identifies the main idea of informational texts and provides details
71%	89%	81%	75%	83%	78%	61%
Kinder Math - Knows number names and the count sequence	1st Math - Uses place value/properties of operations to add/subtract		2nd Math - Uses place value understanding to add and subtract		3rd Math - Represents and solves problems involving x and ÷	
68%	68%		65%		85%	

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

3rd English - Retells stories, including key details, basic story elements and themes	3rd English - Identifies the main idea of informational texts and provides details
99%	100%

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

4th Spanish - Determines the theme of a story; summarizes the text	4th Spanish - Determines the main idea of informational texts; summarizes the text	4th Math - Uses the operations with whole numbers to solve problems
48%	Not assessed	56%

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

4th English - Determines the theme of a story; summarizes the	4th English - Determines the main idea of informational texts;
--	---

text	summarizes the text
Not assessed	65%

2.2C (Spanish and English: Gr 5) 80% or more of all students will meet grade level mark or above in their course by the end of the year.
 (*New FY19; Gr5 Grading changed from letter to standards based rating.)

5th Spanish - Determines the theme of a story; summarizes the text	5th Spanish - Determines the main idea of informational texts; summarizes the text	5th Math - Performs operations with multi-digit whole numbers and decimals to hundredths
48%	65%	45%

5th English - Determines the theme of a story; summarizes the text	5th English - Determines the main idea of informational texts; summarizes the text
82%	Not assessed

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

6th Spanish Language Arts	6th English Language Arts
77%	77%
6th Math	
70%	

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
91%	81%	87%	67%
7th Math		8th Math	
72%		70%	

Based on LAS DRA/EDL Reading Assessments, June 2019:

End of the Year DRA and EDL Data for TK-8th Grades 2018-2019

Grade Level	FY19 Percentage at Benchmark in Spanish - End of Year	FY 19 Difference of Students Who Met BOY and EOY Benchmark	Percentage of Students Who Increased Reading Levels	FY 19 Percentage at Benchmark in English	Percentage Points Change from Beginning to End of Year (at benchmark)	Percentage of Students Who Increased Reading Levels
TK	11%	(16%)	100%	NA	NA	NA
K	27%	(3%)	95%	NA	NA	NA
1st	64%	22%	98%	NA	NA	NA
2nd	55%	(1%)	98%	NA	NA	NA
EOS1 Emerging and transfer readiness: 3rd	57%	6%	99%	73%+	24%	99%
4th	53%	5%	97%	52%	(13%)	100%
5th	59%	12%	94%	58%	2%	100%
EOS2 Expanding: 6th	59%	8%		53%	0%	
7th	70%	16%		57%	1%	
EOS3 Full Biliteracy: 8th	83%	20%		82%	0%	

+Benchmark for end of third grade DRA is level 28, not 38 (EDL benchmark)

ACTIONS / SERVICES

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

Action

1

PLANNED
<p style="text-align: center;">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>RESEARCH</p> <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.)</p> <p>1.2 Continue study on most recent two-way immersion research and its efficacy for all students, including the subgroups above</p> <p>1.3 Research and/or use of standardized Spanish assessments</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>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</p>

ACTUAL
<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 2019, LAS will have three 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. 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 and early spring of 2019</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 (SBAC, Benchmarks) • Common Core State Standards (CCSS) • Designing CCSS redefined rubrics • Differentiated Instruction • Response to Interventions • Writer’s Workshop K-8 • Reader’s Workshop K-8 <p>MAP Math Online Assessment (2-8)</p> <p>Teacher requests for more kindergarten specific professional development training.</p>

	<i>Writer's Workshop</i> <i>DRA/EDL Assessments</i>	
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1) \$43,766	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1) \$49,308 (Title 1: \$5,600 (OC:1101; Title 2: \$9,171, OC:5863/64)

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: 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>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, LAS most recent research and PD efforts have been aligned to the Common Core State Standards (CCSS). Collectively, the PD training listed above has contributed to the increase in teaching and learning effectiveness at LAS this year. LAS staff is looking forward to the end of year analysis of the newly implemented mathematics online student assessment and its efficacy for programmatic improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In FY19, LAS implemented an online computer adaptive assessment in Mathematics to serve as a tool in measuring the growth progress of students throughout the school year. Although this was not originally budgeted for, LAS community took this action early in the year immediately after analyzing the FY18 CAASPP data as well as after receiving feedback from stakeholder groups.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	LAS remains steadfast in its school mission of biliteracy education. There has been a request to provide a more focused professional development training for primary grades, particularly in the kindergarten (FY17) and there is a general consensus to deepen knowledge of assessments that can used school-wide for ELD (FY18) and for mathematics and ELD (FY19).

ACTIONS / SERVICES

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

Action

2

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>I= Instruction</i> <i>SS= Support Structure</i></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>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>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, Science and ELD state adopted curriculum lists for the upcoming year. FY19- request for increased social justice learning. There is consistency in all levels in the implementation of Eureka/Engaged New York Mathematics curriculum.</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 (MAP online math assessment)</p> <p>AA 4.3 Not available this year</p>

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)

Expenditures

BUDGETED
(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$115,081

ESTIMATED ACTUAL
(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$120,805 (Title 1: \$41,606; (OC:4200)

ANALYSIS

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

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

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

LAS MISSION: #1 BILITERACY

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

Action/Services Implementation: Partial implementation due to shift on PD focus for the year. UbD and SIPPs were not emphasized this past year. The focus has been on establishing consistency in implementing school wide DRA and EDL reading assessments, discussion on its applicability in middle school grades, consequent data analysis, strategic small group literacy instructions and year-long planning accordingly. Moreover, teachers received online training of the newly implemented MAP mathematics computer adaptive student assessment.

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

LAS shift in focus this year has greatly advanced collective understanding of research based literacy development. This is foundation to any other initiatives written on this section such as the teaching of spelling, ELD, and language transfer expectations within a dual language immersion context. The ultimate goal would be to come to a full integration of all these parts with that of the foundation staff has just recently focused on.

FY19 Highlights (Alphas) Successful Federal Program Monitoring (FPM) state visit, reading interventions started earlier, MAP math assessment provided more progress data during the year, DRA/EDL levels show growth and cohort growth, more authentic literature available, third year of PSAT 8/9 Gr8 results, second year administration of College Board AP Spanish and SAT Spanish Practice Tests to Gr8 students, earlier decision about looping, every grade level, consistency of implementation in K-5 of EUREKA/ENGAGE NEW YORK Math, looping, support with readers and writer's workshop, earlier decision about next year's looping, Remind app, Summer session with expanded clientele, 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:** Need to analyze MAP math data and plan support systems accordingly, intervention system/support for mathematics (basic skills support in upper primary grades), more authentic literature in Spanish for middle school, ELD Professional development + school agreements, Social Studies, Science, Spanish Language Arts and ELD support and next steps, PD in Spanish, Improve "healthy" snack sales; need for math backwards planning time

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences for this section include purchase of materials related to Units of Study for grade level implementation of Writers Workshop in the classrooms as well as DRA and EDL reading assessments. Expenses were also allocated for assessment administration staff support. In FY19, LAS invested in a mathematics computer adaptive assessment to measure student progress throughout the school year.

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

Due to the fact that it is no longer available, LAS will not be participating/administering Spanish assessments from WIDA. Moreover, LAS will revisit its UbD action item and decide if it's still applicable for the upcoming LCAP years. LAS will use FY19 MAP Math data to establish baseline goals for the grade levels and cohort groups in the upcoming year.

[ACTIONS / SERVICES](#)

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

Action **3**

Actions/Services

PLANNED	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= Instruction SS= Support Structure</p> <p>INSTRUCTION</p> <p><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</p> <p><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 but needs to be revived SS 6.3 100% of middle school SWDs who needed extra study skills support received assistance; another study skills class was created due to increased needs SS 6.4. Continued implementation of the LAS Interventions Model: Multi -Tier Systems of Support (MTSS) and Intervention Progress Team (IPT)</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) \$2,510,997

ESTIMATED ACTUAL
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$2,400,938 (Title 1: \$106,784, OC:1100; \$3,920, OC:1100; and \$16,755, OC:1920)

ANALYSIS

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

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

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

LAS MISSION: #1 BILITERACY
Students will utilize bilingual (Spanish and English) academic knowledge and skills in real-world situations and diverse settings.
Action/Services Implementation: Full implementation. Summer school implemented for rising Kindergarteners as well as reading intervention session for rising Gr2 students. LAS created an ad-hoc task force to address alignment of homework expectations schoolwide; however, this needs to be revived with concrete end of year outcomes.

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

Establishing MTSS and IPT process has created a formal structure for addressing student needs for academic intervention. During the day interventionists received on-going training via the on-site literacy coach. In 2016-17, LAS ad-hoc committee completed the update of LAS report cards and progress reports to reflect better alignment with CCSS and internal accountability assessments. Overall, LAS concentrated effort this year has led to a consistent increase trajectory in academic achievement for all students.
MTSS and IPT structure will continue to be improved as feedback is analyzed from the recently gathered surveys. In addition, staff would like to see math interventions established and stronger relationships between general education and RSP support to ensure optimal learning for our student with exceptionalities. Overall, there is a need to have a comprehensive evaluation in place with data indicating a positive correlation between high levels of school implementation of MTSS and improved achievement of identified students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.

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

LAS plans to continue summer school programs for the summer of 2019 both for kindergarteners, for identified students in primary grades who need support in Spanish reading as well piloting a hybrid summer reading program for upper primary students.

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

Goal 2

LAS MISSION: #2 CONFIDENCE AND LIFE SKILLS

Develop and exhibit positive self-esteem, pride, confidence, and respect for themselves and others.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

SP#2 Student engagement and building confidence and life skills for all students

1. Attendance rate of 95% or above
2. Absenteeism (chronic) at rate of less than 1%
3. Dropout for middle school at zero rate

SP#3 Other student outcomes and building confidence and life skills for all students

4. Subject emphasis: PE (K-Gr4) 80% or more of students will meet grade level mark or above in their courses by the end of the year
5. Subject emphasis: PE (Gr5-Gr8) 85% or more of students will earn a passing grade of C or above in their courses
6. 100% of Gr2-Gr6 students participate in fitness programs such as Adventures to Fitness funded by the Physical Activity Plus Grant Program (Not applicable for 2016-17 school year)
7. 100% of K-8 students participate in daily "Brain Breaks" physical activities

SP#4 School climate and building confidence and life skills for all student

8. Suspension and expulsion rate at less than 1% per year
9. Student survey completion (Gr2-Gr8) at ninety-five percent (95%) or above participation

ACTUAL

SP#2 Goals: TBD

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

SP#3 TBD

#4

Goal met: 100% of students in Grades K-4 met the grade level mark in PE by the end of the school year.

#5

Goal met: 100% of students in Grades 5-8 earned a passing grade of C or above in PE.

#6

Physical Activity Plus Grant Program was not available for the 2015-16 and 2016-17, 2017-18, 2018-19 school years.

SP#7

Did not meet: Less than 100% of K-8 students participated in daily "Brain Breaks" physical activities. Two variables contributed to this: 1) internet access became challenging as more technology arrived

10. Agreement with the student survey statement, "It is important to me to learn to read and write in Spanish at eighty percent (80%) or above rating

Students have the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Violin, Guitar, classes, Martial Arts, Visual Arts, Music Production

in the classrooms and 2) MS classrooms on the second floor are not conducive for physical activities as they cause tremendous noise for the classrooms downstairs.

SP#4
 #8 Met goal: Suspension and expulsion at less than 1%
 #9 Goal met with 436 of Grades 2-8 and 147 TK-Gr1 students who participated with survey, representing 96% of the student body
 #10 Goal met with 98% of students agreeing to the survey statement, "It is important to me to learn to read and write in Spanish
 #11 Many students received the opportunity to enroll in after-school activities such as Ballet Folklórico, Science Robotics, Basketball, Soccer, Violin classes, Martial Arts, Visual Arts. This is an area of opportunity for improvement; there are too many students who are on the waiting list and who are not able to participate. Some also feel that there are not enough opportunities for the younger grades TK-1 to participate in after-school activities on site.

[ACTIONS / SERVICES](#)

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

Action **1**

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:</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) 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><i>I= Instruction</i> <i>SS= Support Structure</i></p> <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>PD 2.1 Provided differentiated professional development (<i>Training - Coaching - Mentoring</i>) 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 (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, 2018 = SEL staff attended</p> <p>3) CARS PLUS February 2016, 2017, 2018, 2019= SEL staff attended</p> <p>4) Restorative Justice Conference, June 2017, 2018- SEL and staff attended</p> <p>5) Responsive Classroom, June 2017 = Gr5 staff attended</p> <p>6) Circle Up (Year round), 2017-19 = 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, 2018</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) \$29,537</p>	<p>ESTIMATED ACTUAL</p> <p>(R: 1.1, 1.2 PD: 2.1, 2.2) \$31,162</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. FY19 is a continuation of FY18 with more in depth level of implementation and peer feedback and reflections.

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

Both the PE/Kinesiology Team and the SEL/PBIS Team have received ongoing training on how to keep improving their area of expertise. Moreover, all staff received and put in action the “Consequence Flow Chart” designed by the School Climate Committee. Collectively, this has translated to strong teaching and learning in the classrooms as well as schoolwide systematic coordination of addressing socio-emotional needs of students. There is still a need to develop a stronger program evaluation of this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBD Most of the differences reflect actual costs of various statewide conferences that staff attended this year.

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

The stated action above remains the same for the upcoming school year. In addition, the SEL team would like to investigate the feasibility of parent trainings regarding issues such as self-harm and staff trainings in mental health first aide.

ACTIONS / SERVICES

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

Action **2**

Actions/Services

PLANNED	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>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 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: 93% stated, “I like my school.” Grades TK-8: 89% stated, “I feel safe at school.” Grades TK-8: 59% 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. (Work in progress)</p> <p>Baseline for Grade 5 in HFZ</p>

4.4 Post a sign outside each classroom door to highlight 100% attendance (K-Gr5)
 4.5 Analyze student achievement in Physical Education

(Data for each Grade 5 Cohort will be compared with their Grade 7)

FY2015 Gr 5 Cohort	TBD 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%	

Expenditures

BUDGETED
 (CD: 3.1 AA: 4.1, 4.2, 4.3) \$35,858

ESTIMATED ACTUAL
 (CD: 3.1 AA: 4.1, 4.2, 4.3) \$40,208

ANALYSIS

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

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

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

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

Action/Services Implementation: Partial implementation due to the fact that the second floor of the middle school building does not lend itself to implementation of “Brain Breaks” video series as it causes too much noise for the bottom floor classrooms. In addition, there is still a need to be consistent in posting 100% perfect attendance banners outside classrooms. FY18 and FY19 has been a year of school-wide agreements advancing SEL goals with full implementation of programs: 1) Restorative Justice, 2) Circle Up (For Staff), and 3) Second Step. Moreover, the School Climate Committee oversees the implementation of the SEL Second Step Curriculum as it addresses bullying prevention, and common language and procedures for behavior expectations and problems solving.

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

Full implementation of the stated actions and services above is crucial in order to meet Goal 2. Investing on staff training in order to guarantee quality teaching and learning experiences that lead to students developing confidence and like skills will continue to be LAS priority to ensure program effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences reflect shift in allocation of professional development funding and instructional materials and supplies such as the Second Step materials purchase for full implementation in both General Education and SPED.

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

The stated action above remains the same for the upcoming school year; student surveys indicate a need to revisit bullying and its consequences school wide.

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>I 5.1 Not consistent schoolwide; need to revisit this goal to integrate lessons on life skills and healthy life style choices during instruction; implementation of Second Step Curriculum.</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</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>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>the Graduate Activity that solicited visions of the ideal LAS alum. FY19 parent meetings focused on the charter renewal process: goal setting and public presentations regarding program efficacy.</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</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, Remind app 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. Student Council organizes a Health Fair to provide information on healthy life style choices. In FY19, Parent Council led the organization of this event. 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) \$ 647,932</p>	<p>ESTIMATED ACTUAL</p> <p>(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4, 6.5) \$ 664,365</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: Still work in progress; Partial implementation due to lack of coordinated and concentrated effort for all stakeholder groups to define “healthy lifestyle and nutritional choices” and create action plan based on it.

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

If implemented fully, the delineated actions/services above have the potential to create a paradigm shift in LAS students’ understanding of wellness and enduring life skills. This area is definitely still work in progress for the upcoming year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most differences involve staffing costs due to additional personnel per school enrollment growth, and salary schedule placements of new employees or reorganization of duties which changed staffing needs.

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

In May 2017, Parent Council established a metric for Item 6.6 “Promote school-wide healthy snacks choices” goal and it is that at “every school event with food, there will have at least one offering of a healthy food choice.” In FY19, 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 Executive Officers (Grades 2-7)
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

ACTUAL

SP#3

#1-4: All goals are met

#5 and 7: These items are still work in progress and need program structures. In the past, Student Council and Action Civics student leaders organized schoolwide cleaning schedules for all classes. (Not applicable for FY19; will resume in the upcoming year).

#6 LAS recently received a Merit of Recognition from the state for its implementation of the Action Civics Program in grades 6-8. Action Civics incorporates the teaching of student directed community based research with emphasis on problem solving application via community service. In May 2017, MS students displayed their Actions Civics research at Actions Civics Event at CSU, Sacramento.

#8 Goals met

SP #4

Items 9 and 10: Goals met; 96% of TK-8 students participated in the student survey completion

Item 11: Goal met; 93% of families would recommend LAS to other parents

- 85% or more of students earning a passing grade of C or above in their elective course
- More than 90% of students who need extra study skills support will receive assistance during elective block

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

9. Students reflect on student survey results from previous year(s) and design action plans to address an identified need
10. 95% or above of students participate in student survey completion
11. Parent surveys indicate a rating of 90% or above overall satisfaction with the school

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED	ACTUAL
<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</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.</p> <p>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</p> <p>PD 2.2 Need to reintroduce the concept to whole staff - directed</p>

<p>1.1 Document student driven projects based on current community needs: <i>Classroom, grade level, school-wide, and community at large</i></p> <p>1.2 Analyze community survey for responses to questions about community service projects</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement</p> <p>2.2 Continued training in student directed participatory research</p>	<p>participatory research. (FY19- LAS and SCOE Action Civics PD collaboration finished; not applicable)</p>
<p>BUDGETED (R: 1.2, PD: 2.1) \$ 12,491</p>	<p>ESTIMATED ACTUAL (R: 1.2, PD: 2.1) \$13,908</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: #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: Still work in progress; 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 has established Google School accounts for students and has the ultimate vision to the full potential of an electronic means to document student community activism and leadership endeavors. In FY18, LAS adopted an updated policy on technology use and social media to address emerging needs as the school expands its technological infrastructure. This has set necessary parameters for social media use, particularly for middle school students.

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

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>I= Instruction</i></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</p>

<p><i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN</p> <p><i>3.1 Ensure curriculum includes leadership and critical thinking components</i></p> <p><i>3.2 Include community service projects in curriculum design based on student reflections on survey results</i></p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p><i>4.1 Administer yearly student survey</i></p> <p><i>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</i></p> <p><i>4.3 Analyze student achievement in middle school elective courses</i></p>	<p>AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>AA 4.3 Analyzed student achievement in middle school elective courses</p>
<p>BUDGETED</p> <p>(AA: 4.1, 4.3) \$ 10,305</p>	<p>ESTIMATED ACTUAL</p> <p>(AA: 4.1, 4.3) \$13,155</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: #3 LEADERSHIP & CRITICAL THINKING Application of LAS Mission #1 and #2:
 Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

Action/Services Implementation: Partial implementation; there is still a pending need to clearly identify means to document community service related instruction and student actions as well a way to measure its efficacy as reflected in the annual student survey.

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

Middle school staff has led the schoolwide focus on student action based leadership experiences.

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.

Continued action- The MS Environmental Science elective class along with various stakeholder groups have taken the lead to create an amazing school garden where the synthesis of academics and leadership has blossomed this year.

ACTIONS / SERVICES

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

Action **3**

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>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 TBD</p>

<p>INSTRUCTION</p> <p><i>5.1 Highlight student led participatory action research projects and events during class</i></p> <p><i>5.2 Ensure multiple opportunities for students to practice critical thinking and collaboration</i></p> <p><i>5.3 Offer elective classes in middle school</i></p> <p>SUPPORT STRUCTURE</p> <p><i>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</i></p> <p><i>6.2 Publish newsletter information on leadership and citizenship</i></p> <p><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>6.4 Provide opportunities for students to participate in school wide cleaning</i></p> <p><i>6.5 Encourage classroom and grade level incentives for those who participate in Student Council sponsored activities</i></p>	<p>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</p> <p>SS 6.4 Provided opportunities for students to participate in school wide cleaning</p> <p>SS 6.5 Encouraged classroom and grade level incentives for those who participated in Student Council sponsored activities</p>
<p>BUDGETED</p> <p>(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$16,000</p>	<p>ESTIMATED ACTUAL</p> <p>(I: 5.3, SS: 6.1, 6.2, 6.3, 6.5) \$24,433</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: #3 LEADERSHIP & CRITICAL THINKING Application of LAS Mission #1 and #2:
Demonstrate leadership skills in order to build bridges between communities and apply critical thinking skills to solve problems, promote social justice, and create change in society

Action/Services Implementation: Full implementation with all available resources. LAS reached a milestone this year in establishing its technology infrastructure goal of 1:1 computer device for students in grades 2-8 and classroom teaching and learning experiences have been tremendously changed with greater enthusiasm and curiosity.

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

Because technology infrastructure is still new, a statement of the overall effectiveness of this action would be too preliminary. Consequentially, however, there is an emerging need for creating system-wide behavior expectations re: technology usage in class. Students, however, continue to expand their leadership skills through various schoolwide events, including participating in schoolwide cleaning efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the differences reflect the slight increase in technology device purchases as well as infrastructure set ups such as server replacement and IT consultant support for state assessment set up in the classrooms.

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

LAS will continue to pursue the stated action/services as stated above.

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

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

State and/or Local Priorities
Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

1. Eighty percent (80%) or above of families complete annual parent survey
2. Families recommend the school to others at 85% or above rating
3. Ninety percent (90%) completion of Parent Student Teacher Compact
4. Families participate in various parent governance venues: Governing Board, Parent Council, Parent Association, Grade Level Representative, Volunteers, Reading Buddies:
-90% or more of parents participate in election process for parent representatives to various governing bodies: Governing Board, Parent Council, Committees
5. 90% or more of families will show a survey response indicating satisfaction with student(s) progress

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

6. 100% of LAS teachers are highly qualified and are placed in proper teaching assignments

ACTUAL

SP#5

Item 1: Nearly met; 76% of families completed the annual survey. Of the 76% submitted: 66% paper survey and 10% online.
 Item 2: 93% 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:

	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Total No. of Volunteer Hours Reported	5,075	4,931	3947	2948	3144
Number of LAS Families	410	395	374	361	347
% Families with No Hours	49%	38	44	48	48
% Families with Some Hours	28%	33	29	26	38
% Families that Met 20 Hours	23%	29	27	25	14

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

The trends on volunteerism:

- Total volunteer hours increased - to be expected as our number of families increase
- Families with No Hours have gone up
- Families who met hours or have some hours has gone down!

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%

Goal 16-17:

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

Goal 17-18:

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

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

Item 5:

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

2014-15 (Goal 80% or above)

Q: Satisfied with Spanish Progress: Met goal 95%

Q: Satisfied with English Progress: Met goal 92%

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

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

2015-16 (Goal 85% or above)

Q: Satisfied with Spanish Progress: Met goal 96%

Q: Satisfied with English Progress: Met goal 93%

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

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

2016-17 (Goal 90% or above)

Q: Satisfied with Spanish Progress: Met goal 97%

	<p>Q: Satisfied with English Progress: Met goal 98%</p> <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>LCAP Year 5: 2018-2019 (Goal 90% or above)</p> <p>Q: Satisfied with Spanish Progress: Met goal 96 %</p> <p>Q: Satisfied with English Progress: Met goal 95%</p> <p>Q: Satisfied with development in Critical Thinking: Met goal 96%</p> <p>Q: Satisfied with development in Creative Thinking: Met goal 98%</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, Science, and ELD (#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 FY20</p>
--	---

[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services

PLANNED	ACTUAL
<p>Actions/Services</p> <p><u>LAS Program Six Design Components:</u></p> <p>Action 1:</p> <p>R= Research</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>

PD= Professional Development

Action 2:

CD= Curriculum Design

AA= Assessments and Accountability

Action 3:

I= Instruction

SS= Support Structure

RESEARCH

1.1 School leadership researches and establishes rigorous hiring process

1.2 Curriculum Design Team (CDT) Committee researches and obtains updated standards aligned materials

1.3 School leadership and CDT Committee assess curriculum, assessments and professional development needs and create an action plan to address them

1.4 School leadership, CDT Committee, and the faculty annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction

PROFESSIONAL DEVELOPMENT

2.1 Ensure all faculty are highly qualified

2.2 Ensure all full-time faculty members attend Professional Development delineated for the year

2.3 School leadership attends new accountability and assessment training from CDE and charter organizations

2.4 Faculty receives on-going training on EL teaching methodology

R 1.3 School leadership and CDT Committee continue to assess curriculum, assessments and professional development needs and create an action plan to address them

R 1.4 School leadership, CDT Committee, and the faculty continue to annually review course requirements and curriculum and ensure LAS students are offered a broad course of study with effective dual language instruction

PD 2.1 Ensured all faculty are highly qualified

PD 2.2 Ensured all full-time faculty members attend Professional Development delineated for the year

PD 2.3 School leadership attended new accountability and assessment training from CDE and charter organizations

PD 2.4 Need to revisit training on EL teaching methodology; Provided ELD and ELPAC professional development in FY19

PD 2.5 Implemented an extensive professional development:

-Data analysis

-CCSS Math and ELA

-Expository Reading and Writing Course (ERWC) (did not have training in 2016-17)

-Designing CCSS redefined rubrics, and differentiation

-ROPES (did not have training in 2016-17)

-MAP Math

-Writer's Workshop

-Reader's Workshop

-School Climate Committee (PBIS)

<p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS/School Climate Committee -Writer’s Workshop -Reader’s Workshop 	
<p>BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$18,941</p>	<p>ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$21,983</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: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission

Action/Services Implementation: Full implementation with all available resources (Note FY18 and FY19): ERWC and ROPES PD training were not offered this year due to the focus on Writers Workshop implementation initiative.

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

LAS effectively implemented the actions/services noted above and this is evident based on the consistent academic growth as evidenced by the external and internal accountability data stated in Goal 1. In FY18, one area of need is regarding the internet use dependability school-wide, particularly, during heavy use such as state online examination months. During FY19 CAASPP testing, internet connectivity was not as much of an issue as the fact that there are technology devices (i.e. MS laptops) that are old and need to be replaced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences reflect estimated actual costs for this action/service item; high variance on the technology line item are mainly driven by two factors: 1) purchase of a new internet server for the school and 2) increased IT consultant support to set up classroom based, as opposed to one-centralized laboratory, CAASPP testing in the spring.

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

LAS will continue to pursue the stated action/services as stated above.

ACTIONS / SERVICES

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

Action **2**

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</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>

<p>3.2 Ensure use of state approved standards based Materials</p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	
<p>BUDGETED</p> <p>(CD: 3.1, 3.2 AA: 4.1) \$38,466</p>	<p>ESTIMATED ACTUAL</p> <p>(CD: 3.1, 3.2 AA: 4.1) \$30,990</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: #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, evident of DRA/EDL data. 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>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>I= Instruction</i> <i>SS= Support Structure</i></p> <p>INSTRUCTION</p>	<p>I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (not applicable)</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 parent involvement, including attending the parent workshops at the end of the year in preparation for their child's upcoming grade level; provided PIQUE training for interested families in the fall of 2017 and PIQUE inspired LAS Parent Academy for interested families in the fall of 2018.</p>

<p>5.1 Implement Understanding by Design (UbD) principles in curriculum/instruction planning (TBD per availability)</p> <p>SUPPORT STRUCTURE</p> <p>6.1 Coordinate with Parent Council, Parent Association, Student Council groups for collective emphasis on stakeholders active participation in school</p> <p>6.2 Publish list of differentiated opportunities for parental involvement</p> <p>6.3 Designate time for parent representatives to meet with school leadership for feedback</p> <p>6.4 School leaders conduct regular walk through of facilities</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>SS 6.3 Designated time for parent representatives to meet with school leadership for feedback</p> <p>SS 6.4 School leaders conducted regular walk through of facilities</p> <p>SS 6.5 Need consistent Facilities Committee annual facilities checklist survey (work in progress)</p> <p>SS 6.6 Middle school faculty conducted its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs (Name of event has been changed)</p> <p>SS 6.7 LAS conducted articulation meetings with local high schools to ensure smooth LAS graduates transition to 9th grade.</p> <p>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. Previous years- Expanded schoolwide bandwidth to double capacity to meet usage needs. Current year- purchase of new server for school and IT support for virus clean up; Established Google school accounts.</p>
<p>BUDGETED</p> <p>(I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 2,241,993</p>	<p>ESTIMATED ACTUAL</p> <p>(I: 5.1, SS: 6.1, 6.5, 6.6, 6.7, 6.8) \$ 1,439,464 (Title 1: \$500, OC: 5804)</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: #4 LAS SCHOOLWIDE GOALS School-wide implementation of key infrastructures to support fulfillment of LAS mission

Action/Services Implementation: Partial implementation; there is a need to establish a formal facilities checklist for evaluation purposes.

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

Seven out of the nine actions/services stated above was fully implemented and have been effective in moving toward meeting Goal 4.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 (ie. Yard duty and SPED support): salaries and compensations, which were not previously accounted for on this action/service item. There was also a big variance for technology both for equipment (4000 series) and IT consultant support (5000 series). This is due to a purchase of a new server and IT support for CAASPP state testing in the classrooms and virus removal for devices. Lastly, there was a general underestimation on books and instructional materials expenses as well as printing and reproduction and equipment leases expenses that needed to be reconciled for the end of 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.

LAS will continue to implement the stated actions/services above with hope to meet expectations of Goal 4.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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

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

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

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

LCAP Stakeholder Outreach and Consultation Dates 2018-2019:

Stakeholder Group Date Governing Board Meetings and Retreat 2018: 8/31 , 9/8, 9/28, 10/26, 11/30, 12/14 2019: 1/25, 2/22, 3/22, 5/7, 5/28, 6/21

Parent Council Meetings/PC Executive Group 2018: 9/5, 10/1, 11/5, 12/3 2019: 1/14, 2/4, 3/4, 4/8, 5/6

Parent Association Meeting and ELAC Workgroups 2018: 9/12, 10/10, 11/7, 12/12 2019: 2/13, 3/13, 4/10, 5/8

ELAC Meeting and School Site Council Meetings 2018: 11/30 2019: 2/26, 3/22

Staff Meeting and PD Meetings 2018: 9/28, 10/4, 10/19, 11/9, 11/30, 12/7 2019: 1/18, 2/1, 2/15, 3/8, 4/5, 5/3, 6/4

CDT Committee Meetings 2018: 9/6, 10/4, 11/1, 12/6 2019: 2/7, 3/7, 4/4, 5/2, 6/6

ITEM 3: LAS Public Hearing Public comments are welcome at all monthly Governing Board Meetings

Tuesday, May 28, 2019 and June 21, 2019 @ 5:30PM LAS - 2850 49th Street, Sacramento, CA 95817

For more information call: 916.277.7137

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

- 1) Stakeholders received baseline data regarding student achievement in English from the CAASPP SBAC results in spring 2018. With spring 2018 CAASPP results, LAS had four years of achievement data to use to refine the school's metrics for external accountability of student achievement in English, in the context of a dual immersion program.
- 2) LAS is currently researching the statewide trends in terms of the correlation between English learners SBAC performance and the new language exam ELPAC. This is a critical task in fine tuning redesignation criteria for students, particularly for those in the upper grades.
- 3) LAS teaching staff has created support structures and/or task forces in order to advance the school's internal accountability goals.
 - a. Homework expectations school-wide
 - b. Designing schoolwide implementation plan for DRA/EDL– a reading assessment. There is also a need to fine tune assessment agreements for students in Gr6-Gr8 and exploration of a more efficient reading tests (i.e. computer adaptive MAP) for the older students.
 - c. Designing schoolwide implementation plan for writing assessment.
- 4) There has been a greater staff awareness of LCFF as a funding equivalent of the LCAP and its significance in relations to the schools overall budget.
- 5) A continuation from previous year, LAS LCAP Advisory group members facilitated small group learning sessions and recorded, "What I Know" and "What I Want to Know," comments from attendees during the monthly Parent Association, Parent Council, and Staff meetings.
- 6) As of June 2019, LAS has collected 379 (Yr1: 88, Yr2: 94, Yr3: 88, Yr4: 47, and Yr5: 62) "What I Know" and 341 (Yr1: 108, Yr2: 75, Yr3: 36, Yr4: 43 and Yr5: 78) "What I Want to Know" statements. Thus far, 720 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.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

Goal 1: ACADEMIC PERFORMANCE - LAS Goals: G3. High Achievement in Language Arts: English (ELA) and Spanish (SLA); G4. High Achievement in Mathematics; and G5. Upward Trajectory of EL Progress Towards Reclassification (RFEP) Status (Note: The two subgroups (EL and RFEP) must be analyzed in tandem for accurate depiction of progress)

State and/or Local Priorities Addressed by this goal:

State Priorities: **1. Basic; 2. Implementation of Standards;** 3. Parent Involvement; **4) Pupil Achievement;** 5) Pupil Engagement; 6) School Climate; 7) Course Access; **8) Other Student Outcomes**
Local Priorities:

Identified Need:

There is a need to continue to increase student achievement on the External Accountability (SBAC) and Internal Accountability (LAS) measures.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
<p>ELA</p> <p>Maintain End of Stage 3 (Gr8) SBAC ELA performance data to be at comparable/competitive trajectory: Schoolwide and for numerically significant subgroups</p>	<p>ELA</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>	<p>ELA</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G3.0 SBAC % of students who met/exceeded ELA standards-</u></p> <p><u>G3.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC ELA baseline</p>

<p><i>Annual review of SPED program student IEP profiles will reflect goal data</i></p>	<p><u>G3.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C All Students and Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA</u>:</p> <p><u>G3.1A All Students</u>: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B Subgroups</u>: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A All Students</u>: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B Subgroups</u>: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p><u>G3.0B Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC ELA baseline</p> <p><u>G3.0C All Students and Subgroups</u>: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G3.1 SBAC Difference from Met (DFM) points in ELA</u>:</p> <p><u>G3.1A All Students</u>: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G3.1B Subgroups</u>: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G3.2 LAS Benchmark DRA/EDL-</u></p> <p><u>G3.2A All Students</u>: By End of Stage 2 Gr6, 70% or more of Gr6 students will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.2B Subgroups</u>: By End of Stage 2 Gr6, 70% or more of Gr6 student subgroups will show growth from the beginning of the year to the end of year reading assessment data in English and Spanish</p> <p><u>G3.3 SWD Subgroup LAS IEP Student Goals-</u> Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>
<p>SLA</p> <p><i>At least a 5% increase in Spanish grade level percentage of EDL/ Spanish benchmark by</i></p>	<p>SLA</p> <p>EDL Spanish reading data by End of Stage 2 (Gr6): 75% at grade level</p>	<p>SLA</p> <p><i>LAS Mission: BILITERACY- Spanish language proficiency</i></p>

<p>End of Stage 2 (Gr6) annually</p> <p>Gr8 College Board Tests in Spanish comparative performance data to College Board average score</p> <p><i>(Gr8 College Board Spanish test data)</i></p>	<p>Gr8 Diagnostic SAT Subject Test in Spanish/ AP Spanish Test: Comparable data with College Board average score</p>	
<p>MATH</p> <p>Maintain End of Stage 3 (Gr8) SBAC Math performance data to be at comparable/competitive trajectory: Schoolwide and for numerically significant subgroups</p> <p>Once baseline is established, monitoring all student and subgroup growth during the year (MAP Math)</p>	<p>MATH</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p><u>G4.1B</u> Subgroups: By the End of Stage 3 Gr8, the Gr8 cohort subgroups will show positive growth in DFM points from their Gr6 cohort baseline data</p>	<p>MATH</p> <p>External Accountability:</p> <p>By the End of Stage 3 Gr8 achievement goals:</p> <p><u>G4.0 SBAC % of students who met/exceeded Math standards-</u></p> <p><u>G4.0A</u> All Students: By End of Stage 3 Gr8, the Gr8 cohort will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0B</u> Subgroups: By End of Stage 3 Gr8, the Gr8 cohort subgroups will show an upward trajectory from Gr5 SBAC Math baseline</p> <p><u>G4.0C</u> All Students and Subgroups: By End of Stage 3 Gr8, the Gr8 cohort all student and subgroup data will be comparable/higher than the state, district, and neighboring schools</p> <p><u>G4.1 SBAC Difference from Met (DFM) points in Math:</u></p> <p><u>G4.1A</u> All Students: By the End of Stage 3 Gr8, the Gr8 cohort will show positive growth in DFM points from their Gr6 cohort baseline data</p> <p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019</u></p>

	<p>Internal Accountability:</p> <p><u>G4.2 LAS MAP Math</u>- New; First year implementation. LAS will establish baseline goals in 2019</p> <p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals</u>-</p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>	<p><u>G4.2A</u> All Students: To be determined</p> <p><u>G4.2B</u> Subgroups: To be determined</p> <p><u>G4.3 SWD Subgroup LAS IEP Student Goals</u>-</p> <p>Students with disabilities will meet at least 80% of IEP goals as determined by annual IEP meetings.</p>
<p>ELL</p> <p>Maintain End of Stages (1, 2, and 3) English learner dual language program academic growth trajectory, including End of Stage 3 (Gr8) 5% increase reclassification rate annually</p> <p><i>(Statewide assessment 100% participation rate goal; RFEP rate and EL annual growth progress percentages)</i></p>	<p>ELL</p> <p>Based on the LAS Biliteracy Grade Span Progression Measurable Outcomes- External Accountability: <i>Establish new baseline based on ELPAC after 2yrs of implementation</i></p> <p>Stage 1: Emerging Biliteracy (K-3)</p> <p>Stage 2: Expanding Biliteracy (4-6)</p> <p>Stage 3: Full Biliteracy (7-8)</p>	<p>ELL</p> <p>External Accountability:</p> <p>G5.0 <u>Cohort reclassification rate</u> of 70% or higher by the End of Stage 3 Gr8.</p> <p>(See EL and RFEP applicable goals above: 3.0B, 3.0C, 3.1B, 3.2B and 4.0B, 4.0C, 4.1B, 4.2B)</p> <p>Internal Accountability:</p> <p>G5.1 <u>LAS Reading Benchmark</u>- By End of Stage 2, 70% or more of Gr6 EL students will show growth from the beginning of the year to the end of the year reading assessment data</p> <p>G5.2 LAS MAP Math- New; First year implementation. LAS will establish baseline goals in 2019 for EL subgroup and RFEP subgroup</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEAs 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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

<p>Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators</p> <p>Analyze ELA achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p> <p><i>Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments</i></p>
<p>Continue administration of Spanish language assessment in reading (K-8) and in math (2-4)</p> <p>Continue administration of Gr8 diagnostic College Board exams in Spanish</p>
<p>Analyze Math achievement data by schoolwide, grade level and subgroups</p> <p>Continued study on most recent bilingual immersion research and its efficacy for students, particularly the identified subgroups</p>

Analysis of schoolwide and subgroup data from MAP Math Benchmark

Annual IEP Meetings, IEP goal progress monitoring, teacher observation, formative, summative assessments

ELL

Continue to monitor student progression towards biliteracy, including development of academic English proficiency of English learners using SBAC and ELPAC indicators

Keep updated teacher credential status to ensure all teaching personnel are highly qualified and properly credentialed

All core subjects instruction are based on Common Core State Standards

Subgroups: Provide identified additional support for subgroups as identified by achievement data- i.e. technology assistance, other support materials

School Leadership and the Curriculum Design Team will continue Professional Development trainings that deepen staff understanding of state standards and its efficacy in addressing the progress of English learners.

Continue expanded learning opportunities or interventions will be available to identified subgroup needs: Before, after school, winter, or summer session

Budget Expenditures

Amount	\$ 4,154,938; Title 1: \$116,081 (OC:1100); \$5,600 (OC:1101); \$17,220 (OC:1920) and Title 2: \$15,000 (OC:5863)
Source	EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4
Budget References (Object Code)	1000-3000, 5000 series

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal **This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.**

Goal 2: ACADEMIC ENGAGEMENT – LAS G1. Low Chronic Absenteeism and High Attendance Rate

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of Standards; 3. Parent Involvement; 4) Pupil Achievement; **5) Pupil Engagement;** 6) School Climate; **7) Course Access;** 8) Other Student Outcomes
 Local Priorities:

Identified Need:

Although LAS has an exemplary historical data with an average of 97% attendance rate and chronic absenteeism at about 3%, the school is seeing a slight drop in attendance in FY19.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
<p>All Students: Schoolwide attendance rate of 95% or above</p> <p>Identified subgroups rate within 2% margin of schoolwide attendance</p> <p><i>(Annual attendance rate)</i></p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p><i>(Annual chronic absenteeism rate)</i></p> <p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate</i></p> <p><i>Annual student survey data)</i></p>	<p>FY17, FY18, FY19 Historical Data:</p> <p>All Students: Attendance rate Actual: 97%, 97% and 96%, respectively</p> <p>Subgroups:</p> <ul style="list-style-type: none"> 1) Latino: 97.4% and 97.3% 2) EL: 97.2% and 97.2% 3) SED: 97.2% and 97.2% 4) SWD: 97% and 97.1% <p>Absenteeism (chronic) at 2.9% and 3.2% rate, respectively</p> <p>Subgroups FY2018:</p> <ul style="list-style-type: none"> 1) Latino: 3.3% 2) EL: 3.4% 3) SED: 3.6% 4) SWD: 2.7% <p>Dropout for middle school at zero rate</p>	<p>G1.0 Attendance rate of 95% or above</p> <p>G1.1 LAS subgroups attendance rate will be within a 2% margin from the schoolwide attendance goal.</p> <p>All Students: Chronic Absenteeism rate of less than 3%</p> <p>Identified subgroups rate within 2% margin of schoolwide low chronic absenteeism rate</p> <p>Middle school dropout rate at less than 1%</p> <p><i>(Annual middle school dropout rate)</i></p>

Planned Actions/Services

Complete a copy of the following table for each of the LEAs 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: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

Continue to closely monitor student attendance trends: schoolwide and for identified subgroups (via Illuminate SIS)

Continue coordinated effort with Parent Council, Parent Association, Student Council groups for collective emphasis on strong attendance rate

Continue close monitoring of subgroups and areas of need via MTSS process

Wrap around health and mental health supports provided to subgroups with identified need

Continued support and training for Bully Prevention and Conflict Resolution and nuances of underlying effect of privilege, oppression, and micro-aggression

Continue review of annual student survey data for improvement areas

Budget Expenditures

Amount	\$ 542,744
--------	------------

Source	EPA, LCFF Base, LCFF Supplemental & Concentration
Budget References (Object Code)	2000 and 5000 series

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal This section will reflect the new LAS goals as stated in the LAS Charter Petition (2019-2024) approved on March 21, 2019.

Goal 3: CONDITIONS AND CLIMATE – LAS: G2. Low Suspension Rate; G6. High Satisfaction Data from Climate Survey

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. **Basic**; 2. Implementation of Standards; 3. **Parent Involvement**; 4) **Pupil Achievement**; 5) **Pupil Engagement**; 6) **School Climate**; 7) Course Access; 8) Other Student Outcomes
Local Priorities:

Identified Need:

Recent enrollment growth has created a need for a more structured systems of support to ensure an optimal learning environment where students feel safe, connected, and ready to learn.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	Year: 2019-20
All Students: Suspension rate goal of 2% or less Identified subgroups rate within 2% margin of schoolwide suspension rate <i>(Annual suspension rate)</i>	FY17, FY18 and FY19: Suspension rate = 1.9%, less than 1%, and 1.2%, respectively Subgroups FY2018: 1) Latino: 0.7% 2) EL: 0% 3) SED: 0.9% 4) SWD: 2.7% Expulsion rate= 0% for both years	G2.0 Suspension rate lower than 2% G2.1 LAS subgroups suspension rate will be within a 2% margin from the schoolwide low suspension goal.

	Identified subgroups rate within 2% margin of schoolwide suspension rate	
Stakeholder survey participation goal: maintenance of 90% and above current rate and incremental 5% increase for family survey completion <i>LAS: Stakeholder Satisfaction</i> <i>(Annual stakeholder survey data)</i>	FY17 and FY18: Stakeholder survey participation: Student: 95% and 93%, respectively Families: 69% and 67%, respectively Staff: 95% and 98%, respectively	<i>High participation rate</i> G6.0 Student Annual Survey Data: 90% or higher of students will agree with the statement, "I like my school." G6.1 Family Annual Survey Data: 90% or higher of families will agree with the statement, "I would recommend the school to others." G6.2 Staff Annual Survey Data: 90% or higher of staff will agree with the statement, "I would recommend the school to others."
<i>LAS: Volunteerism</i> <i>LAS: Voter participation</i>	FY17 and FY18: Total volunteer hours are 3947 and 4930.5, respectively FY17 and FY18: 56% and 62% of families with some/met 20 hours of volunteer, respectively FY17 and FY18: 62% and 57%, governing board voter participation rate, respectively	Maintain or increase current data of annual total number of volunteer hours <i>(LCAP reported items:</i> <i>Annual total number of volunteer hours)</i> Maintain or increase current percentage of voter participation in governance elections <i>(LCAP Reported Items: Annual percentage of voter participation in governance elections)</i> Governance membership lists and representations

Planned Actions/Services

Complete a copy of the following table for each of the LEAs 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:	Location(s):
------------------------	--------------

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
EL, FY, LI		

Actions/Services

2019-20
Select from New Action, Modified Action, or Unchanged:
New Action

Continue high level of student engagement academically and socio-emotionally
Continue to closely monitor student suspension trends: schoolwide and for identified subgroups
Continue close monitoring of subgroups and areas of need via MTSS process
Continue to closely monitor student expulsion trends: schoolwide and for identified subgroups
Continue administering stakeholder survey data annually and monitor for areas of improvement

Budget Expenditures

Amount	\$ 1,413,948; Title 1: \$25,000 (OC:4100); \$39,060 (OC:4200); \$1,000 (OC:5800)
Source	EPA, LCFF Base, LCFF Supplemental & Concentration, Title 1, 2 and 4
Budget References (Object Code)	4000 and 5000 series

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 1,156,191

Percentage to Increase or Improve Services:

24.30%

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

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

Based on SBE formula calculator, LAS's FY20 LCFF Supplemental Grant is projected to be \$ 765,561 and \$ 390,630 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, RFEs, Latinos, Socio-Economically Disadvantaged (SED) and Students with Disabilities (SWD). Concurrently, LAS staff must also have on-going knowledge on the evolving mandates for independent charter school. Consequently, for FY20, LAS has appropriated \$TBD (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, RFEs, 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 TBD \$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 (devices, equipment, infrastructure), ELD trainings, ELD resources, Pre-summer program, Extended learning or tutoring, release time for staff PD. LAS instructional and support structure design components as delineated above equal an expenditure appropriation of \$TBD as reflected in Budget Series: 1000, 2000, 4000, and 5000.

LCAP Excerpt: LEA Goals (translated)/Extracto de LCAP: Objetivos de la LEA (traducido)

	<i>Writer's Workshop</i> <i>DRA/EDL Assessments</i>	
Expenditures	BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1) \$43,766	ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1) \$49,308 (Title 1: \$5,600 (OC:1101; Title 2: \$9,171, OC:5863/64)

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 general implementation of the actions/services to achieve the articulated goal.

MISIÓN DE LAS: # 1 LECTOESCRITURA BILINGÜE

Los estudiantes utilizarán conocimientos y habilidades académicas bilingües (español e inglés) en situaciones reales y en entornos diversos.

Implementación de Acción/Servicios: Implementación completa con todos los recursos disponibles dirigidos a cumplir con los Objetivos de la Responsabilidad Externa e Interna del Chárter de LAS sobre logros académicos. LAS se ha centrado en los temas de desarrollo profesional enumerados y los ha programado en consecuencia, dependiendo de la preparación del personal y la disponibilidad de recursos.

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

En general, la investigación más reciente de LAS y los esfuerzos de Desarrollo Profesional se ha alineado con los Estándares Estatales Comunes (CCSS). En conjunto, la capacitación en PD (Desarrollo Profesional, por sus siglas en inglés) enumerada anteriormente ha contribuido al aumento de la efectividad de la enseñanza y el aprendizaje en LAS este año. El personal de LAS está a la espera del análisis de fin de año de la evaluación en línea de los estudiantes de matemáticas recientemente implementada y su eficacia para la mejora programática.

Explain the important differences between budgeted expenses and estimated actual expenses.

En el año fiscal 19, LAS implementó una evaluación adaptativa por computadora en línea en Matemáticas para servir como una herramienta para medir el progreso de crecimiento de los estudiantes a lo largo del año escolar. Aunque esto no fue presupuestado originalmente, la comunidad LAS tomó esta acción a principios de año inmediatamente después de analizar los datos de CAASPP para el año fiscal 18, así como después de recibir comentarios de los grupos de partes interesadas.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

LAS se mantiene firme en su misión escolar de educación bilingüe. Ha habido una solicitud para proporcionar una capacitación de desarrollo profesional más enfocada para los grados primarios, particularmente en kínder (FY17) y existe un consenso general para profundizar el conocimiento de las evaluaciones que se pueden utilizar en toda la escuela para ELD (FY18) y para matemáticas y ELD (FY19).

ACTIONS / SERVICES

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

Action **2**

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 <i>3.1 Use of CCSS aligned core and supplementary materials</i> <i>3.2 Design ELD lessons aligned with the ELD Standards and the CCSS and based on assessment results – i.e. CELDT</i> <i>3.3 Create yearlong backward plans for curriculum</i></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, Science and ELD state adopted curriculum lists for the upcoming year. FY19- request for increased social justice learning. There is consistency in all levels in the implementation of Eureka/Engaged New York Mathematics curriculum.</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>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>AA 4.2 Administered CDT defined curriculum and benchmark assessments (MAP online math assessment)</p> <p>AA 4.3 Not available this year</p>
<p>BUDGETED</p> <p>(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$115,081</p>	<p>ESTIMATED ACTUAL</p> <p>(CD: 3.1, 3.2, 3.3 AA: 4.1, 4.2) \$120,805 (Title 1: \$41,606; (OC:4200)</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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #1 LECTOESCRITURA BILINGÜE

Los estudiantes utilizarán conocimientos y habilidades académicas bilingües (español e inglés) en situaciones reales y en entornos diversos.

Implementación de Acción/Servicios: Implementación parcial debido al cambio en el enfoque de PD para el año. UbD y SIPPS no fueron enfatizados el año pasado. El enfoque ha sido establecer la consistencia en

la implementación de las evaluaciones de lectura DRA y EDL en toda la escuela, la discusión sobre su aplicabilidad en los grados de la escuela secundaria, el consiguiente análisis de datos, las instrucciones estratégicas de lectoescritura en grupos pequeños y la planificación de todo el año en consecuencia. Además, los maestros recibieron capacitación en línea de la evaluación adaptada por computadora de MAP matemáticas.

El cambio de enfoque de LAS este año ha mejorado mucho la comprensión colectiva del desarrollo de la lectoescritura basada en la investigación. Esta es la base de cualquier otra iniciativa escrita en esta sección, como la enseñanza de ortografía, ELD y las expectativas de transferencia de idioma dentro de un contexto de inmersión de lenguaje dual. El objetivo final sería llegar a una integración completa de todas estas partes con la del personal de la fundación en el que se ha centrado recientemente.

Año Fiscal 19 Puntos destacados (Alfas) La visita estatal exitosa de Supervisión de Programas Federales (FPM, por sus siglas en inglés), las intervenciones de lectura comenzaron temprano, la evaluación de MAP matemáticas proporcionó más datos de progreso durante el año, los niveles de DRA/EDL muestran crecimiento y crecimiento de cohortes, más literatura auténtica disponible, tercer año de resultados de PSAT 8/9 Gr8 , segundo año de administración de College Board AP en español y exámenes de práctica en español del SAT para estudiantes de Gr8, decisiones tempranas sobre enlace entre grados, cada nivel de grado, consistencia de implementación en K-5 de EUREKA/ENGAGE NEW YORK Matemáticas, enlaces, apoyo con talleres de lectores y escritores, decisión sobre los enlaces del próximo año, la aplicación Remind, sesión de verano con clientela ampliada, participación del Concilio Estudiantil en asambleas, RW (Taller de lectores) y WW (Taller de escritores) en toda la escuela; Datos de lectura y escritura en toda la escuela, transición NGSS, suplentes disponibles para el personal, datos de lectura y escritura en toda la escuela, SEL (Aprendizaje Socioemocional) y Circle Up, participación del Concilio Estudiantil en asambleas, SSR (estudiantes les gusta lectura) A-Z Reading Comité de Clima Escolar Apoyo SPED Intervención K/1 Libros en el salón de formación NGSS, Admisiones de 8vo a la preparatoria.

Deltas/Áreas de Mejora: Necesidad de analizar los datos de MAP y sistemas de apoyo de plan en consecuencia, sistema de intervención/apoyo para matemáticas (apoyo de habilidades básicas en los grados primarios superiores), literatura más auténtica en español para la escuela secundaria, Desarrollo profesional de ELD + acuerdos escolares, estudios sociales, ciencias, artes de lenguaje en español y apoyo en ELD y los próximos pasos, PD en español, mejorar las ventas de bocadillos "saludables"; necesidad de tiempo de planificación hacia atrás para matemáticas

Las diferencias para esta sección incluyen la compra de materiales relacionados con las Unidades de estudio para la implementación a nivel de grado del Taller de Escritores en los salones, así como las evaluaciones de lectura DRA y EDL. Los gastos también se asignaron para el apoyo del personal

Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

administrativo de evaluación. En el año fiscal 19, LAS invirtió en una evaluación adaptativa de computadora de matemáticas para medir el progreso de los estudiantes a lo largo del año escolar.

Describe cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

Debido a que ya no está disponible, LAS no participará/administrará evaluaciones de español de WIDA. Además, LAS revisará su elemento de acción UbD y decidirá si sigue siendo aplicable para los próximos años del LCAP. LAS utilizará los datos de MAP en FY19 para establecer objetivos de puntos de referencia para los niveles de grado y grupos de cohorte en el próximo año.

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) \$2,510,997

ESTIMATED ACTUAL
(I: 5.1, SS: 6.1, 6.2, 6.3, 6.4) \$2,400,938 (Title 1: \$106,784, OC:1100; \$3,920, OC:1100; and \$16,755, OC:1920)

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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #1 LECTOESCRITURA BILINGÜE
 Los estudiantes utilizarán conocimientos y habilidades académicas bilingües (español e inglés) en situaciones reales y en entornos diversos.
 Acción/Implementación de Servicios: Implementación completa. Se implementó la escuela de verano para estudiantes entrando a kínder, así como una sesión de intervención de lectura para estudiantes en Gr2. LAS creó un grupo de trabajo ad hoc para abordar la alineación de las expectativas de la tarea en toda la escuela; sin embargo, esto necesita ser revivido con resultados concretos de fin de año.

Describe la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

El establecimiento del proceso MTSS e IPT ha creado una estructura formal para abordar las necesidades de los estudiantes para la intervención académica. Durante el día, los intervencionistas recibieron capacitación continua a través de la capacitadora de lectoescritura en el sitio. En 2016-17, el comité ad-hoc de LAS completó la actualización de las boletas de calificaciones y los informes de progreso de LAS para reflejar una mejor alineación con CCSS y las evaluaciones internas de responsabilidad. En general, el esfuerzo concentrado de LAS este año ha conducido a un aumento constante de la trayectoria en el rendimiento académico de todos los estudiantes.
 La estructura de MTSS e IPT continuará mejorando a medida que se analicen los comentarios de las encuestas recientemente recopiladas. Además, al personal le gustaría ver las intervenciones de matemáticas establecidas y relaciones más sólidas entre la educación general y el apoyo de RSP para garantizar un aprendizaje óptimo para nuestros estudiantes con excepciones. En general, existe la necesidad de contar con una evaluación integral con datos que indiquen una correlación positiva entre los altos niveles de implementación escolar de MTSS y la mejora en el rendimiento de los estudiantes identificados.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

POR DETERMINARSE La mayoría de las diferencias tienen que ver con los costos de personal debido al personal adicional por crecimiento en la matrícula escolar, y las asignaciones de salarios de los nuevos empleados o la reorganización de los deberes que cambiaron las necesidades de personal.

LAS planea continuar los programas de la escuela de verano para el verano de 2019, tanto para estudiantes de kínder, como para los estudiantes identificados en los grados primarios que necesitan apoyo en la lectura en español, así como para poner a prueba un programa híbrido de lectura de verano para los estudiantes de primaria superior.

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

Describe la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: # 2 CONFIANZA Y HABILIDADES DE VIDA

Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás.

Implementación de Acción/Servicios: Implementación completa con todos los recursos disponibles (no se ofrece capacitación ROPES este año). Ha habido coherencia en la provisión de oportunidades para el personal instrumental en la implementación de las acciones delineadas anteriormente para asistir a las conferencias estatales sobre su experiencia en la materia. Año fiscal 18 ha sido un año de acuerdos a nivel escolar que promueven las metas de SEL con la implementación completa de los programas: 1) Justicia restaurativa, 2) Circle Up (para el personal) y 3) Second Step. Año fiscal 19 es una continuación de Año fiscal 18 con un nivel más profundo de implementación y comentarios y reflexiones de compañeros.

Describe la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

Tanto el Equipo de Educación Física/Kinesiología como el Equipo de SEL/PBIS (Aprendizaje Socioemocional/Intervenciones y Apoyos para el Comportamiento Positivo, por sus siglas en inglés) han recibido capacitación continua sobre cómo seguir mejorando su área de experiencia. Además, todo el personal recibió y puso en acción el “Diagrama de flujo de consecuencias” diseñado por el Comité de clima escolar. En conjunto, esto se ha traducido en una sólida enseñanza y aprendizaje en los salones, así como en la coordinación sistemática de toda la escuela para abordar las necesidades socioemocionales de los estudiantes. Todavía hay una necesidad de desarrollar una evaluación más sólida del programa en esta área.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

POR DETERMINARSE La mayoría de las diferencias reflejan los costos reales de varias conferencias estatales a las que el personal asistió este año.

Describe cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

La acción mencionada anteriormente sigue siendo la misma para el próximo año escolar. Además, el equipo de SEL desea investigar la viabilidad de las capacitaciones para padres sobre temas como autolesiones y capacitaciones del personal en primeros auxilios de salud mental.

	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	ESTIMATED ACTUAL	
(CD: 3.1 AA: 4.1, 4.2, 4.3) \$35,858	(CD: 3.1 AA: 4.1, 4.2, 4.3) \$40,208	

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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: # 2 CONFIANZA Y HABILIDADES DE VIDA
 Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás.
 Implementación de acción/servicios: Implementación parcial debido al hecho de que el segundo piso del edificio de la escuela secundaria no se presta para la implementación de la serie de videos "Descansos Cerebral" ya que causa demasiado ruido en los salones del primer piso. Además, todavía es necesario ser coherente en la publicación de letreros de asistencia 100% perfecta fuera de los salones. FY18 y FY19 ha sido un año de acuerdos en toda la escuela que promueven las metas de SEL con la implementación completa de los programas: 1) Justicia restaurativa, 2) Circle Up (para el personal) y 3) Second Step. Además, el Comité de Clima Escolar supervisa la implementación del Currículo de Second Step de SEL al abordar la prevención del acoso escolar, y el lenguaje y los procedimientos comunes para las expectativas de comportamiento y la resolución de problemas.

Describe la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

La implementación completa de las acciones y los servicios mencionados anteriormente es crucial para cumplir con el Objetivo 2. Invertir en la capacitación del personal para garantizar la calidad de la enseñanza y las experiencias de aprendizaje que llevan a los estudiantes a desarrollar confianza y habilidades similares continuarán siendo la prioridad de LAS para garantizar la efectividad del programa.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

La mayoría de las diferencias reflejan un cambio en la asignación de fondos para el desarrollo profesional y los materiales y suministros de instrucción, como la compra de materiales de Second Step para su implementación completa en Educación General y SPED.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

La acción mencionada anteriormente permanece igual para el próximo año escolar; las encuestas de estudiantes indican la necesidad de revisar el acoso escolar y sus consecuencias en toda la escuela.

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>I= Instruction</i> <i>SS= Support Structure</i></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; implementation of Second Step Curriculum.</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>
INSTRUCTION	<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. FY19 parent meetings focused on the charter renewal process: goal setting and public presentations regarding program efficacy.</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.

Describa la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #2 CONFIANZA Y HABILIDADES DE VIDA

Desarrollar y mostrar una autoestima positiva, orgullo, confianza y respeto por sí mismos y por los demás.

Implementación de Acción/Servicios: Todavía en proceso; Implementación parcial debido a la falta de un esfuerzo coordinado y concentrado para que todos los grupos de partes interesadas definan "opciones de estilo de vida y nutrición saludables" y crean un plan de acción basado en él.

Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

Si se implementan por completo, las acciones/servicios delineados anteriormente tienen el potencial de crear un cambio de paradigma en la comprensión de bienestar y habilidades de vida duraderas de los estudiantes de LAS. Esta área es definitivamente un trabajo en progreso para el próximo año.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

La mayoría de las diferencias involucran los costos de personal debido al aumento de personal debido a la matriculación, y las asignaciones de salarios de los nuevos empleados o la reorganización de los deberes que cambiaron las necesidades de personal.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

En mayo de 2017, el Concilio de Padres estableció una métrica para el objetivo "Promover las opciones de bocadillos saludables en toda la escuela" y es que "en cada evento escolar con alimentos, habrá al menos una oferta de una opción de alimentos saludables". En año fiscal 19, este objetivo sigue siendo difícil de alcanzar, ya que es difícil monitorear el cumplimiento del objetivo establecido.

<p>1.1 Document student driven projects based on current community needs: <i>Classroom, grade level, school-wide, and community at large</i></p> <p>1.2 Analyze community survey for responses to questions about community service projects</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>2.1 Professional development on performance task rubric design, calibration, and multiple measures of achievement</p> <p>2.2 Continued training in student directed participatory research</p>	<p>participatory research. (FY19- LAS and SCOE Action Civics PD collaboration finished; not applicable)</p>
<p>BUDGETED (R: 1.2, PD: 2.1) \$ 12,491</p>	<p>ESTIMATED ACTUAL (R: 1.2, PD: 2.1) \$13,908</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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #3 LIDERAZGO Y PENSAMIENTO CRÍTICO Aplicación de la Misión de LAS #1 y #2: Demostrar habilidades de liderazgo para construir puentes entre las comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad.

Implementación de Acción/Servicios: Todavía en proceso; Implementación parcial debido a la necesidad de establecer aún la logística de los grupos de tareas ad hoc para abordar la evaluación o el monitoreo del progreso de la acción/servicios delineados anteriormente.

Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

LAS ha establecido cuentas de Google School para estudiantes y tiene la visión definitiva de todo el potencial de un medio electrónico para documentar el activismo de la comunidad estudiantil y los esfuerzos de liderazgo. En año fiscal 18, LAS adoptó una póliza actualizada sobre el uso de la tecnología y las redes sociales para abordar las necesidades emergentes a medida que la escuela amplía su infraestructura tecnológica. Esto ha establecido los parámetros necesarios para el uso de las redes sociales, en particular para los estudiantes de secundaria.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

La diferencia mínima explica el costo real estimado para el año.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

No hay actualizaciones para esta sección. LAS continuará buscando acciones delineadas hacia la meta establecida.

ACTIONS / SERVICES

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

Action **2**

	PLANNED	ACTUAL
Actions/Services	<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></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><i>Action 3:</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p><i>CURRICULUM DESIGN</i></p> <p><i>3.1 Ensure curriculum includes leadership and critical thinking components</i></p> <p><i>3.2 Include community service projects in curriculum design based on student reflections on survey results</i></p> <p><i>ASSESSMENTS AND ACCOUNTABILITY</i></p> <p><i>4.1 Administer yearly student survey</i></p> <p><i>4.2 Ensure participation in the election process for Student Council Officers and Grade Level Representatives</i></p> <p><i>4.3 Analyze student achievement in middle school elective courses</i></p>	<p>AA 4.1 Administered yearly student survey</p> <p>AA 4.2 Ensured participation in the election process for Student Council Officers and Grade Level Representatives</p> <p>AA 4.3 Analyzed student achievement in middle school elective courses</p>
<p>BUDGETED (AA: 4.1, 4.3) \$ 10,305</p>	<p>ESTIMATED ACTUAL (AA: 4.1, 4.3) \$13,155</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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #3 LIDERAZGO Y PENSAMIENTO CRÍTICO Aplicación de Misión de LAS #1 y #2: Demostrar habilidades de liderazgo para construir puentes entre las comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad.

Acción/Implementación de Servicios: Implementación parcial; todavía hay una necesidad pendiente de identificar claramente los medios para documentar la instrucción relacionada con el servicio a la

comunidad y las acciones de los estudiantes, así como una forma de medir su eficacia como se refleja en la encuesta anual de estudiantes.

Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

El personal de la escuela secundaria ha liderado el enfoque de toda la escuela en las experiencias de liderazgo basadas en la acción de los estudiantes.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

La diferencia mínima explica el costo real estimado para el año.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

Acción continua: La clase electiva de secundaria Ciencias ambientales junto con varios grupos de partes interesadas han tomado la iniciativa de crear un jardín escolar increíble donde la síntesis de académicos y liderazgo ha florecido este año.

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: R= Research PD= Professional Development</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>

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>Describa la implementación general de las acciones/servicios para lograr el objetivo articulado.</p>	<p>MISIÓN DE LAS: #3 LIDERAZGO Y PENSAMIENTO CRÍTICO Aplicación de Misión de LAS #1 y #2: Demostrar habilidades de liderazgo para construir puentes entre las comunidades y aplicar habilidades de pensamiento crítico para resolver problemas, promover la justicia social y crear un cambio en la sociedad.</p> <p>Acción/Implementación de Servicios: Implementación completa con todos los recursos disponibles. LAS alcanzó una meta este año al establecer su objetivo de infraestructura de tecnología de diseño de computadora 1:1 para estudiantes en los grados 2-8 y las experiencias de enseñanza y aprendizaje en el salón han cambiado enormemente con mayor entusiasmo y curiosidad.</p>
<p>Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.</p>	<p>Debido a que la infraestructura tecnológica aún es nueva, una declaración de la efectividad general de esta acción sería demasiado preliminar. Consecuentemente, sin embargo, existe una necesidad emergente de crear expectativas de comportamiento en todo el sistema en relación con el uso de tecnología en clase. Sin embargo, los estudiantes continúan expandiendo sus habilidades de liderazgo a través de varios eventos a nivel escolar, incluida la participación en los esfuerzos de limpieza a nivel escolar.</p>
<p>Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.</p>	<p>La mayoría de las diferencias reflejan el ligero aumento en las compras de dispositivos tecnológicos, así como las configuraciones de infraestructura, tales como el reemplazo del servidor y el apoyo de consultores de IT (Tecnología informática, por sus siglas en inglés) para la evaluación estatal establecida en los salones.</p>
<p>Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.</p>	<p>LAS continuará con la acción/los servicios indicados anteriormente.</p>

<p>2.2 Ensure all full-time faculty members attend Professional Development delineated for the year</p> <p>2.3 School leadership attends new accountability and assessment training from CDE and charter organizations</p> <p>2.4 Faculty receives on-going training on EL teaching methodology</p> <p>2.5 Implement an extensive professional development:</p> <ul style="list-style-type: none"> -Data analysis -CCSS -Expository Reading and Writing Course (ERWC) -Designing CCSS redefined rubrics, and differentiation -ROPES -PBIS/School Climate Committee -Writer’s Workshop -Reader’s Workshop 	<p>-School Climate Committee (PBIS)</p>
<p>BUDGETED (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$18,941</p>	<p>ESTIMATED ACTUAL (R: 1.1, 1.2, 1.3 PD: 2.1, 2.3, 2.4, 2.5) \$21,983</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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #4 METAS ESCOLARES DE LAS Implementación en toda la escuela de infraestructuras clave para apoyar el cumplimiento de la misión de LAS

Implementación de Acción/Servicios: Implementación completa con todos los recursos disponibles (Nota FY18 y FY19): Este año no se ofreció capacitación sobre ERWC y ROPES PD debido al enfoque en la iniciativa de implementación del Taller de Escritores.

Describa la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

LAS implementó de manera efectiva las acciones/servicios mencionados anteriormente y esto es evidente en base al crecimiento académico constante, como lo demuestran los datos de responsabilidad externa e interna establecidos en la Meta 1. En el año fiscal 18, un área de necesidad es la dependencia de uso de Internet en toda la escuela. En particular, durante el uso intensivo, como los meses de exámenes estatales en línea. Durante las pruebas de CAASPP para el año fiscal 19, la conectividad a Internet no fue tan problemática como el hecho de que existen dispositivos tecnológicos (es decir, computadoras portátiles de secundaria) que son antiguos y deben ser reemplazados.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

Las diferencias reflejan los costos reales estimados para esta acción/artículo de servicio; la alta variación en la línea de productos de la tecnología se debe principalmente a dos factores: 1) la compra de un nuevo servidor de Internet para la escuela y 2) un mayor apoyo de consultores de IT para configurar el salón, en lugar de un laboratorio centralizado para las pruebas de CAASPP en la primavera.

Describa cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

LAS continuará con la acción/los servicios indicados anteriormente.

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: <i>R= Research</i> <i>PD= Professional Development</i></p> <p>Action 2: <i>CD= Curriculum Design</i></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.</p> <p>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</p>

<p>AA= Assessments and Accountability <i>Action 3:</i> <i>I= Instruction</i> <i>SS= Support Structure</i></p> <p>CURRICULUM DESIGN</p> <p>3.1 Integrate CCSS in yearlong backwards planning</p> <p>3.2 Ensure use of state approved standards based Materials</p> <p>ASSESSMENTS AND ACCOUNTABILITY</p> <p>4.1 Administer yearly parent surveys</p> <p>4.2 Completion of Parent - Student - Teacher Compact</p> <p>4.3 Administer student and parent surveys and analysis of responses pertinent to materials, facilities, and teacher performance</p>	<p>AA 4.2 Families completed Parent - Student - Teacher Compact</p> <p>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>
<p>BUDGETED (CD: 3.1, 3.2 AA: 4.1) \$38,466</p>	<p>ESTIMATED ACTUAL (CD: 3.1, 3.2 AA: 4.1) \$30,990</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 la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #4 METAS ESCOLARES DE LAS Implementación en toda la escuela de infraestructuras clave para apoyar el cumplimiento de la misión LAS

Acción/Implementación de Servicios: Implementación completa con todos los recursos disponibles.

Describe la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

La implementación efectiva de acciones/servicios en este artículo ha contribuido al crecimiento general en el rendimiento académico de los estudiantes este año, evidente en los datos de DRA/EDL. En consecuencia, los maestros han aumentado la colaboración y la articulación sobre los niveles de lectura de los estudiantes y la competencia en la escritura. Además, LAS continúa prosperando como una comunidad de aprendizaje ya que solicita comentarios de sus partes interesadas en forma anual.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

La mayoría de las diferencias en esta categoría reflejan artículos presupuestarios, como la compra de libros de texto adoptados de Educación General y materiales curriculares básicos, materiales de instrucción y suministros, suministros de oficina y compras de libros de texto SPED. ¿?

Describe cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

LAS continuará implementando las acciones/servicios delineados anteriormente. También ampliará las encuestas escolares para incluir preguntas más específicas sobre las instalaciones para el futuro.

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>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>I 5.1 Need to review how to integrate CCSS into implementing Understanding by Design (UbD) principles in curriculum/instruction planning (not applicable)</p> <p>SS 6.1 Coordinated with Parent Council, Parent Association, and Student Council groups for collective emphasis on stakeholders' active participation in school.</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.

Describe la implementación general de las acciones/servicios para lograr el objetivo articulado.

MISIÓN DE LAS: #4 METAS ESCOLARES DE LAS Implementación en toda la escuela de infraestructuras clave para apoyar el cumplimiento de la misión LAS

Acción/Implementación de Servicios: Implementación parcial; es necesario establecer una lista de verificación formal de las instalaciones para fines de evaluación.

Describe la efectividad general de las acciones/servicios para lograr el objetivo articulado medido por el LEA.

Siete de las nueve acciones/servicios mencionados anteriormente se implementaron en su totalidad y han sido efectivos para alcanzar el Objetivo 4.

Explique las diferencias importantes entre los gastos presupuestados y los gastos reales estimados.

Las principales diferencias reflejan los cambios en la asignación presupuestaria del LCAP del año anterior al final de los datos reales estimados del año. Los datos reales incluyen todo el resto del personal instrumental, incluido el personal clasificado (es decir, supervisores del plantel y apoyo SPED): salarios y compensaciones, que no se contabilizaron previamente en esta acción/elemento de servicio. También hubo una gran variación para la tecnología tanto para equipos (serie 4000) como para apoyo de consultores de IT (serie 5000). Esto se debe a la compra de un nuevo servidor y apoyo de IT para las pruebas estatales de CAASPP en los salones y la eliminación de virus en los dispositivos. Por último, hubo una subestimación general de los gastos de libros y materiales de instrucción, así como de los gastos de impresión y reproducción y de arrendamiento de equipos que debían conciliarse para el final del año.

Describe cualquier cambio realizado en este objetivo, resultados esperados, métricas o acciones y servicios para lograr este objetivo como resultado de este análisis y análisis de las Rúbricas de evaluación de LCFF, según corresponda. Identifique dónde se pueden encontrar esos cambios en el LCAP.

LAS continuará implementando las acciones/servicios mencionados anteriormente con la esperanza de cumplir con las expectativas del Objetivo 4.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

The Language Academy of Sacramento
(LAS)

CDS code:

34-67439-0106898

Link to the LCAP:

(optional)

Link to LAS Website LCAP

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

FY19:

Title 1, Part A

Title 2, Part A

Title 4, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

The Language Academy of Sacramento (LAS) charter mission of **biliteracy, confidence, and leadership** for the LAS Graduate commands a well- structured educational program. The question, “What is enduring, essential, and transferable?” serves as a guiding focus as staff meets to address the **LAS Educational Program: Six Design Components – 1) Research, 2) Professional Development, 3) Curriculum Design, 4) Assessments and Accountability, 5) Instruction, and 6) Support Structures**. At LAS, the student academic and socio-emotional/leadership goals are organized via the multi-tiered system of support (MTSS) model which then delineates initiatives as part of the core day or supplemental program. Federal funding (Title 1, Title 2, and Title 4) in conjunction with state supplemental dollars to enhance the supplemental actions which are systems of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (i.e. Low Socio Economic Status, English Learner, Migrant, and Foster/Homeless). The LAS LCAP illustrates the which actions under specific goals have state and federal dollars allocated side by side to enhance supplemental programs that support increase students achievement.

With reference to the #2 Professional Development, #3 Curriculum Design, and #6 Support Structures mentioned above, LAS federal funds will support the following efforts: 1) Intervention Programs (Onsite SES, Summer School), 2) Literacy Coaching and 3) Classroom libraries for enriched Readers and Writers’ Workshop experience. Moreover, funds will also be directed to address parent involvement and training via Parent Academy seminars.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LAS LCAP encapsulate the mission of the school. On an annual basis, the LAS community agrees on the LCAP actions based on needs assessments and data analysis with focus on areas for improvement. Stakeholder groups: parents, students, community members, staff members and school leadership via organized structures such as 1) Governing Board, 2) Parent Council, 3) Parent Association, 4) SSC, and 5) ELAC, study and review data and develop relevant actions accordingly.

Also on the LAS LCAP are metrics that help in monitoring the implementation effectiveness of such actions to meet the determined needs above. Such needs are met with qualifying funding from the state and the federal monies.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>
<u>(Refer to LAS LCAP Pages: 15-34, LAS Goal 1)</u>	

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>
LAS has committed to a schoolwide implementation of PBIS and the Second Step Curriculum and continued expansion of Restorative Justice/Practices to address school climate and ensure positive learning environment for all students.	

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>
N/A	

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>
<p>The foundation of the LAS dual language immersion program’s effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi- tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish.</p>	

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>
NA	

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A
NA	

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA- Charter school

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent Council/Parent Association

The Parent Council is the elected body representing LAS parents and the organization responsible for involving parents in the activities of the school for the purpose of strengthening the LAS community. The Parent Council consists of non-voting officers such as President, Vice-President, Secretary, Treasurer that are elected by the existing Parent Council Members. In addition, voting classroom representative for each grade level that are elected by Language Academy parents. A language balance is sought within the Parent Council. All parents are encouraged to attend Parent Council meetings. Parent Council events will be attended by the School Administration, teachers, parents, and students.

All parents of LAS students are members of the Parent Association. The sole purpose of the Parent Association is to support the mission of the Language Academy of Sacramento. Parent Association meetings will be held monthly, and will be planned and led by School Leadership and the Parent Council. The Parent Council will generate topics of interest from parents for these meetings. These meetings will provide an opportunity for parents to communicate with school staff and get to know other parents.

Academic and artistic events will be developed and organized by the administrators, the teachers, the Parent Council, and other volunteers. Examples of academic and artistic events include: Family Literacy Night, Winter Festival, Health and Science Fair, Día del Niño, Student Enrichment Presentations, as well as others.

Participation in Advisory Councils

A parent or guardian has the right to participate as a member of the English Language Advisory Committee, a parental council, school site council or Governing Board in accordance with the rules governing parent or guardian memberships in those organizations.

English Learners Advisory Committee

The Language Academy of Sacramento, in conjunction with other parent and school advisory councils, annually convenes the English Learners Advisory Committee (ELAC). The ELAC serves as the advisory body on the development of English Learners' curriculum, progress, training of teachers and attendance policies. The school works with the parents of English Learners and English speaking students to develop and adopt policies and strategies.

Language Academy of Sacramento Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds (Title I, II, etc.) provided through the Consolidated Application (ConApp) will be used to accomplish the schools academic goals outlined in the plan.

Parent Involvement Policy (Based on CDE Parental Involvement Guidelines; *Bold and italics are additions based on parent feedback*)

Conduct an annual meeting to be held during the first trimester of each school year to inform parents of the programs and opportunities available to students through Title 1 and parent's rights to be involved (P4.1). Provide consistent feedback to families concerning student achievement, ensure parent participation during ***Parent Association, Parent Council, charter committee meetings*** and solicit parent input to guide the planning of Title 1 program opportunities (P4.2). Make reasonable attempt to provide access to all school related activities and communication for parent with limited English proficiency or physical disabilities and migratory or homeless families (P4.3). Provide parents information regarding grade level multicultural curriculum ***and materials, end of the grade level expectations***, academic assessments and student achievement data during parent/teacher conferences at least twice a year (P4.4). Establish an English Learner Advisory Committee (ELAC) which will provide input in Title 1 activities (P4.5). Ensure Parent Liaison facilitate the process of involving parents in the developing/revising the School Parent Involvement Plan, School-Parent Compact, and parent involvement workshops and event opportunities where they learn ways to help in the classrooms (P4.6). Administer Climate Surveys (Programmatic Audit Surveys) on a yearly basis to evaluate the effectiveness of school programs and parent involvement opportunities. Survey results will be disseminated in variety of ways (P4.7).

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.
- 1) 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.
- 2) 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.
- 3) 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.

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.

Upcoming Parent Engagement Learning Initiatives:

-Parent Academy Seminars will be instituted this fall addressing the need to support parents/guardians of those key student population (immigrant, English Learners, Low socioeconomic Disadvantaged, Foster/Homeless) in harnessing their knowledge about college readiness and career preparation.

-LAS Socioemotional Learning (SEL) Team is investigating the feasibility of parent trainings regarding issues such as self-harm and parent/staff trainings in mental health first aid.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAS ensures that schoolwide programs are compliant with state and federal requirements that are designed to support students, particularly those at risk of not meeting academic standards. Parents/guardians are notified via School Parent Compact, Parent Involvement Policy, Annual Academic Mtg. (Title 1) and results of needs assessments. If a student is identified as needing support, LAS convenes a SST/IPT process and analyze as a team needed support structures through the MTSS framework for the identified student at risk.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

At LAS, eligible students identified via enrollment process will receive support as delineated in the LAS Governing Board Homeless Student Policy. Per the stated policy, the Administrator at LAS is the school's liaison for homeless students to ensure clear communication line on strategies to support homeless students in attaining full and equal opportunity to enroll and thrive at LAS. Moreover, LAS has a Parent Connector staff member who also participates in the MTSS process where students who are identified as needing academic and/or behavior get a team designed support plan. The team works on connecting students and families with resources, supplies, programs and information to address the issues of homelessness, poverty, academic progress, and truancy. In addition to providing academic support and monitoring, the team could connect families in ways such as ensuring sign up for free lunch and transportation as well as attaining basic things like clothing, warm coats and blankets. A residency questionnaire is included in the TK-8 enrollment packet so that new families moving into the district can be identified early and support can be provided with tasks such as enrolling for free lunch and transportation.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAS shares space with the Sacramento City Unified School District (SCUSD) where a district preschool program is located. LAS also offers Transitional Kindergarten where students learn how to be better prepared for Kindergarten and beyond. Each year, families attend enrollment orientation sessions as well as incoming Kindergarten and rising grade level orientation workshops where families learn how to help their child/ren better prepare for the upcoming year. Lastly, LAS middle school faculty conducts its annual Senderos al Éxito (SALE) Parent Meetings that support LAS graduates' transition to high school programs. By the end of Gr8, students take College Board practice tests in AP Spanish Language and PSAT, to gain insight in college preparation exams taken in high school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAS is a dual language immersion program in Spanish and English and serves all students under the schoolwide coordinated model. LAS does not have a gifted and talented program; students are challenged by learning how to navigate literacy acquisition in two languages. Students who are at/or above grade level in math or language arts, in either/both language/s, may attend interventions or classes based on placement exam, as applicable. Moreover, student access to technology is supported by providing all students in Gr2-8 1:1 ratio and K-Gr1 5:20 ratio. LAS also has Study Island

online accounts for all Gr4-8 that provide differentiated math and science learning that they can access anywhere at anytime.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The foundation of the LAS dual language immersion program's effectiveness is teacher quality. Because LAS is a highly specialized educational design not only do all teaching staff need to be highly qualified but also need to be highly versed in the research of effective dual language immersion schools. Consequently, as stated in the LAS Six Program Design, #2 Professional Development, is the second element of all four LAS mission goals. LAS serves as a laboratory school of students teachers for the local universities: CSU Sacramento and UC Davis. Most LAS teachers come from these two induction programs. Once hired as teaching staff, new teachers are assigned a BTSA teacher. Moreover, new teachers are placed in grade level teams in which there are seasoned teachers who guide and mentor them in their beginning years. Lastly, LAS has a literacy coach who provides a multi-tiered support for teachers depending on their identified needs, including, building exemplary classroom libraries for effective implementation of language instruction in English and Spanish. A quality professional development plan is an essential component of an effective educational program. Teachers at LAS participate in professional development and articulation meetings each week to analyze data and evaluate academic progress. Throughout the school year, teachers are provided with extended professional development time in order to meet, reflect, study, and plan. In addition to participating in regularly scheduled on-site professional development, teachers and staff are encouraged to attend professional development opportunities sponsored by other educational institutions.

With recent educational shifts related to the CCSS, staff members have participated in professional development offered by the Sacramento County Office of Education (SCOE), the Northern California Literacy Consortium, as well as others. In addition to these opportunities, the following are areas that have been the focus of professional development at LAS during the last five years: Implementation of core curriculum (MacMillan/McGraw Hill's Treasures and Pearson Envision); Expository Reading and Writing Course (ERWC) to support CCSS Language Arts; Math CCSS implementation best practices; Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS); Spanish Language Development (SLD); Strategies for improving Executive Function- R.O.P.E.S. in the classroom; as well as others. Visitations to other classrooms at LAS and model schools are encouraged for both teachers and administrators. The staff at the Language Academy of Sacramento strives to provide the best two-way Spanish immersion education possible to its students. All classroom teachers are highly qualified in accordance with the No Child Left Behind Act (NCLB). The majority of classroom teachers hold a Cross-cultural Language and Academic Development (CLAD), a Bilingual/Cross-cultural Language and Academic Development (BCLAD) or an equivalent credential. In addition, teachers and administrators continue to educate themselves about current research, theory, and practice, as well as issues pertinent to charter schools, by attending conferences and reading articles in academic journals. About 32% of staff members have obtained or are pursuing advanced degrees in education.

PRIORITIZING FUNDING

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]LAS priority begins with the first element of the LAS Six Program Design: RESEARCH. Through the Curriculum and Design Team (CDT) in conjunction with school leadership, LAS analyzes needs assessment results that dictates professional development planning, training in assessments and curricula that guide differentiation and intervention. LAS works closely with Sacramento County Office of Education (SCOE) in professional development planning and implementation. Overall, LAS staff seeks learning that address various aspects of the MTSS academic and behavior tiers, particularly as they pertain to students at-risk and ensuring their success in school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, LAS stakeholders review academic growth and stakeholder survey results via the Governing Board, Parent Council, Parent Association, School Site Council, ELAC, CDT Committee and make agreements on the upcoming year's priorities. LAS disaggregate data per significant subgroups to ensure safe and effective learning environments with the most highly qualified instructor. LAS LCAP/SPSA illustrates the internal accountability and external accountability metrics continually monitored to gauge overall student performance in all aspects of the charter school's mission: BILITERACY, CONFIDENCE/LIFE SKILLS, and LEADERSHIP/CRITICAL THINKING.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LAS applied for Title IV for the first time this year. The additional funds will be directed to support safe and healthy students. As described in the LAS LCAP, there is a need to provide additional mental health support for students as well as parents/guardians in learning how to effectively parent students with mental health challenge. Moreover, LAS will continue to ensure that technology use is set up in the most effective way to ensure learning is enriched in all subjects via digital research and reporting.

LAS Financial Updates

JUNE 21, 2019

BRIAN HOLMES

edtec



Contents



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

2018-19 Financial Update



2018-19 Forecast Update

4

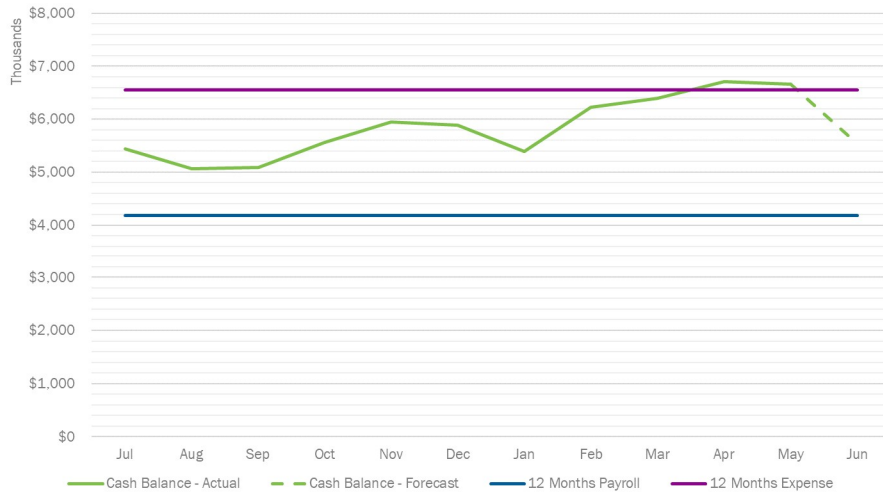
		2018-19	2018-19	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,733,574	5,733,574	-
	Federal Revenue	292,645	292,645	-
	Other State Revenues	943,401	951,311	7,910
	Local Revenues	382,300	382,300	-
	Fundraising and Grants	79,000	93,200	14,200
	Total Revenue	7,430,919	7,453,029	22,110
Expenses	Compensation and Benefits	4,202,034	4,185,031	17,003
	Books and Supplies	325,135	293,767	31,368
	Services and Other Operating	1,405,712	1,512,937	(107,225)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	6,487,881	6,546,735	(58,854)
	Operating Income	943,038	906,294	(36,744)
	Beginning Balance (Unaudited)	8,340,720	8,340,720	-
	Operating Income	943,038	906,294	(36,744)
	Ending Fund Balance (incl. Depreciation)	9,283,758	9,247,014	(36,744)
	Ending Fund Balance as % of Expenses	143.1%	141.2%	-1.8%

LCFF Entitlement includes \$1,098,158 in Supplemental & Concentration Funds

2018-2019 Cash Update

5

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



2019-20 Assumptions & Multi-year Projection

edtec



2019-20 Budget Draft Comparison

		Apr MR Forecast	May Forecast	
		2019-20 Prior Budget Draft	2019-20 Current Budget Draft	Variance
Revenue	LCFF Entitlement	5,914,181	5,914,181	-
	Federal Revenue	287,250	287,250	-
	Other State Revenues	608,773	607,610	(1,163)
	Local Revenues	48,300	48,300	-
	Fundraising and Grants	55,000	57,200	2,200
	Total Revenue	6,913,504	6,914,541	1,037
Expenses	Compensation and Benefits	4,518,063	4,481,092	36,971
	Books and Supplies	368,332	373,855	(5,522)
	Services and Other Operating	1,335,605	1,364,719	(29,114)
	Depreciation	555,000	555,000	-
	Other Outflows	-	-	-
	Total Expenses	6,777,000	6,774,665	2,335
Operating Income		136,503	139,876	3,372
	Beginning Balance	9,283,758	9,247,014	(36,744)
	Operating Income	136,503	139,876	3,372
Ending Fund Balance (Incl. Depreciation)		9,420,261	9,386,889	(33,372)
Ending Fund Balance as % of Expenses		139.0%	138.6%	-0.4%

2019-20 LCFF Entitlement includes \$1,156,191 in Supplemental & Concentration Funds

Multi-year Projection

2019-2020 projected Operating Income is \$140k and grows to \$184k FY22

		2018-19	2019-20	2020-21	2021-22
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,733,574	5,914,181	6,091,371	6,261,511
	Federal Revenue	292,645	287,250	287,625	287,625
	Other State Revenues	951,311	607,610	607,600	607,600
	Local Revenues	382,300	48,300	48,300	48,300
	Fundraising and Grants	93,200	57,200	57,200	57,200
	Total Revenue	7,453,029	6,914,541	7,092,096	7,262,236
Expenses	Compensation and Benefits	4,185,031	4,481,092	4,646,256	4,793,217
	Books and Supplies	293,767	373,855	306,362	312,489
	Services and Other Operating	1,512,937	1,364,719	1,390,298	1,416,688
	Depreciation	555,000	555,000	555,000	555,000
	Other Outflows	-	-	-	-
	Total Expenses	6,546,735	6,774,665	6,897,916	7,077,394
Operating Income		906,294	139,876	194,180	184,843
	Beginning Balance (Audited)	8,340,720	9,247,014	9,386,889	9,581,070
	Operating Income	906,294	139,876	194,180	184,843
Ending Fund Balance (Incl. Depreciation)		9,247,014	9,386,889	9,581,070	9,765,912
Ending Fund Balance as % of Expenses		141.2%	138.6%	138.9%	138.0%

2019-20 LCFF Entitlement includes \$1,156,191 in Supplemental & Concentration Funds

Thank you!

ADDITIONAL QUESTIONS? CONTACT US:

Brian Holmes: Brian.Holmes@edtec.com



510.663.3500 • askus@edtec.com • edtec.com



**Language Academy
Multi-year Projection
As of May FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
SUMMARY					
Revenue					
LCFF Entitlement	5,733,574	5,914,181	6,091,371	6,261,511	
Federal Revenue	292,645	287,250	287,625	287,625	
Other State Revenues	951,311	607,610	607,600	607,600	
Local Revenues	382,300	48,300	48,300	48,300	
Fundraising and Grants	93,200	57,200	57,200	57,200	
Total Revenue	7,453,029	6,914,541	7,092,096	7,262,236	
Expenses					
Compensation and Benefits	4,185,031	4,481,092	4,646,256	4,793,217	
Books and Supplies	293,767	373,855	306,362	312,489	
Services and Other Operating Expenditures	1,512,937	1,364,719	1,390,298	1,416,688	
Depreciation	555,000	555,000	555,000	555,000	
Other Outflows	-	-	-	-	
Total Expenses	6,546,735	6,774,665	6,897,916	7,077,394	
Operating Income	906,294	139,876	194,180	184,843	
Fund Balance					
Beginning Balance (Unaudited)	8,340,720	9,247,014	9,386,889	9,581,070	
Audit Adjustment					
Beginning Balance (Audited)	8,340,720	9,247,014	9,386,889	9,581,070	
Operating Income	906,294	139,876	194,180	184,843	
Ending Fund Balance	9,247,014	9,386,889	9,581,070	9,765,912	
Total Revenue Per ADA	12,806	11,893	12,198	12,491	
Total Expenses Per ADA	11,248	11,652	11,864	12,173	
Operating Income Per ADA	1,557	241	334	318	
Fund Balance as a % of Expenses	141%	139%	139%	138%	

**Language Academy
Multi-year Projection
As of May FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
Key Assumptions					
Enrollment Breakdown					
K	80	84	84	84	
1	66	66	66	66	
2	66	66	66	66	
3	67	66	66	66	
4	66	66	66	66	
5	66	66	66	66	
6	66	66	66	66	
7	68	66	66	66	
8	60	66	66	66	
Total Enrolled	605	612	612	612	
ADA %					
K-3	96.2%	95.0%	95.0%	95.0%	
4-6	96.2%	95.0%	95.0%	95.0%	
7-8	96.2%	95.0%	95.0%	95.0%	
Average ADA %	96.2%	95.0%	95.0%	95.0%	
ADA					
K-3	268.4	267.9	267.9	267.9	
4-6	190.5	188.1	188.1	188.1	
7-8	123.1	125.4	125.4	125.4	
Total ADA	582.0	581.4	581.4	581.4	
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	609	612	612	612	
# Unduplicated (CALPADS)	490	492	492	492	
# Free & Reduced Lunch (CALPADS)	452	454	454	454	
# ELL (CALPADS)	249	250	250	250	
New Students	24	3	-	-	
School Information					
FTE's	721	526	526	526	
Teachers	40	48	48	48	
Certificated Pay Increases		3%	3%	3%	
Classified Pay Increases		3%	3%	3%	
# of school days	179	179	179	179	
Default Expense Inflation Rate		2%	2%	2%	

**Language Academy
Multi-year Projection
As of May FY2019**

		Year 1	Year 2	Year 3	Year 4	Assumptions
		2018-19	2019-20	2020-21	2021-22	
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State Aid	3,728,632	3,911,341	4,088,531	4,258,671	
8012	Education Protection Account Entitlement	859,418	858,517	858,517	858,517	
8096	Charter Schools in Lieu of Property Taxes	1,145,524	1,144,323	1,144,323	1,144,323	
SUBTOTAL - LCFF Entitlement		5,733,574	5,914,181	6,091,371	6,261,511	
Federal Revenue						
8181	Special Education - Entitlement	81,520	76,125	76,500	76,500	
8291	Title I	177,789	177,789	177,789	177,789	
8292	Title II	23,336	23,336	23,336	23,336	
8294	Title IV	10,000	10,000	10,000	10,000	
SUBTOTAL - Federal Revenue		292,645	287,250	287,625	287,625	
Other State Revenue						
8311	Other State Apportionments - Current Year	4,047	-	-	-	
8319	Other State Apportionments - Prior Years	11,220	-	-	-	
8381	Special Education - Entitlement (State)	307,301	315,700	315,700	315,700	
8550	Mandated Cost Reimbursements	113,188	9,504	9,494	9,494	
8560	State Lottery Revenue	112,910	118,606	118,606	118,606	
8590	All Other State Revenue	19,760	-	-	-	
8593	Other State Revenue 3	219,084	-	-	-	
8596	Other State Revenue 6	163,800	163,800	163,800	163,800	
SUBTOTAL - Other State Revenue		951,311	607,610	607,600	607,600	
Local Revenue						
8636	Uniforms	12,000	12,000	12,000	12,000	
8638	Merchandise Sales	1,300	1,300	1,300	1,300	
8660	Interest	9,000	9,000	9,000	9,000	
8670	Fees and Contracts	6,000	6,000	6,000	6,000	
8693	Field Trips	15,000	15,000	15,000	15,000	
8699	All Other Local Revenue	5,000	5,000	5,000	5,000	
8781	All Other transfers from Districts or Charter Schools	334,000	-	-	-	
SUBTOTAL - Local Revenue		382,300	48,300	48,300	48,300	
Fundraising and Grants						
8801	Donations - Parents	17,200	17,200	17,200	17,200	
8802	Donations - Private	15,000	15,000	15,000	15,000	
8803	Fundraising	61,000	25,000	25,000	25,000	
SUBTOTAL - Fundraising and Grants		93,200	57,200	57,200	57,200	
TOTAL REVENUE		7,453,029	6,914,541	7,092,096	7,262,236	

**Language Academy
Multi-year Projection
As of May FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100 Teachers Salaries	1,679,077	1,865,033	1,911,659	1,959,450	
1101 Teacher - Stipends	32,300	38,633	39,599	40,589	
1103 Teacher - Substitute Pay	46,963	72,000	73,800	75,645	
1300 Certificated Supervisor & Administrator Salaries	107,675	110,905	113,678	116,520	
1311 Cert Admin - Custom 1	301,656	353,840	362,685	371,753	
1920 Other Cert - Summer	18,200	17,220	17,651	18,092	
1940 Academic Accountability & Intervention	193,163	156,582	160,497	164,509	
SUBTOTAL - Certificated Salaries	2,379,033	2,614,212	2,679,568	2,746,557	
Classified Salaries					
2100 Classified Instructional Aide Salaries	30,665	31,585	32,532	33,508	
2103 SPED Classified	89,944	107,798	111,032	114,363	
2200 Classified Support Salaries	94,213	74,371	76,602	78,900	
2202 SES Tutoring	(7,296)	-	-	-	
2300 Classified Supervisor & Administrator Salaries	136,342	140,443	144,656	148,996	
2400 Classified Clerical & Office Salaries	106,380	109,584	112,871	116,258	
2905 Other Classified - After School	187,379	174,140	179,364	184,745	
2908 Climate	1,260	-	-	-	
2925 Other Classified - Childcare	2,313	2,080	2,142	2,207	
2930 Other Classified - Maintenance/grounds	104,402	104,513	107,648	110,878	
SUBTOTAL - Classified Salaries	745,602	744,513	766,849	789,854	
Employee Benefits					
3100 STRS	377,285	424,311	471,380	496,513	
3300 OASDI-Medicare-Alternative	93,255	98,026	100,507	103,057	
3400 Health & Welfare Benefits	520,800	527,310	553,676	581,359	
3500 Unemployment Insurance	17,565	17,886	17,956	18,027	
3600 Workers Comp Insurance	37,496	40,305	41,357	42,437	
3900 Other Employee Benefits	13,995	14,528	14,964	15,413	
SUBTOTAL - Employee Benefits	1,060,397	1,122,366	1,199,839	1,256,806	
Books & Supplies					
4100 Approved Textbooks & Core Curricula Materials	29,127	112,500	39,780	40,576	
4101 SPED Textbooks	1,000	7,344	7,491	7,641	
4200 Books & Other Reference Materials	68,365	79,160	80,743	82,358	
4201 Library Resources	12,100	12,485	12,734	12,989	
4315 Custodial Supplies	18,000	18,360	18,727	19,102	
4325 Instructional Materials & Supplies	26,620	29,040	29,621	30,213	
4330 Office Supplies	18,000	18,360	18,727	19,102	
4335 PE Supplies	6,090	6,090	6,212	6,336	
4340 Professional Development Supplies	4,700	4,794	4,890	4,988	

**Language Academy
Multi-year Projection
As of May FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
4352 Garden	846	2,000	2,040	2,081	
4354 ASES Materials	6,800	2,000	2,040	2,081	
4355 Summer Preschool	1,200	1,200	1,224	1,248	
4356 SPED Consumables	9,590	9,782	9,977	10,177	
4410 Classroom Furniture, Equipment & Supplies	4,688	10,200	10,404	10,612	
4420 Computers (individual items less than \$5k)	65,546	33,000	33,660	34,333	
4423 Classroom Noncapitalized items 1	2,538	5,100	5,202	5,306	
4430 Non Classroom Related Furniture, Equipment & Supplies	18,557	22,440	22,889	23,347	
SUBTOTAL - Books and Supplies	293,767	373,855	306,362	312,489	
Services & Other Operating Expenses					
5210 Conference Fees	35,250	20,000	20,400	20,808	
5215 Travel - Mileage, Parking, Tolls	9,400	9,588	9,780	9,975	
5220 Travel and Lodging	23,500	28,970	29,549	30,140	
5305 Dues & Membership - Professional	10,000	10,200	10,404	10,612	
5450 Insurance - Other	50,000	51,000	52,020	53,060	
5515 Janitorial, Gardening Services & Supplies	161,847	165,084	168,386	171,753	
5535 Utilities - All Utilities	96,000	97,920	99,878	101,876	
5605 Equipment Leases	33,960	34,639	35,332	36,039	
5610 Rent	97,265	99,210	101,195	103,218	
5615 Repairs and Maintenance - Building	10,000	10,200	10,000	10,200	
5616 Repairs and Maintenance - Computers	2,500	2,550	2,601	2,653	
5617 Repairs and Maintenance - Other Equipment	2,500	2,550	2,601	2,653	
5803 Accounting Fees	11,000	11,220	11,444	11,673	
5805 Administrative Fees	18,756	19,132	19,514	19,904	
5806 Assemblies	3,700	3,774	3,849	3,926	
5809 Banking Fees	420	428	437	446	
5812 Business Services	95,000	95,000	95,000	95,000	
5813 Board Development	2,000	4,000	4,080	4,162	
5818 SPED Legal Fees	26,000	1,000	1,020	1,040	
5824 District Oversight Fees	57,336	59,142	60,914	62,615	
5830 Field Trips Expenses	94,985	56,304	57,430	58,579	
5833 Fines and Penalties	552	563	574	586	
5836 Fingerprinting	800	816	832	849	
5839 Fundraising Expenses	70,000	36,700	37,434	38,183	
5843 Interest - Loans Less than 1 Year	108,206	110,370	112,578	114,829	
5845 Legal Fees	12,000	10,200	10,404	10,612	
5851 Marketing and Student Recruiting	116	1,224	1,248	1,273	
5857 Payroll Fees	15,000	15,300	15,606	15,918	
5860 Printing and Reproduction	33,000	28,000	28,560	29,131	
5861 Prior Yr Exp (not accrued)	220	-	-	-	
5863 Professional Development	22,000	34,500	35,190	35,894	
5864 Professional Development - Other	13,400	-	-	-	
5866 Common Core Professional Development	200	-	-	-	
5869 Special Education Contract Instructors	162,000	165,240	168,545	171,916	
5874 Sports	15,225	15,530	15,840	16,157	
5875 Staff Recruiting	750	1,020	1,040	1,061	

**Language Academy
Multi-year Projection
As of May FY2019**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Assumptions
5878 Student Assessment	12,486	12,852	13,109	13,371	
5880 Student Health Services	3,025	3,121	3,184	3,247	
5881 Student Information System	15,785	16,524	16,854	17,192	
5884 Substitutes	50,000	25,000	25,500	26,010	
5887 Technology Services	52,600	20,000	20,400	20,808	
5893 Transportation - Student	50,000	51,000	52,020	53,060	
5899 Miscellaneous Operating Expenses	2,200	-	-	-	
5910 Communications - Internet / Website Fees	3,300	4,896	4,994	5,094	
5915 Postage and Delivery	1,053	1,800	1,836	1,873	
5920 Communications - Telephone & Fax	27,600	28,152	28,715	29,289	
SUBTOTAL - Services & Other Operating Exp.	1,512,937	1,364,719	1,390,298	1,416,688	
Depreciation Expense					
6900 Depreciation	555,000	555,000	555,000	555,000	
SUBTOTAL - Depreciation Expense	555,000	555,000	555,000	555,000	
Other Outflows					
SUBTOTAL - Other Outflows	-	-	-	-	
TOTAL EXPENSES	6,546,735	6,774,665	6,897,916	7,077,394	

Language Academy
Monthly Cash Forecast
As of May FY2019

	2018-19									
	Actuals & Forecast									
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals
Beginning Cash	5,073,794	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	5,385,468	6,223,932	6,393,975
REVENUE										
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	-	1,050,137	577,948	571,635
Federal Revenue	-	-	-	-	49,587	2,500	-	90,182	-	52,205
Other State Revenue	14,011	-	14,011	269,522	137,460	44,326	25,219	85,205	97,956	70,649
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	1,537	5,856	1,132	11,896
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	-	4,983	5,707	4,878
TOTAL REVENUE	15,521	2,921	412,680	785,047	828,309	564,344	26,756	1,236,363	682,743	711,263
EXPENSES										
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	226,244	230,441	227,254	226,113
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	56,260	67,963	71,561	58,057
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	94,675	67,000	113,972	89,280
Books & Supplies	61,952	54,395	26,776	27,980	18,158	13,610	23,623	7,011	10,559	4,619
Services & Other Operating Expenses	56,669	77,228	69,940	102,421	76,118	129,831	131,016	54,993	84,155	81,215
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	17,497	-	4,800	18,101
Other Outflows	7,897	-	112	(112)	-	55,376	6,149	-	2,805	15,262
TOTAL EXPENSES	225,238	320,539	493,052	528,967	490,153	595,448	555,463	427,409	515,106	492,648
Operating Cash Inflow (Outflow)	(209,716)	(317,619)	(80,372)	256,080	338,157	(31,104)	(528,708)	808,954	167,637	218,615
Revenues - Prior Year Accruals	863,954	-	78,382	197,542	29,095	16,380	-	-	(42,858)	36,771
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	-	-	34,287	(8,571)
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	2,460	9,128	6,162	(12,164)	40,319
Summerholdback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	21,895	23,348	23,141	22,353
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-
Ending Cash	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	5,385,468	6,223,932	6,393,975	6,703,462

Language Academy
Monthly Cash Forecast
As of May FY2019

	May	Jun	Forecast	Remaining	Jul	Aug	Sep	Oct	Nov	Dec
	Actuals	Forecast		Balance	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash	6,703,462	6,655,345			5,531,136	5,956,522	6,220,888	6,071,869	6,305,833	6,272,149
REVENUE										
LCFF Entitlement	327,714	553,971	5,733,574	644,889	-	264,504	333,235	658,886	444,032	444,032
Federal Revenue	-	4,630	292,645	93,541	-	-	-	-	52,781	-
Other State Revenue	-	39,941	951,311	153,011	-	15,365	15,365	134,127	27,657	37,161
Other Local Revenue	31,571	308,010	382,300	-	-	-	4,830	4,830	4,830	4,830
Fundraising & Grants	21,633	8,173	93,200	-	-	-	5,720	5,720	5,720	5,720
TOTAL REVENUE	380,918	914,724	7,453,029	891,441	-	279,869	359,150	803,563	535,020	491,743
EXPENSES										
Certificated Salaries	-	494,735	2,379,033	-	72,032	72,032	247,015	247,015	247,015	247,015
Classified Salaries	-	150,806	745,602	-	62,043	62,043	62,043	62,043	62,043	62,043
Employee Benefits	25,776	122,836	1,060,397	-	66,904	66,904	103,506	98,140	97,246	97,246
Books & Supplies	5,392	39,689	293,767	-	31,155	31,155	31,155	31,155	31,155	31,155
Services & Other Operating Expenses	303,637	341,700	1,512,937	4,014	20,213	23,762	133,612	131,246	131,246	131,246
Capital Outlay & Depreciation	54,384	555,000	555,000	(107,769)	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	(87,489)	-	-	-	-	-	-	-	-
TOTAL EXPENSES	389,190	1,617,278	6,546,735	(103,755)	298,596	302,145	623,581	615,849	614,955	614,955
Operating Cash Inflow (Outflow)	(8,272)	(702,554)	906,294	995,196	(298,596)	(22,276)	(264,430)	187,715	(79,934)	(123,211)
Revenues - Prior Year Accruals	-	41,223			625,855	188,515	69,161	-	-	-
Other Assets	-	-			-	-	-	-	-	-
Fixed Assets	-	555,000			46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	-	(62,362)			51,878	51,878	-	-	-	-
Accounts Payable - Current Year	(39,845)	11,250			-	-	-	-	-	-
Summerholdback for Teachers	-	-			-	-	-	-	-	-
Loans Payable (Long Term)	-	-			-	-	-	-	-	-
Other Liabilities	-	(966,766)			-	-	-	-	-	-
Ending Cash	6,655,345	5,531,136			5,956,522	6,220,888	6,071,869	6,305,833	6,272,149	6,195,188

Language Academy
Monthly Cash Forecast
As of May FY2019

	2019-20								Jul Forecast	Aug Forecast
	Actuals & Forecast							Remaining Balance		
	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast			
Beginning Cash	6,195,188	6,316,422	6,310,071	6,288,353	6,484,873	6,469,212			6,372,541	6,673,430
REVENUE										
LCFF Entitlement	658,886	444,032	511,542	645,735	431,556	431,556	5,914,181	646,185	-	273,086
Federal Revenue	-	52,781	-	38,063	52,781	-	287,250	90,844	-	-
Other State Revenue	27,657	55,885	29,337	70,287	57,564	29,337	607,610	107,868	-	15,785
Other Local Revenue	4,830	4,830	4,830	4,830	4,830	4,830	48,300	-	-	-
Fundraising & Grants	5,720	5,720	5,720	5,720	5,720	5,720	57,200	-	-	-
TOTAL REVENUE	697,093	563,248	551,429	764,634	552,451	471,443	6,914,541	844,896	-	288,871
EXPENSES										
Certificated Salaries	247,015	247,015	247,015	247,015	247,015	247,015	2,614,212	-	73,832	73,832
Classified Salaries	62,043	62,043	62,043	62,043	62,043	62,043	744,513	-	63,904	63,904
Employee Benefits	104,401	98,140	98,140	97,246	97,246	97,246	1,122,366	-	70,674	70,674
Books & Supplies	31,155	31,155	31,155	31,155	31,155	31,155	373,855	-	25,530	25,530
Services & Other Operating Expenses	131,246	131,246	134,795	130,655	130,655	130,655	1,364,719	4,140	20,459	24,114
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	555,000	-	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	622,109	615,849	619,397	614,363	614,363	614,363	6,774,665	4,140	300,650	304,305
Operating Cash Inflow (Outflow)	74,984	(52,601)	(67,968)	150,271	(61,912)	(142,921)	139,876	840,756	(300,650)	(15,434)
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	557,359	218,377
Other Assets	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	-	46,250	46,250
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	(2,070)	-2.07E+03
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-
Ending Cash	6,316,422	6,310,071	6,288,353	6,484,873	6,469,212	6,372,541			6,673,430	6,920,552

Language Academy
Monthly Cash Forecast
As of May FY2019

	2020-21									
	Actuals & Forecast									
	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
Beginning Cash	6,920,552	6,768,495	7,006,596	6,977,277	6,904,671	7,030,017	7,029,451	7,011,457	7,212,352	7,201,850
REVENUE										
LCFF Entitlement	341,745	674,143	459,514	459,514	674,143	459,514	528,173	662,700	448,070	448,070
Federal Revenue	-	-	52,781	-	-	52,781	-	38,250	52,781	-
Other State Revenue	15,785	134,883	28,413	37,907	28,413	58,064	28,413	69,363	58,064	28,413
Other Local Revenue	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830	4,830
Fundraising & Grants	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720	5,720
TOTAL REVENUE	368,080	819,576	551,258	507,971	713,106	580,909	567,136	780,863	569,466	487,033
EXPENSES										
Certificated Salaries	253,190	253,190	253,190	253,190	253,190	253,190	253,190	253,190	253,190	253,190
Classified Salaries	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904	63,904
Employee Benefits	110,518	105,131	104,233	104,233	111,415	105,131	105,131	104,233	104,233	104,233
Books & Supplies	25,530	25,530	25,530	25,530	25,530	25,530	25,530	25,530	25,530	25,530
Services & Other Operating Expenses	136,156	133,720	133,720	133,720	133,720	133,720	137,375	133,111	133,111	133,111
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Other Outflows	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	635,548	627,725	626,827	626,827	634,010	627,725	631,380	626,218	626,218	626,218
Operating Cash Inflow (Outflow)	(267,468)	191,851	(75,569)	(118,856)	79,096	(46,816)	(64,244)	154,645	(56,752)	(139,185)
Revenues - Prior Year Accruals	69,161	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-
Ending Cash	6,768,495	7,006,596	6,977,277	6,904,671	7,030,017	7,029,451	7,011,457	7,212,352	7,201,850	7,108,915

Language Academy
Monthly Cash Forecast
As of May FY2019

			2021-22							Actuals & Forecast	
	Forecast	Remaining Balance	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	
			Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
Beginning Cash			7,108,915	7,416,173	7,662,523	7,502,534	7,739,598	7,709,246	7,635,606	7,759,890	
REVENUE											
LCFF Entitlement	6,091,371	662,700	-	281,593	350,252	689,456	474,826	474,826	689,456	474,826	
Federal Revenue	287,625	91,031	-	-	-	-	52,781	-	-	52,781	
Other State Revenue	607,600	104,096	-	15,785	15,785	134,883	28,413	37,907	28,413	58,064	
Other Local Revenue	48,300	-	-	-	4,830	4,830	4,830	4,830	4,830	4,830	
Fundraising & Grants	57,200	-	-	-	5,720	5,720	5,720	5,720	5,720	5,720	
TOTAL REVENUE	7,092,096	857,827	-	297,378	376,587	834,889	566,570	523,283	728,419	596,222	
EXPENSES											
Certificated Salaries	2,679,568	(0)	75,678	75,678	259,520	259,520	259,520	259,520	259,520	259,520	
Classified Salaries	766,849	-	65,821	65,821	65,821	65,821	65,821	65,821	65,821	65,821	
Employee Benefits	1,199,839	-	73,957	73,957	115,576	110,168	109,267	109,267	116,478	110,168	
Books & Supplies	306,362	-	26,041	26,041	26,041	26,041	26,041	26,041	26,041	26,041	
Services & Other Operating Expenses	1,390,298	4,264	20,710	24,467	138,779	136,274	136,274	136,274	136,274	136,274	
Capital Outlay & Depreciation	555,000	-	46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	
Other Outflows	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	6,897,916	4,264	308,457	312,214	651,987	644,074	643,173	643,173	650,384	644,074	
Operating Cash Inflow (Outflow)	194,180	853,563	(308,457)	(14,836)	(275,400)	190,814	(76,603)	(119,890)	78,034	(47,853)	
Revenues - Prior Year Accruals			571,597	217,069	69,161	-	-	-	-	-	
Other Assets			-	-	-	-	-	-	-	-	
Fixed Assets			46,250	46,250	46,250	46,250	46,250	46,250	46,250	46,250	
Expenses - Prior Year Accruals			(2,132)	-2.13E+03	-	-	-	-	-	-	
Accounts Payable - Current Year			-	-	-	-	-	-	-	-	
Summerholdback for Teachers			-	-	-	-	-	-	-	-	
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	
Other Liabilities			-	-	-	-	-	-	-	-	
Ending Cash			7,416,173	7,662,523	7,502,534	7,739,598	7,709,246	7,635,606	7,759,890	7,758,288	

Language Academy
Monthly Cash Forecast
As of May FY2019

	Mar	Apr	May	Jun	Forecast	Remaining
	Forecast	Forecast	Forecast	Forecast		Balance
Beginning Cash	7,758,288	7,739,155	7,939,033	7,927,515		
REVENUE						
LCFF Entitlement	543,486	678,012	463,383	463,383	6,261,511	678,012
Federal Revenue	-	38,250	52,781	-	287,625	91,031
Other State Revenue	28,413	69,363	58,064	28,413	607,600	104,096
Other Local Revenue	4,830	4,830	4,830	4,830	48,300	-
Fundraising & Grants	5,720	5,720	5,720	5,720	57,200	-
TOTAL REVENUE	582,449	796,175	584,779	502,346	7,262,236	873,139
EXPENSES						
Certificated Salaries	259,520	259,520	259,520	259,520	2,746,557	0
Classified Salaries	65,821	65,821	65,821	65,821	789,854	-
Employee Benefits	110,168	109,267	109,267	109,267	1,256,806	-
Books & Supplies	26,041	26,041	26,041	26,041	312,489	-
Services & Other Operating Expenses	140,031	135,648	135,648	135,648	1,416,688	4,383
Capital Outlay & Depreciation	46,250	46,250	46,250	46,250	555,000	-
Other Outflows	-	-	-	-	-	-
TOTAL EXPENSES	647,831	642,547	642,547	642,547	7,077,394	4,383
Operating Cash Inflow (Outflow)	(65,383)	153,628	(57,768)	(140,201)	184,843	868,756
Revenues - Prior Year Accruals	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Fixed Assets	46,250	46,250	46,250	46,250	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-
Ending Cash	7,739,155	7,939,033	7,927,515	7,833,564		

Language Academy
Income Statement
As of May FY2019

	Actual			YTD	Budget							
	Mar	Apr	May		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY												
Revenue												
LCFF Entitlement	577,948	571,635	327,714	4,534,715	5,608,464	5,733,574	5,733,574	-	125,110	1,198,859	79%	
Federal Revenue	-	52,205	-	194,474	244,555	292,645	292,645	-	48,090	98,171	66%	
Other State Revenues	97,956	70,649	-	758,359	683,303	943,401	951,311	7,910	268,008	192,952	80%	
Local Revenues	1,132	11,896	31,571	74,290	371,000	382,300	382,300	-	11,300	308,010	19%	
Fundraising and Grants	5,707	4,878	21,633	85,027	55,000	79,000	93,200	14,200	38,200	8,173	91%	
Total Revenue	682,743	711,263	380,918	5,646,865	6,962,322	7,430,919	7,453,029	22,110	490,708	1,806,165	76%	
Expenses												
Compensation and Benefits	412,787	373,450	25,776	3,416,654	4,227,634	4,202,034	4,185,031	17,003	42,602	768,377	82%	
Books and Supplies	10,559	4,619	5,392	254,078	267,812	325,135	293,767	31,368	(25,955)	39,689	86%	
Services and Other Operating Expenditures	84,155	81,215	303,637	1,167,223	1,333,106	1,405,712	1,512,937	(107,225)	(179,831)	345,714	77%	
Depreciation	4,800	18,101	54,384	107,769	555,000	555,000	555,000	-	-	447,231	19%	
Other Outflows	2,805	15,262	-	87,489	-	-	-	-	-	(87,489)		
Total Expenses	515,106	492,648	389,190	5,033,213	6,383,552	6,487,881	6,546,735	(58,854)	(163,184)	1,513,523	77%	
Operating Income	167,637	218,615	(8,272)	613,652	578,770	943,038	906,294	(36,744)	327,524	292,642		
Fund Balance												
Beginning Balance (Unaudited)					-	8,340,720	8,340,720					
Operating Income					578,770	943,038	906,294					
Ending Fund Balance					578,770	9,283,758	9,247,014					
Fund Balance as a % of Expenses						9%	143%				141%	

Language Academy
Income Statement
As of May FY2019

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

Language Academy
Income Statement
As of May FY2019

		Actual			YTD	Budget						
		Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	336,285	336,285	327,714	2,984,354	3,801,497	3,728,632	3,728,632	-	(72,865)	744,278	80%
8012	Education Protection Account Entitlement	-	235,350	-	646,302	673,037	859,418	859,418	-	186,381	213,116	75%
8096	Charter Schools in Lieu of Property Taxes	241,663	-	-	904,059	1,133,929	1,145,524	1,145,524	-	11,595	241,465	79%
SUBTOTAL - LCFF Entitlement		577,948	571,635	327,714	4,534,715	5,608,464	5,733,574	5,733,574	-	125,110	1,198,859	79%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	73,125	81,520	81,520	-	8,395	81,520	0%
8291	Title I	-	52,205	-	177,789	151,900	177,789	177,789	-	25,889	-	100%
8292	Title II	-	-	-	11,685	19,530	23,336	23,336	-	3,806	11,651	50%
8294	Title IV	-	-	-	5,000	-	10,000	10,000	-	10,000	5,000	50%
SUBTOTAL - Federal Revenue		-	52,205	-	194,474	244,555	292,645	292,645	-	48,090	98,171	66%
Other State Revenue												
8311	Other State Apportionments - Current Year	-	-	-	-	-	4,047	4,047	-	4,047	4,047	0%
8319	Other State Apportionments - Prior Years	1,392	-	-	11,213	-	11,220	11,220	-	11,220	7	100%
8381	Special Education - Entitlement (State)	55,614	27,807	-	237,538	302,003	307,301	307,301	-	5,298	69,763	77%
8550	Mandated Cost Reimbursements	-	-	-	61,221	105,261	105,278	113,188	7,910	7,927	51,967	54%
8560	State Lottery Revenue	-	42,842	-	72,003	112,239	112,910	112,910	-	671	40,907	64%
8590	All Other State Revenue	-	-	-	9,880	-	19,760	19,760	-	19,760	9,880	50%
8593	Other State Revenue 3	-	-	-	219,084	-	219,084	219,084	-	219,084	-	100%
8596	Other State Revenue 6	40,950	-	-	147,420	163,800	163,800	163,800	-	-	16,380	90%
SUBTOTAL - Other State Revenue		97,956	70,649	-	758,359	683,303	943,401	951,311	7,910	268,008	192,952	80%
Local Revenue												
8636	Uniforms	20	-	-	11,970	6,000	12,000	12,000	-	6,000	30	100%
8638	Merchandise Sales	-	-	-	1,029	1,000	1,300	1,300	-	300	271	79%
8660	Interest	503	1,494	521	8,753	4,000	9,000	9,000	-	5,000	247	97%
8670	Fees and Contracts	500	500	-	4,000	6,000	6,000	6,000	-	-	2,000	67%
8693	Field Trips	-	9,794	1,390	11,184	15,000	15,000	15,000	-	-	3,816	75%
8699	All Other Local Revenue	-	-	1,030	1,330	5,000	5,000	5,000	-	-	3,670	27%
8781	All Other transfers from Districts or Charter Schools	-	-	-	-	334,000	334,000	334,000	-	-	334,000	0%
8999	Uncategorized Revenue	109	108	28,630	36,024	-	-	-	-	-	(36,024)	
SUBTOTAL - Local Revenue		1,132	11,896	31,571	74,290	371,000	382,300	382,300	-	11,300	308,010	19%
Fundraising and Grants												
8801	Donations - Parents	1,133	1,956	6,226	17,151	15,000	15,000	17,200	2,200	2,200	49	100%
8802	Donations - Private	-	-	4,177	8,017	15,000	15,000	15,000	-	-	6,983	53%
8803	Fundraising	4,574	2,922	11,230	59,859	25,000	49,000	61,000	12,000	36,000	1,141	98%
SUBTOTAL - Fundraising and Grants		5,707	4,878	21,633	85,027	55,000	79,000	93,200	14,200	38,200	8,173	91%
TOTAL REVENUE		682,743	711,263	380,918	5,646,865	6,962,322	7,430,919	7,453,029	22,110	490,708	1,806,165	76%

Language Academy
Income Statement
As of May FY2019

	Actual			YTD	Budget						
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	172,148	168,643	-	1,342,737	1,745,625	1,679,077	1,679,077	-	66,548	336,339	80%
1101 Teacher - Stipends	-	3,920	-	18,440	25,800	32,300	32,300	-	(6,500)	13,860	57%
1103 Teacher - Substitute Pay	3,397	1,841	-	43,829	89,900	46,963	46,963	-	42,937	3,134	93%
1300 Certificated Supervisor & Administrator Salaries	9,135	9,135	-	91,355	107,675	107,675	107,675	-	-	16,320	85%
1311 Cert Admin - Custom 1	32,360	32,360	-	282,434	250,644	301,656	301,656	-	(51,012)	19,221	94%
1920 Other Cert - Summer	-	-	-	-	18,200	18,200	18,200	-	-	18,200	0%
1940 Academic Accountability & Intervention	10,213	10,213	-	105,503	191,675	193,163	193,163	-	(1,488)	87,660	55%
SUBTOTAL - Certificated Salaries	227,254	226,113	-	1,884,298	2,429,518	2,379,033	2,379,033	-	50,485	494,735	79%
Classified Salaries											
2100 Classified Instructional Aide Salaries	2,684	1,842	-	19,589	29,735	30,665	30,665	-	(930)	11,076	64%
2103 SPED Classified	8,920	6,446	-	70,827	83,138	89,944	89,944	-	(6,806)	19,117	79%
2200 Classified Support Salaries	9,129	6,142	-	60,679	93,080	94,213	94,213	-	(1,133)	33,533	64%
2202 SES Tutoring	-	-	-	-	15,171	7,875	(7,296)	15,171	22,467	(7,296)	0%
2300 Classified Supervisor & Administrator Salaries	10,581	11,412	-	116,604	136,342	136,342	136,342	-	-	19,738	86%
2400 Classified Clerical & Office Salaries	9,385	6,930	-	80,618	105,380	106,380	106,380	-	(1,000)	25,763	76%
2900 Classified Other Salaries	3,392	4,452	-	15,900	-	-	-	-	-	(15,900)	-
2905 Other Classified - After School	18,889	14,755	-	153,653	184,998	187,379	187,379	-	(2,381)	33,726	82%
2908 Climate	-	-	-	-	1,260	1,260	1,260	-	-	1,260	0%
2925 Other Classified - Childcare	-	-	-	208	2,313	2,313	2,313	-	-	2,105	9%
2930 Other Classified - Maintenance/grounds	8,582	6,077	-	76,718	87,828	104,402	104,402	-	(16,574)	27,684	73%
SUBTOTAL - Classified Salaries	71,561	58,057	-	594,796	739,245	760,773	745,602	15,171	(6,357)	150,806	80%
Employee Benefits											
3100 STRS	36,850	36,035	-	297,205	385,342	377,285	377,285	-	8,056	80,080	79%
3300 OASDI-Medicare-Alternative	8,841	7,622	-	74,549	93,303	94,416	93,255	1,161	47	18,707	80%
3400 Health & Welfare Benefits	66,386	44,044	25,776	514,579	512,988	520,800	520,800	-	(7,812)	6,221	99%
3500 Unemployment Insurance	149	141	-	1,233	17,234	18,054	17,565	489	(332)	16,332	7%
3600 Workers Comp Insurance	-	-	-	33,479	38,025	37,678	37,496	182	530	4,017	89%
3700 Retiree Benefits	1,745	1,438	-	4,894	-	-	-	-	-	(4,894)	-
3900 Other Employee Benefits	-	-	-	11,621	11,980	13,995	13,995	-	(2,015)	2,374	83%
SUBTOTAL - Employee Benefits	113,972	89,280	25,776	937,560	1,058,871	1,062,229	1,060,397	1,832	(1,526)	122,836	88%
Books & Supplies											
4100 Approved Textbooks & Core Curricula Materials	174	-	-	29,127	53,322	32,670	29,127	3,543	24,195	(0)	100%
4101 SPED Textbooks	672	-	-	891	7,000	7,000	1,000	6,000	6,000	109	89%
4200 Books & Other Reference Materials	2,136	1,079	1,525	49,098	55,005	68,365	68,365	-	(13,360)	19,267	72%
4201 Library Resources	900	18	195	6,448	12,180	12,100	12,100	-	80	5,652	53%
4315 Custodial Supplies	427	1,785	1,063	14,842	18,000	18,000	18,000	-	-	3,158	82%
4325 Instructional Materials & Supplies	736	733	481	21,648	15,225	26,620	26,620	-	(11,395)	4,972	81%
4330 Office Supplies	1,739	196	1,122	17,207	18,000	18,000	18,000	-	-	794	96%
4335 PE Supplies	6	-	360	3,359	6,090	6,090	6,090	-	-	2,731	55%
4340 Professional Development Supplies	326	60	70	3,347	4,700	4,700	4,700	-	-	1,353	71%
4352 Garden	-	379	-	846	2,000	2,000	846	1,154	1,154	(0)	100%
4354 ASES Materials	185	136	120	6,594	2,000	6,800	6,800	-	(4,800)	206	97%
4355 Summer Preschool	-	-	-	45	1,200	1,200	1,200	-	-	1,155	4%
4356 SPED Consumables	937	190	433	9,297	9,590	9,590	9,590	-	-	293	97%
4410 Classroom Furniture, Equipment & Supplies	-	43	-	4,688	10,000	10,000	4,688	5,312	5,312	0	100%
4420 Computers (individual items less than \$5k)	-	-	-	65,546	46,000	75,000	65,546	9,454	(19,546)	(0)	100%

Language Academy
Income Statement
As of May FY2019

	Actual			YTD	Budget						
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast Remaining	% Current Forecast Spent
								Current Forecast	Current Forecast		
4423 Classroom Noncapitalized items 1	2,320	-	23	2,538	5,000	5,000	2,538	2,462	2,462	(0)	100%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	18,557	2,500	22,000	18,557	3,443	(16,057)	0	100%
SUBTOTAL - Books and Supplies	10,559	4,619	5,392	254,078	267,812	325,135	293,767	31,368	(25,955)	39,689	86%
Services & Other Operating Expenses											
5210 Conference Fees	-	-	-	7,589	35,250	35,250	35,250	-	-	27,661	22%
5215 Travel - Mileage, Parking, Tolls	766	141	-	3,076	9,400	9,400	9,400	-	-	6,324	33%
5220 Travel and Lodging	3,616	170	170	13,618	23,500	23,500	23,500	-	-	9,882	58%
5305 Dues & Membership - Professional	16	-	-	9,707	5,000	10,000	10,000	-	(5,000)	293	97%
5450 Insurance - Other	-	-	-	49,742	50,000	50,000	50,000	-	-	258	99%
5515 Janitorial, Gardening Services & Supplies	13,173	12,439	13,331	96,383	161,847	161,847	161,847	-	-	65,464	60%
5535 Utilities - All Utilities	-	-	57,791	94,089	54,000	54,000	96,000	(42,000)	(42,000)	1,911	98%
5605 Equipment Leases	2,612	5,363	-	28,869	27,600	33,960	33,960	-	(6,360)	5,091	85%
5610 Rent	-	-	60,253	60,253	97,265	97,265	97,265	-	-	37,012	62%
5615 Repairs and Maintenance - Building	-	100	200	6,174	10,000	10,000	10,000	-	-	3,826	62%
5616 Repairs and Maintenance - Computers	-	-	-	2,095	2,500	2,500	2,500	-	-	405	84%
5617 Repairs and Maintenance - Other Equipment	-	-	-	1,781	2,500	2,500	2,500	-	-	719	71%
5803 Accounting Fees	-	-	-	3,499	11,000	11,000	11,000	-	-	7,501	32%
5804 Parent Trainings	-	-	-	-	1,000	1,000	-	1,000	1,000	-	-
5805 Administrative Fees	-	110	745	17,786	18,756	18,756	18,756	-	-	971	95%
5806 Assemblies	-	-	1,200	3,700	3,000	3,000	3,700	(700)	(700)	-	100%
5809 Banking Fees	20	21	29	281	420	420	420	-	-	139	67%
5812 Business Services	7,917	-	15,833	75,651	95,000	95,000	95,000	-	-	19,349	80%
5813 Board Development	-	-	-	-	2,000	2,000	2,000	-	-	2,000	0%
5818 SPED Legal Fees	1,080	696	15,630	25,086	1,000	12,000	26,000	(14,000)	(25,000)	914	96%
5820 Title I SES	-	-	-	-	15,190	15,190	-	15,190	15,190	-	-
5824 District Oversight Fees	-	-	38,239	38,239	56,085	57,336	57,336	-	(1,251)	19,097	67%
5830 Field Trips Expenses	4,887	15,025	31,313	91,187	54,810	54,450	94,985	(40,535)	(40,175)	3,798	96%
5833 Fines and Penalties	-	-	10	228	552	552	552	-	-	324	41%
5836 Fingerprinting	-	-	-	670	500	800	800	-	(300)	130	84%
5839 Fundraising Expenses	3,479	9,263	20,434	69,081	36,000	49,000	70,000	(21,000)	(34,000)	919	99%
5843 Interest - Loans Less than 1 Year	-	-	-	-	108,206	108,206	108,206	-	-	108,206	0%
5845 Legal Fees	1,111	-	5,275	11,982	7,800	10,000	12,000	(2,000)	(4,200)	19	100%
5851 Marketing and Student Recruiting	-	-	-	116	1,200	1,200	116	1,084	1,084	0	100%
5857 Payroll Fees	1,305	1,171	-	13,011	15,000	15,000	15,000	-	-	1,989	87%
5860 Printing and Reproduction	2,946	2,535	3,658	31,835	24,000	33,000	33,000	-	(9,000)	1,165	96%
5861 Prior Yr Exp (not accrued)	-	-	-	216	-	-	220	(220)	(220)	4	98%
5863 Professional Development	500	1,975	6,023	21,485	11,750	16,000	22,000	(6,000)	(10,250)	515	98%
5864 Professional Development - Other	-	-	-	13,400	13,500	13,500	13,400	100	100	-	100%
5866 Common Core Professional Development	-	-	-	200	3,500	3,500	200	3,300	3,300	0	100%
5869 Special Education Contract Instructors	25,360	13,661	14,785	161,161	216,700	160,700	162,000	(1,300)	54,700	839	99%
5874 Sports	1,307	-	3,913	13,248	15,225	15,225	15,225	-	-	1,977	87%
5875 Staff Recruiting	-	-	-	750	1,000	1,000	750	250	250	-	100%
5878 Student Assessment	897	462	3,071	12,486	12,180	12,100	12,486	(386)	(306)	0	100%
5880 Student Health Services	-	-	-	-	3,045	3,025	-	-	20	3,025	0%
5881 Student Information System	886	-	-	15,785	15,225	15,730	15,785	(55)	(560)	0	100%
5884 Substitutes	5,223	1,125	1,800	41,532	-	50,000	50,000	-	(50,000)	8,468	83%
5887 Technology Services	1,758	3,240	2,670	48,851	30,000	52,600	52,600	-	(22,600)	3,749	93%
5893 Transportation - Student	2,600	8,613	7,150	49,051	50,000	50,000	50,000	-	-	949	98%
5899 Miscellaneous Operating Expenses	-	-	-	2,198	-	-	2,200	(2,200)	(2,200)	3	100%
5910 Communications - Internet / Website Fees	50	337	109	2,790	4,800	4,800	3,300	1,500	1,500	510	85%
5915 Postage and Delivery	227	5	4	1,053	1,800	1,800	1,053	747	747	0	100%
5920 Communications - Telephone & Fax	2,420	4,764	-	27,290	24,000	27,600	27,600	-	(3,600)	310	99%
SUBTOTAL - Services & Other Operating Exp.	84,155	81,215	303,637	1,167,223	1,333,106	1,405,712	1,512,937	(107,225)	(179,831)	345,714	77%

Language Academy
Income Statement
As of May FY2019

	Actual			YTD	Budget						
	Mar	Apr	May	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
Capital Outlay & Depreciation											
6100 Sites & Improvement of Sites	-	18,101	54,384	89,981	-	-	-	-	-	(89,981)	
6200 Buildings & Improvement of Buildings	4,800	-	-	17,788	-	-	-	-	-	(17,788)	
6900 Depreciation	-	-	-	-	555,000	555,000	555,000	-	-	555,000	0%
SUBTOTAL - Capital Outlay & Depreciation	4,800	18,101	54,384	107,769	555,000	555,000	555,000	-	-	447,231	19%
Other Outflows											
7438 Long term debt - Interest	-	-	-	53,814	-	-	-	-	-	(53,814)	
7998 Temporary JE Clearing	-	-	-	0	-	-	-	-	-	(0)	
7999 Uncategorized Expense	2,805	15,262	-	33,675	-	-	-	-	-	(33,675)	
SUBTOTAL - Other Outflows	2,805	15,262	-	87,489	-	-	-	-	-	(87,489)	
TOTAL EXPENSES	515,106	492,648	389,190	5,033,213	6,383,552	6,487,881	6,546,735	(58,854)	(163,184)	1,513,523	77%

Language Academy
Monthly Cash Forecast
As of May FY2019

	2018-19												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Forecast		
Beginning Cash	5,073,794	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	5,385,468	6,223,932	6,393,975	6,703,462	6,655,345		
REVENUE														
LCFF Entitlement	-	-	360,740	530,142	613,803	502,596	-	1,050,137	577,948	571,635	327,714	553,971	5,733,574	644,889
Federal Revenue	-	-	-	-	49,587	2,500	-	90,182	-	52,205	-	4,630	292,645	93,541
Other State Revenue	14,011	-	14,011	269,522	137,460	44,326	25,219	85,205	97,956	70,649	-	39,941	951,311	153,011
Other Local Revenue	1,510	2,880	32,772	(21,870)	4,754	2,252	1,537	5,856	1,132	11,896	31,571	308,010	382,300	-
Fundraising & Grants	-	41	5,157	7,253	22,706	12,670	-	4,983	5,707	4,878	21,633	8,173	93,200	-
TOTAL REVENUE	15,521	2,921	412,680	785,047	828,309	564,344	26,756	1,236,363	682,743	711,263	380,918	914,724	7,453,029	891,441
EXPENSES														
Certificated Salaries	20,675	43,257	223,771	230,135	230,521	225,887	226,244	230,441	227,254	226,113	-	494,735	2,379,033	-
Classified Salaries	27,450	60,845	62,467	68,014	81,348	40,831	56,260	67,963	71,561	58,057	-	150,806	745,602	-
Employee Benefits	50,595	84,815	109,986	100,530	75,412	125,520	94,675	67,000	113,972	89,280	25,776	122,836	1,060,397	-
Books & Supplies	61,952	54,395	26,776	27,980	18,158	13,610	23,623	7,011	10,559	4,619	5,392	39,689	293,767	-
Services & Other Operating Expenses	56,669	77,228	69,940	102,421	76,118	129,831	131,016	54,993	84,155	81,215	303,637	341,700	1,512,937	4,014
Capital Outlay & Depreciation	-	-	-	-	8,595	4,393	17,497	-	4,800	18,101	54,384	555,000	555,000	(107,769)
Other Outflows	7,897	-	112	(112)	-	55,376	6,149	-	2,805	15,262	-	(87,489)	-	-
TOTAL EXPENSES	225,238	320,539	493,052	528,967	490,153	595,448	555,463	427,409	515,106	492,648	389,190	1,617,278	6,546,735	(103,755)
Operating Cash Inflow (Outflow)	(209,716)	(317,619)	(80,372)	256,080	338,157	(31,104)	(528,708)	808,954	167,637	218,615	(8,272)	(702,554)	906,294	995,196
Revenues - Prior Year Accruals	863,954	-	78,382	197,542	29,095	16,380	-	-	(42,858)	36,771	-	41,223		
Other Assets	(2,805)	-	68,322	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	555,000		
Expenses - Prior Year Accruals	(44,174)	-	-	-	-	-	-	-	34,287	(8,571)	-	(62,362)		
Accounts Payable - Current Year	(131,117)	52,158	(67,976)	(2,176)	(2,186)	2,460	9,128	6,162	(12,164)	40,319	(39,845)	11,250		
Summerholdback for Teachers	(107,753)	(106,684)	20,998	23,269	22,884	22,767	21,895	23,348	23,141	22,353	-	-		
Loans Payable (Long Term)	-	-	-	-	-	(79,408)	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	(966,766)		
Ending Cash	5,442,183	5,070,038	5,089,392	5,564,108	5,952,058	5,883,153	5,385,468	6,223,932	6,393,975	6,703,462	6,655,345	5,531,136		



A California Public School

Agenda Item# IIIE

Board Meeting Date: June 21, 2019

Subject: April and May 2019 Check Register

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

Committee: School Leadership

Recommendation:

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

Documents Attached:

1. April 2019 Check Register
2. May 2019 Check Register

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

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

Estimated Time of Presentation: 5 min
Submitted By: School Leadership
Date: 06.18.2019

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



A California Public School

Agenda Artículo# IIIE

Fecha de la Reunión: 21 de junio de 2019

Tema: Registros de la cuenta bancaria: abril y mayo 2019

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

Comité: Liderazgo Escolar

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

Documentos adjuntos:

1. Registros de la cuenta bancaria del mes de abril y mayo del 2019

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

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

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo Escolar
Fecha: 06.18.2019

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

**Language Academy of Sacramento
Check Register
April 2019**

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

Language Academy of Sacramento
Check Register
May 2019

Check Date	Check Number	Billing Addressee	Inv Description (Bill)	Amount
5/1/2019	7673	Pedro Aguilera	Reimb: ASES materials	35.00
5/1/2019	7674	Athletics Unlimited	Soccer incentives	413.00
5/1/2019	7675	CCHAT Center	Student Sped Services	234.50
5/1/2019	7676	Cyber Civics LLC	Curriculum renewal	447.00
5/1/2019	7677	Virginia Diaz	Reimb: Día del Niño supplies, T-Shirts	827.21
5/1/2019	7678	DirectEd	Substitute services	1,575.00
5/1/2019	7679	Stephanie Dobkin	Reimb: Classroom/Science/Math materials	246.34
5/1/2019	7680	EdTec Inc.	Back Office April 2019	7,916.67
5/1/2019	7681	Elevator Industries	Elevator services	100.00
5/1/2019	7682	Felix, Elizabeth	Reimb: ASES materials	13.90
5/1/2019	7683	Gopher	PE materials	348.24
5/1/2019	7684	Adriana Gutierrez	Reimb: Sees Candy Kinder Fundraiser	61.20
5/1/2019	7685	Xochith Laredo	Reimb: Snack Sales	69.43
5/1/2019	7686	Learning Solutions	Student Sped Services	7,879.09
5/1/2019	7687	Michael's Transportation Service	Reimb: 3rd grade field trip 4/10,11/19, Dily Bus Route	8,587.50
5/1/2019	7688	Network Office Systems	Copy machine meter	1,480.12
5/1/2019	7689	Ana Novoa	Reimb: Science, Math and Classroom Materials	186.83
5/1/2019	7690	Office Depot	Office supplies, SPED supplies, Teacher ink, Technology supplies	862.29
5/1/2019	7691	Pena, Chris (reim)	Reimb: Box tops incentives	68.95
5/1/2019	7692	Rosio Perez	Reimb: Classroom/math materials	259.49
5/1/2019	7693	Powerhouse Science Center	4th grade field trip 5/20	500.00
5/1/2019	7694	Rainforth Grau Architects	Architectural Services (Mar2018) and plans	24,000.00
5/1/2019	7695	Mary Claire Robinson	Coach Stipend: 2018-19 Soccer Season	2,500.00
5/1/2019	7696	Ana Rodriguez	Reimb: Speech Evaluation	475.00
5/1/2019	7697	Golie Sahba	Reimb: Garden supplies	379.19
5/1/2019	7698	Cynthia Suarez	Reimb: Intervention/PD/library	91.12
5/1/2019	7699	SYNCB/AMAZON	Classroom libraries, SPED supplies, Science material, Library equipment	1,033.70
5/1/2019	7702	Windstream	Telecom services	2,313.99
5/1/2019	7703	Total Education Solutions	Student Sped Services	2,775.00
5/1/2019	7704	Fagen Friedman & Fulfrost LLP	Legal Services through 3/31/19	5,025.00
5/1/2019	7705	Lourdes Gomez	Reimb: Día del Niño supplies	171.61
5/1/2019	7706	Michael's Transportation Service	Field trip - 2nd grade field trip, Daily bus route	4,410.50
5/1/2019	7707	Fagen Friedman & Fulfrost LLP	Legal Services through 4/30/19	10,605.00
5/1/2019	7708	Ana Novoa	Reimb: Kinder classroom materials	35.85
5/1/2019	7709	Sacramento City Unified School District	Facility use/oversight fees/security (7/1/18-2/28/19)	98,492.00
5/1/2019	7710	Cynthia Suarez	Reimb: Intervention materials	58.59
5/10/2019	7711	Pedro Aguilera	Reimb: ASES materials	5.00
5/10/2019	7712	Capitol Elementary	Nonpublic School	2,519.04
5/10/2019	7713	CARE Educational Services	Student Sped Services	875.00
5/10/2019	7714	Corona, Veronica	Teacher Appreciation	500.00
5/10/2019	7715	Rosa De Solis	Reimb: Intervention materials, 7th grade field trip meals	358.76
5/10/2019	7716	Virginia Diaz	Parent Appreciation Incentives, Día del Niño supplies and student incentives	782.89
5/10/2019	7717	Diverse Network Associates, Inc. (CatapultK12)	Webhosting	99.00
5/10/2019	7718	Felix, Elizabeth	Reimb: ASES materials	14.59
5/10/2019	7719	Ana Luna Franco	Reimb: 8th grade field trip lodging and student t-shirts	1,854.69
5/10/2019	7720	Adriana Gutierrez	Reimb: Kinder field trip 5/6	504.00
5/10/2019	7721	Gemma Jauregui	Reimb: lodging for 8th grade field trip	5,402.87
5/10/2019	7722	JCL Electronics, LLC	Tech service hours 4/1/19-4/30/19	2,670.00
5/10/2019	7723	K12 Health	Student Sped Services	1,264.00
5/10/2019	7724	Liz Kennish	Reimb: Field trip meals for 6th grade	275.25
5/10/2019	7725	Law Office of Jennifer McQuarrie	Legal counsel	275.00
5/10/2019	7726	Medrano Rios, Bertha	Volunteer appreciation	375.00
5/10/2019	7727	Occupational Therapy for Children	Student Sped Services	292.50
5/10/2019	7728	Office Depot	Sped supplies	29.68
5/10/2019	7729	c/o Ascensus	ERIAS Reporting	745.00
5/10/2019	7730	Riso Products of Sacramento	Riso Meter usage	425.00
5/10/2019	7731	Rivera, Alba	Reimb: ASES materials	13.05
5/10/2019	7732	Rodriguez, Andrea	Reimb: Classroom and math materials	93.88
5/10/2019	7733	Sacramento City Unified School District	Field trip transportation - TK 3/20	153.90
5/10/2019	7734	Sacramento Party Jumps	ASES Team Building Activities	454.10
5/10/2019	7735	Screaming Squeegee	Soccer incentives	999.73
5/10/2019	7736	Street Soccer USA	Día del Niño activity	200.00
5/10/2019	7737	Cynthia Suarez	Reimb: PD and Library	70.15
5/10/2019	7738	Sutter Health Plus	Health Benefits (June 2019)	10,903.95
5/10/2019	7739	Wendy Aguilar	Reimb: 5th grade field trip lunches/EOY activities	116.83
5/15/2019	7740	Graciela Castaneda	Reimb: Math material and field trip	45.37
5/15/2019	7741	Corona, Veronica	Teacher Appreciation	500.00
5/15/2019	7742	Lincoln National Life Insurance Company	Health Benefits (June2019)	4,340.88
5/15/2019	7743	Medrano Rios, Bertha	Teacher Appreciation Luncheon	250.00

5/15/2019	7744	Western Health Advantage	Health Benefits (June2019)	9,372.99
5/22/2019	7745	Adrian Gonzalez	ASES student incentives	300.00
5/22/2019	7746	Medrano Rios, Bertha	Teacher Appreciation Luncheon	250.00
5/29/2019	7747	Pedro Aguilera	Reim: ASES and Enrichment Materials	59.16
5/29/2019	7748	All About Fun, Inc.	ASES EOY Activities	565.00
5/29/2019	7749	Maria Anguiano	reimb: 6th grade field trip	365.00
5/29/2019	7750	Center for Responsive Schools	Professional Development	4,374.00
5/29/2019	7751	Corona, Veronica	Reimb: Week of the teacher	246.81
5/29/2019	7752	Eduardo S. De Leon	Reimb: Student attendance incentive/soccer banquet pictures	232.58
5/29/2019	7753	Virginia Diaz	Reimb: Supplies for teacher appreciation week and 8th grade Graduation	641.39
5/29/2019	7754	DirectEd	Substitute services	675.00
5/29/2019	7755	Stephanie Dobkin	Reimb: Incoming grade workshop, Science materials	211.61
5/29/2019	7756	Dollar Days	Sales Tax	9.94
5/29/2019	7757	EdTec Inc.	Back Office May 2019	7,916.67
5/29/2019	7758	Elevator Industries	Elevator services	100.00
5/29/2019	7759	Excel Photographers	Yearbooks	3,283.87
5/29/2019	7760	Felix, Elizabeth	Reimb: ASES materials	6.04
5/29/2019	7761	Chris Ferreira	Reimb: Soccer volunteer appreciation	142.90
5/29/2019	7762	Erica Frederiksen	Reimb: Workshop/Library and science materials	323.61
5/29/2019	7763	Alexa Garza	Reimb: volunteer incentive	76.46
5/29/2019	7764	Adriana Gutierrez	Reimb: Kinder field trip 5/24	608.00
5/29/2019	7765	I Love to Read in Spanish	Professional Development	1,500.00
5/29/2019	7766	Laura Lomeli	Soccer banquet	40.00
5/29/2019	7767	Brenda Luna	Reimb: Classroom and Instructional materials, 6th grade field trip meals	1,353.70
5/29/2019	7768	Medrano Rios, Bertha	Volunteer appreciation breakfast/Teacher Appreciation Luncheon	233.74
5/29/2019	7769	Michael's Transportation Service	Field trip - Field trip 5/6, 5/7, 5/8, 5/29, 5/30, Daily Bus Route	9,112.00
5/29/2019	7770	Network Office Systems	Maintenance Agreement, Meter Charges	545.76
5/29/2019	7771	Ana Novoa	Reimb: Battle of the Books supplies	45.22
5/29/2019	7772	Office Depot	Office supplies, Classroom Supplies	1,563.12
5/29/2019	7773	Pina Calderon, Cesar	Reimb: Volunteer Breakfast appreciation	34.32
5/29/2019	7774	Planned Parenthood Mar Monte, Inc.	Family Life Education classes	800.00
5/29/2019	7775	Rainforth Grau Architects	Architectural Services (Apr 2019)	28,800.00
5/29/2019	7776	Rivera, Alba	Reimb: ASES materials	40.75
5/29/2019	7777	Mary Claire Robinson	Reimb: Soccer captain bands	30.00
5/29/2019	7778	Karina Rodriguez	Reimb: Volunteer Breakfast appreciation	177.26
5/29/2019	7779	Rosas, Lorena	Reimb: Supplies for teacher appreciation week	203.00
5/29/2019	7780	Sacramento City Unified School District	Utilities (10/18-03/19), Salary Benefits Apr 2019	71,122.52
5/29/2019	7781	Screaming Squeegee	Action Civics t-shirts	347.46
5/29/2019	7782	Sierra Nevada Journeys	Family Science Night 3/20/19	400.00
5/29/2019	7783	Study Smart Tutors Inc	SAT testing	2,515.00
5/29/2019	7784	Cynthia Suarez	Reimb: Battle of the Books supplies	641.91
5/29/2019	7785	The Home Depot Pro	Custodial supplies	1,062.68
5/29/2019	7786	Total Education Solutions	Student Sped Services	6,825.00
5/29/2019	7787	Uc, Miriam	Reimb: Volunteer Breakfast appreciation	115.82
5/29/2019	7788	Dehisy Valencia	Reimb: Science and Classroom Materials	428.27
5/29/2019	7789	Karina Vargas	Reimb: TK Field trip tour	51.00
5/29/2019	7790	Vision Service Plan - CA	Health Benefits (Jun 2019)	956.30
5/29/2019	7791	Rosario Adriana Yanez-Gutierrez	Reimb: Soccer Banquet	107.07
5/29/2019	7792	Gerald Piester	8th grade promo photographer	250.00
5/29/2019	7793	Patelco Credit Union	HSA Contribution (May 2019)	202.25
5/31/2019	7794	Adams Esq	Case# 2018110512	5,000.00
5/31/2019	7795	Alonzo's Coffee Shop Inc.	Middle school EOY Breakfast	1,183.20
5/30/2019	112820183	California Credit Union	CC Statement 04/28/2019, Various	54.00
5/30/2019	04282019DL1	California Credit Union	CC Statement 04/28/2019, Various	2,723.17
5/30/2019	04282019DL2	California Credit Union	CC Statement 04/28/2019, Various	4,907.91
5/30/2019	05282019DL1	California Credit Union	CC Statement 05/28/2019, Various	7,536.76
5/30/2019	05282019DL2	California Credit Union	CC Statement 05/28/2019, Various	572.01
5/30/2019	05282019DL3	California Credit Union	CC Statement 05/28/2019, Various	2,845.69
5/30/2019	05282019DL4	California Credit Union	CC Statement 05/28/2019, Various	4,893.98
5/30/2019	05282019DL5	California Credit Union	CC Statement 05/28/2019, Various	3,420.97
5/30/2019	05282019DL6	California Credit Union	CC Statement 05/28/2019, Various	10,996.81
Total				425,287.10



A California Public School

Agenda Item# IIIF

Board Meeting Date: June 21, 2019

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
2. Form 700 for exiting members
3. End of year survey and reflections/recommendations by exiting and continuing board members

Governing Board will need to establish dates for the following:

1. Board meeting dates (2019-20)
2. Retreats and leadership development

Attachments:

- 1) Governing Board Year End Survey

<p>Estimated Time of Presentation: 10 min Submitted By: Board President Date: 6.13.19</p>
--

<p>Pertinent Pages in () Charter, pages _____ () MOU, pages _____</p>
--



A California Public School

Agenda Artículo# IIIF

Fecha de la Reunión: 21 de junio de 2019

Tema: Desarrollo de la Mesa Directiva

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

Información:

Mesa Directiva completará lo siguiente:

1. Encuesta de fin de año de la Mesa Directiva
2. Formulario 700 para miembros salientes.
3. Encuesta de fin de año y reflexiones/recomendaciones por miembros salientes y continuando en la Mesa

La Mesa Directiva deberá establecer fechas para lo siguiente:

1. Fechas de reuniones de la Mesa (2019-20)
2. Retiros y desarrollo de liderazgo.

Documentos adjuntos:

- 1) Encuesta de fin de año de la Mesa Directiva

<p>Tiempo estimado para la presentación: 10 min. Entregado por: Presidente de la Mesa Directiva Fecha: 6.13.19</p>

<p>Páginas pertinentes en: () La constitución, páginas _____ () MOU, páginas _____</p>

Board Member Name:

Date:

Issue/Concept	Complete	In Progress	Little/No Progress	Not Applicable	Unknown
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 Executive Director					
Board selects the Executive Director					
Board develops performance goals\targets and evaluates Executive Director performance each year					
Board has established a plan for succession in the event the Executive 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					
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					

Nombre del Miembro de la Mesa:

Fecha:

Asunto/Concepto	Completo	En progreso	Poco/Sin Progreso	No aplica	Desconocido
Los comités de la Mesa tienen un claro alcance de responsabilidad y cargos.					
Los miembros de la Mesa individual se preparan para las reuniones y participan constructivamente					
La Mesa tiene un proceso para abordar a los miembros de la Mesa ineficaces, destructivos o en ausencia					
Minutas de las juntas son registradas en cada reunión y se distribuyen puntualmente después de cada reunión					
Relación con el Director Ejecutivo					
La Mesa selecciona al Director Ejecutivo.					
La Mesa desarrolla objetivos\metas de desempeño y evalúa el desempeño del Director Ejecutivo cada año					
La Mesa ha establecido un plan para la sucesión en caso de que el Director Ejecutivo renuncie\se retire.					
La Mesa tiene un claro entendimiento con el personal sobre dónde se dejan las responsabilidades de la Mesa y dónde comienzan las responsabilidades del personal					
Personal					
La Mesa ha adoptado\aprobado un conjunto integral de pólizas de personal que están en línea con todas las normas aplicables del estado\leyes y reglamentos federales. Las pólizas se actualizan al menos cada tres años.					
Hay una clara descripción del trabajo y planes de personal					
Presupuesto y finanzas					
La Mesa adopta un presupuesto anual que maximiza los recursos de las escuelas para apoyar la misión\visión					
La Mesa supervisa el presupuesto durante todo el año.					
La Mesa contrata a un auditor independiente cada año, revisa el informe de auditoría y toma las medidas de seguimiento necesarias.					
La Mesa ha adoptado un plan financiero a largo plazo (por ejemplo, de 3 años) en coordinación con los planes generales a largo plazo de la escuela					
La Mesa ha adoptado un conjunto integral de pólizas de control y gestión fiscal.					
La Mesa supervisa todas las actividades de recaudación de fondos en nombre de la escuela					
Instrucción y Evaluación					
La Mesa ha adoptado\aprobado el plan de estudios y el programa de instrucción de la escuela, incluido el Plan de Responsabilidad Local					
La Mesa ha adoptado\aprobado metas\estándares de logro estudiantiles					
Se ha implementado un sistema de evaluación de base amplia para medir el progreso hacia los objetivos\estándares de instrucción					
El programa de instrucción está alineado con los requisitos estatales y los términos de los estatutos					
Los datos de evaluación de los estudiantes se recopilan de manera integral y coherente, se presentan a la Mesa, y se revisan y analizan en profundidad periódicamente.					
La escuela informa sobre el rendimiento de los estudiantes a la agencia que otorga los estatutos de forma regular como parte del proceso continuo de supervisión y renovación.					

LAS Board Self- Assessment Historical Data: FY15- FY18

Issue/Concept	FY18					FY17					FY16				FY15			
	Complete	In Progress	Little/No Progress	Not Applicable	Unknown	Complete	In Progress	Little/No Progress	Not Applicable	Unknown	Complete	In Progress	Little/No Progress	Not Applicable	Complete	In Progress	Little/No Progress	Not Applicable
Board committees have clear scope of responsibility and charges	75%	25%				57%	43%				100%				71%	29%		
Individuals board members prepare for meetings and participate constructively	63%	38%				14%	86%				75%	25%			86%	14%		
Board has a process for addressing ineffective, destructive, or absentee board members	63%	13%	25%			71%	29%				88%	13%			86%			14%
Meeting minutes record each board meeting and are distributed promptly after each meeting	100%					43%	29%	29%			88%	13%			100%			
Relationship With Academic Director																		
Board selects the Academic Director	75%			25%		71%	29%				75%	13%		13%	71%			29%
Board develops performance goals\targets and evaluates Academic Director performance each year	50%	50%				43%	43%	14%			88%	13%			43%	43%		14%
Board has established a plan for succession in the event the Academic Director leaves\retires	0%	13%	88%			29%	29%	43%			25%	25%	38%		57%	29%		14%
Board has clear understanding with staff regarding where board responsibilities leave off and staff responsibilities begin	75%	25%				29%	71%				38%	50%			86%	14%		
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.	75%	13%			13%	86%	14%				88%	13%			86%	14%		
Clear job description and staffing plans are in place	63%	13%		13%	13%	71%	29%				38%	50%	13%		86%	14%		
Budget & Finance																		
Board adopts an annual budget that maximizes the schools resources in support of mission\vision	100%					86%	14%				88%	13%			100%			
Board monitors budget throughout the year	100%					100%					88%	13%			100%			
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow-up action	100%					86%	14%				88%	13%			86%	14%		
Board has adopted an long-term (e.g., 3-year) financial plan in coordination with the school's overall long-term plans	100%					57%	43%				100%				86%	14%		
Board has adopted a comprehensive set of fiscal management and control policies	88%	13%				71%	29%				75%	13%	13%		100%			
Board oversees all fund-raising activities on behalf of the school	75%	25%				14%			86%		38%	25%	13%	25%	43%	43%		14%
Instruction and Assessment																		
Board has adopted\approval the school's curriculum and instructional program including Local Accountability Plan	88%	13%				86%	14%				100%				100%			
Board has adopted\approved student achievement goals\standards	100%					71%	29%				100%				100%			
A broad-based assessment system is in place to measure progress toward instructional goals\standards	100%					100%					88%	13%			86%	14%		
Instructional program is in alignment with state requirements and terms of charter	100%					100%					88%	13%			86%	14%		
Student assessment data is assembled in a comprehensive, coherent fashion, presented to the board, and reviewed and analyzed in-depth on a regular basis	100%					100%					75%	25%			71%	29%		
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process	88%				13%	100%					100%				71%	29%		



A California Public School

Agenda Item# IIIG

Board Meeting Date: June 21, 2019

Subject: EPA Resolution

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

Committee: School Leadership

Information:

The new revenues generated from Proposition 30 are deposited into a newly created state account called the Education Protection Account (EPA). Of the funds in the account, 89 percent is provided to K-12 education.

The table below delineates the estimated EPA funding for the Language Academy of Sacramento for FY 2019-2020 and the proposed spending allocation.

	Estimated Allocation	Approved EPA Spending
FY 2020	858,517	Account Code 1100 - Teacher Salaries

Recommendation:

School Leadership requests that the Governing Board review and approve the attached EPA resolution.

Documents Attached:

1. EPA Resolution

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

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 06.18.2019

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



A California Public School

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

Agenda Artículo# IIIG

Fecha de la Reunión: 21 de junio del 2019

Tema: Resolución de EPA

- 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: Los ingresos generados mediante la proposición 30 son depositados en una cuenta nueva llamada, cuenta de protección de educación. De los fondos en la cuenta, el 89% es para educación de K-12.

La siguiente imagen delinea los fondos estimados para La Academia de Idiomas para el año fiscal 2019-2020, así como los gastos asignados.

	Asignación estimada	Gastos aprobados por la EPA
FY 2020	858,517	Código de cuenta 1100 – Salarios de los maestros

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la resolución de EPA.

Documentos adjunto:

1. Resolución de EPA

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

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 06.18.2019

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

**LANGUAGE ACADEMY OF SACRAMENTO RESOLUTION REGARDING THE
EDUCATION PROTECTION ACCOUNT FOR FY 2020**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the LANGUAGE ACADEMY OF SACRAMENTO shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of LANGUAGE ACADEMY OF SACRAMENTO;

2. In compliance with Article XIII, Section 36 (e), with the California Constitution, the governing board of LANGUAGE ACADEMY OF SACRAMENTO has determined to spend the monies received from the Education Protection Act as noted below.

	Estimated Allocation	Approved EPA Spending
FY 2020	858,517	Account Code 1100 - Teacher Salaries

Approval of resolution this _____, 2019

Signature of Secretary or Board Chair



A California Public School

Agenda Item# IIIH

Board Meeting Date: June 21, 2019

Subject: Title I Application

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

Committee: School Leadership

Information: Title I funding is used to supplement LAS' standard academic offerings. The Consolidated Application must be turned in via CARS by June 30th. Submission of the application requires approval by the local governing board, certifying that the school will adhere to legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of LAS.

Recommendation:

School Leadership requests that the Governing Board review and approve the Title I application.

Documents Attached:

1. Title I Application Approval

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

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 06.18.2019

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



A California Public School

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

Agenda Artículo# IIIH

Fecha de la Reunión: 21 de junio del 2019

Tema: Aplicación de Title I

- 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: Fondos de Title I son usados para suplementar los estándares académicos de LAS. La aplicación debe ser entregada para el 30 de junio, mediante CARS. La aplicación requiere la aprobación de la Mesa Directiva, certificando que la escuela debe adherirse a las garantías publicadas por la Mesa Directiva de Educación de California. EdTec completa el envío en nombre de LAS.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la aplicación de Title I.

Documentos adjunto:

1. Aprobación de la aplicación de Title I

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

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 06.18.2019

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

Language Academy of Sacramento 2019-2020 Application for Title Funding

Background Information

To receive Title funding, in addition to having an approved LEA plan on file with the state, each Local Educational Agency (LEA) and direct-funded charter school must annually submit the Consolidated Application via CARS.

CARS is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each LEA submits Part I of the application to document participation in these programs and provide assurances that the LEA will comply with the requirements of each program. Program entitlements are determined by formulas contained in the laws that fund these programs.

Part I of the application is submitted by June 30th each year and contains the district and direct-funded charter school entitlements for each funded program.

Submission of the application requires approval by the local governing board, certifying that the school will adhere to the legal assurances as published by the California State Board of Education. EdTec completes the submission on behalf of the Language Academy of Sacramento.

An Overview of the Intended Programs

Title I, Part A, School Wide Program: Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low-performing students and enable the students to meet the state's challenging academic standards. Funds should be used to supplement, not supplant, other sources of funding.

Title II, Part A, Improving Teacher Quality Funds: The purpose of Title II is to increase the academic achievement of all students by helping schools and districts (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.

Each program is accompanied by a list of assurances which can be found at <https://www.cde.ca.gov/fg/fo/fm/generalassurances2017.asp> In order to receive funding, the school must comply with those assurances.

Fiscal Impact

Below are the federal funding entitlements from the prior year and estimates for the current year for Elementary and Secondary Education Act (ESEA) programs that the Language Academy of Sacramento is eligible for and that we recommend applying for:

	2018-19 School Year	2019-2020
Title I, Part A	\$177,789	\$177,789
Title II, Part A	\$23,336	\$23,336
Title IV	10,000	10,000
Total Title Funding	\$211,125.00	\$211,125.00*

*estimated

Use

Typically, the Language Academy of Sacramento uses its Title I funding for academic accountability and instructional support aides, as well as any supplemental educational services. Title II funding is typically used to fund professional development or other fiscal measures meant to recruit and retain highly qualified teachers and instructional staff.

Parent Involvement

Under Section 1118 of the Elementary and Secondary Education Act, the school is required to have a Title I parent involvement policy and annual evaluation of said policy.

General Disclaimer

Please note that EdTec is not an expert on Title programs, nor does it provide compliance support for Title programs. This remains the school's responsibility. EdTec does provide fund accounting support and financial reporting, we and can assist with developing potential program budgets and general requirements, but ultimately this still requires the school to ensure program compliance takes place. The main compliance issue to remember is Title funding must be used to supplement the school's standard academic offerings— they cannot supplant.

Approval of Application this _____, 2019

Signature of Secretary or Board Chair



A California Public School

Agenda Item# III

Board Meeting Date: June 21, 2019

Subject: Title Funds, Certification of Assurances

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

Background:

The Language Academy of Sacramento receives funding from federal and state sources. There are compliance mandates that are attached to the funding, including the certification of assurances.

Recommendation:

School leadership recommends that the Board approve the certification of assurances as attached.

Documents Attached:

- Certification of Assurances

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

Estimated Time of Presentation: 5 min.
Submitted By: School Leadership
Date: 06.18.2019

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



A California Public School

Fecha de la Reunión: 21 de junio de 2019

Tema: Certificación de garantías

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

Información:

La Academia de Idiomas de Sacramento recibe fondos de fuentes estatales y federales. Hay mandatos de conformidad que vienen con dichos fondos, incluyendo la certificación de garantías.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva apruebe la certificación de garantías.

Documento adjunto:

- Certificación de garantías

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

Tiempo estimado para la presentación: 5 min.
Entregado por: Liderazgo escolar
Fecha: 06.18.2019

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


General Assurances 2019-20

General Assurances and Certifications required for grants supported by state or federal funds in 2019-20.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))

10. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that

they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management web page at <https://www.sam.gov/SAM/> .



A California Public School

Agenda Item# IIIJ

Board Meeting Date: June 21, 2019

Subject: Protected Prayer Certification

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

Committee: School Leadership

Information: As a condition of receiving Title I funding, LAS must fulfill federal requirements regarding constitutionally protected prayer in public elementary and secondary schools.

Recommendation:

School Leadership requests that the Governing Board review and approve the Protected Prayer Certification.

Documents Attached:

1. Protected Prayer Certification

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

<p> Estimated Time of Presentation: 5 min. Submitted By: School Leadership Date: 06.18.2019 </p>	<p> Pertinent Pages in () Charter, pages _____ () MOU, pages _____ </p>
---	--



A California Public School

Agenda Artículo# IIIJ

Fecha de la Reunión: 21 de junio del 2019

Tema: Certificación de protección de oración

- 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: Como condición de recibir fondos por parte de Title I, LAS debe cumplir con los requisitos federales, en referencia a la protección constitucional de oración en las escuelas primarias y secundarias públicas.

Recomendación:

El Liderazgo Escolar solicita que la Mesa Directiva revise y apruebe la certificación de protección de oración.

Documentos adjunto:

1. Certificación de protección de oración

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

Tiempo estimado para la presentación: 5 min.
Entregado por: School Leadership
Fecha: 06.18.2019

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

Language Academy of Sacramento 2019-2020 Protected Prayer Certification

As a condition of receiving Title I funding, ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools.

Protected Prayer Certification Statement

The Language Academy of Sacramento hereby assures and certifies to the California State Board of Education that the Language Academy of Sacramento has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."¹

The Language Academy of Sacramento hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

Adopted this _____, 2019

Signature of Secretary or Board Chair

¹ http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html



Board Meeting Date: June 21, 2019

Subject: Executive Director Job Description

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

Committee: Nadeen Ruiz, Kathy Petree

1) Executive Director Job Description Update

The Executive Director (ED) Evaluation Committee submits a revision of the Executive Director Job Description to the Governing Board.

Recommendation:

The ED committee requests that the Governing Board review and approve the new revision of the ED Job Description.

2) Executive Director Evaluation Update

- The ED completed a self-evaluation as of May 2019.
- Staff, student, and family surveys were completed as of June 2019.
- The Committee met with ED June 2019 to review evaluation
- The ED Evaluation Committee will present recommendation to Board at June meeting.
- Next year's ED Evaluation Committee will need to continue to review/refine evaluation process for the 2019-2020 school year.

June Meeting:

1. Because the ED evaluation is a personnel action, the ED 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.



A California Public School

Recommendation:

The Committee recommends that the Board come to a decision as to whether to approve the Executive Director’s contract for 2019-2020.

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

Estimated Time of Presentation: 10 min
Submitted By: Petree
Date: 06.17.19

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



A California Public School

Agenda Articulo# IIIK

Fecha de la Reunión: 21 de junio del 2019

Tema: Descripción del Trabajo del Director Ejecutivo

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

Comité: Nadeen Ruiz, Kathy Petree

1) Actualización de Descripción del Trabajo del Director Ejecutivo

El Comité de Evaluación del Director Ejecutivo (DE) presenta una revisión de la Descripción del trabajo del Director Ejecutivo a la Mesa Directiva.

Recomendación:

El comité del DE solicita que la Mesa Directiva revise y apruebe la nueva revisión de la Descripción del puesto del DE.

2) Actualización de la evaluación del Director Ejecutivo

- El DE completó una autoevaluación a partir de mayo de 2019.
- Las encuestas de personal, estudiantes y familias se completaron en junio de 2019.
- El Comité se reunió con el DE junio de 2019 para revisar la evaluación
- El Comité de Evaluación de DE presentará recomendaciones a la Mesa en la reunión de junio.
- El Comité de Evaluación DE del próximo año deberá continuar revisando/refinando el proceso de evaluación para el año escolar 2019-2020.

Reunión de junio:

1. Debido a que la evaluación del DE es una acción del personal, la evaluación del DE y la discusión de la Mesa Directiva de la renovación del contrato basada en los hallazgos del Comité de evaluación se lleva a cabo en una sesión cerrada. Durante la sesión cerrada, todos los miembros del personal se recusan y abandonan el salón. Sólo los miembros no del personal participan en la sesión de discusión cerrada.
2. Durante la sesión cerrada, la Mesa hace una recomendación para la acción y conduce una votación, observando cómo los miembros individuales de la Mesa votaron.
3. La Mesa suspende la sesión cerrada y luego llama para pedir una sesión abierta.
4. Durante la sesión abierta, la Mesa anuncia la acción de la Mesa de sesión cerrada, identificando cómo cada miembro votó.



A California Public School

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

Recomendación:

El Comité recomienda que la Mesa Directiva decida si aprueba o no el contrato de Director Ejecutivo para el 2019-2020.

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

Tiempo estimado para la presentación: 10 min.
Entregado por: Petree
Fecha: 06.17.19

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

Language Academy of Sacramento

Job Description: Executive Director

Reports to: Board of Directors

POSITION SUMMARY

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Progress and Student Achievement

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

2. Quality Learning, Teaching and Assessment

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

3. Quality of Curriculum

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

- 3.4. Ensuring appropriate curriculum pacing in each classroom according to year-long planning.
 - 3.5. Utilize program improvement strategies in response to student and teacher outcomes.
4. Management, Performance and Accountability
- 4.1. Effectively communicate and work with the Board of Directors to promote achievement and report on progress of the LAS mission, vision, and strategic plan.
 - 4.2. Prepare and deliver written and oral presentations on academic accountability to the Board of Directors, teachers, parents, and community groups.
 - 4.3. Recruit, develop, manage and retain high-quality school leadership, administrative, and teaching staff necessary to meet California state requirements and fulfill the programmatic vision of the charter.
 - 4.4. Collaborate with staff, all associated agencies and back office providers to ensure that time, people and resources are aligned to identified priority areas.
 - 4.5. Oversee school office procedures, including hiring, supervising, evaluating and holding accountable the performance and professionalism of assigned staff, assigning special duties, monitoring attendance and travel reports, granting leave, etc. while fostering positive, collaborative working relationships.
 - 4.6. Ensure timely and proper Human Resources information and processing to all faculty and staff.
 - 4.7. Oversee the school's support programs (e.g., interventions, extended year, summer session) to ensure an effective instructional program, use of appropriate disciplinary protocols, and compliance with federal and state mandates.
 - 4.8. Serve as the key point person for legal issues and coordination of outside legal counsel.
5. Quality Fiscal and Business Service
- 5.1. Oversee the fiscal health of the charter: ensure accurate financial management and oversight to guarantee that the charter develops and secures adequate revenue sources through diverse funding streams; stays within the board approved budget; and effectively protects assets for long-term sustainability.
 - 5.2. Assist with the development of the annual operating budget for financial stability of the charter in support of the charter school's goals and objectives.
 - 5.3. Use cost-benefit thinking to set priorities, identify cost-effective approaches, and monitor expenditures in support of programs and policies.
 - 5.4. Ensure enrollment projections and planning strategies for optimal student attendance rate.
 - 5.5. Work with the Board of Directors to demonstrate transparency in financial and accounting policies, develop long-term financial goals, set economic objectives, and develop other fiscal policies and practices, as necessary.
 - 5.6. Provide financial reports and make recommendations to the Board and other agencies as mandated by law.
 - 5.7. Arrange for annual audit with an outside independent auditor to ensure the soundness of the charter's finances, and monitor effectiveness of accounting and auditing consultants.
 - 5.8. Oversee the efficacy and efficiency of the human resources, business, legal, and communications operations of the school.
6. Quality Facilities and Operational Services
- 6.1. Oversee and administer use of facilities, property and funds with maximum efficiency, minimum waste, and overriding concern for impact on each student's education.
 - 6.2. Ensure the school's progress in meeting long-term facilities goals.
 - 6.3. Oversee the application and negotiation with external entities for facilities use and funding.
 - 6.4. Oversee operations and maintenance of appropriate systems for measuring necessary aspects of operational management, including those related to finance, communications, development, human resources, legal requirements, employee benefits, state and federal compliance, and technology.

7. School Culture.
 - 7.1. Communicate a vision of providing an exceptional Spanish-English bilingual education for all students with continuous improvement and high academic expectations.
 - 7.2. Maintain a visible and accessible presence to the school community.
 - 7.3. Maintain a culture of professionalism by ensuring the highest ethical and professional behavior standards via oral and written communications when working and socializing with students, parents, and school personnel.
 - 7.4. Develop and maintain a staff culture that embodies the school's core values and brings the mission/vision to life.
 - 7.5. Consistently exhibit respect, understanding, and sensitivity toward cultural heritage, community values, and individual aspirations of diverse students, families, and colleagues, in addition to demonstrating strategies for overcoming possible biases.

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

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

ADDITIONAL JOB FUNCTIONS: Performs other related work as required

EDUCATION, CERTIFICATIONS, AND WORK-RELATED EXPERIENCE:

1. Valid California Administrative Credential, required.
2. Bilingual Authorization (formerly BCLAD) or equivalent, required.
3. Minimum of five years of experience in teaching and school administration, including knowledge of academic and accountability testing, finance/budget and operations management, coaching and staff development, compliance, and charter governance.
4. BA/BS degree. Masters or Doctoral degree in Education, preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

5. Demonstrated experience and success leading strategic educational initiatives that result in measurable improved student outcomes.
6. Effective bilingual oral and written communication skills in English and Spanish.

KNOWLEDGE OF:

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

ABILITY TO:

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

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

RESUMEN DE POSICIÓN

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

OBLIGACIONES Y RESPONSABILIDADES ESENCIALES

1. **Progreso y Logro Estudiantil**

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

2. **Aprendizaje de calidad, enseñanza y evaluación.**

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

3. **Calidad del currículo.**

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

- 3.3. Proporcionar oportunidades para que el personal se reúna para modificar el plan de estudios en respuesta a los datos de rendimiento emergentes y las necesidades de los estudiantes.
 - 3.4. Asegurar el ritmo del plan de estudios adecuado en cada salón de acuerdo con los planes de un año.
 - 3.5. Utilizar estrategias de mejora en respuesta a los resultados de los estudiantes y maestros.
4. Administración, rendimiento y rendición de cuentas.
 - 4.1. Comunicarse de manera efectiva y trabajar con la Mesa Directiva para promover los logros e informar sobre el progreso de la misión, la visión y el plan estratégico de LAS.
 - 4.2. Preparar y entregar presentaciones orales y escritas sobre responsabilidad académica a la Mesa Directiva, maestros, padres y grupos comunitarios.
 - 4.3. Reclutar, desarrollar, administrar y retener personal administrativo y de liderazgo escolar de alta calidad y personal docente altamente calificado, necesario para cumplir con los requisitos del estado de California y cumplir con la visión programática del chárter.
 - 4.4. Colaborar con el personal, todas las agencias asociadas y proveedores de servicios administrativos para garantizar que el tiempo, las personas y los recursos estén alineados con las áreas prioritarias identificadas.
 - 4.5. Supervisar los procedimientos de la oficina de la escuela, incluida la contratación, supervisión, evaluación y hacer responsable del desempeño y la profesionalidad del personal asignado, asignar tareas especiales, monitorear la asistencia y los informes de viaje, otorgar licencias, etc. y al mismo tiempo fomentar relaciones de trabajo positivo y de colaboración.
 - 4.6. Supervisar la información y el procesamiento oportuno y adecuado de los Recursos Humanos a todos los profesores y el personal.
 - 4.7. Supervisar los programas de apoyo de la escuela (por ejemplo, las intervenciones, el año extendido, la sesión de verano) para garantizar un programa de instrucción eficaz, el uso de protocolos disciplinarios apropiados y el cumplimiento de los mandatos federales y estatales.
 - 4.8. Servir como la persona clave para asuntos legales y la coordinación de asesoría legal externa.
 5. Calidad Fiscal y de Servicio Empresarial.
 - 5.1. Supervisar la salud fiscal de la carta constitutiva, garantizar una administración y supervisión financieras precisas para garantizar que la carta constitutiva desarrolle y asegure fuentes de ingresos adecuadas a través de diversas fuentes de financiamiento; permanezca dentro del presupuesto aprobado por la Mesa Directiva y proteja los activos para la sostenibilidad a largo plazo.
 - 5.2. Ayudar con el desarrollo del presupuesto operativo anual para la estabilidad financiera del estatuto en apoyo de las metas y objetivos de la escuela autónoma.
 - 5.3. Utilizar el pensamiento de costo-beneficio para establecer prioridades; identificar enfoques rentables y monitorear los gastos en apoyo de programas y políticas.
 - 5.4. Asegurar las proyecciones de inscripción y las estrategias de planificación para una tasa óptima de asistencia de los estudiantes.
 - 5.5. Trabajar con la Mesa Directiva para demostrar transparencia en las políticas financieras y contables, desarrollar metas financieras a largo plazo, establecer objetivos económicos y desarrollar otras pólizas y prácticas fiscales, según sea necesario.
 - 5.6. Proporcionar informes financieros y hacer recomendaciones a la Mesa y otras agencias según lo exige la ley.
 - 5.7. Hacer arreglos para una auditoría anual con un auditor externo independiente para garantizar la solidez de las finanzas del estatuto y monitorear la efectividad de los consultores de contabilidad y auditoría.
 - 5.8. Supervisar la eficacia y la eficiencia de las operaciones de recursos humanos, comerciales, legales y de comunicaciones de la escuela.
 6. Instalaciones de calidad y servicios operativos.
 - 6.1. Asegurar el progreso de la escuela en el cumplimiento de las metas de las instalaciones a largo plazo.

- 6.2. Supervisar y administrar el uso de las instalaciones, propiedades y fondos con la máxima eficiencia, el mínimo desperdicio y la preocupación principal por el impacto en la educación de cada estudiante.
- 6.3. Supervisar la aplicación y negociación con entidades externas para el uso y financiamiento de las instalaciones.
- 6.4. Supervisar las operaciones y el mantenimiento de los sistemas adecuados para medir los aspectos necesarios de la administración operativa, incluidos los relacionados con finanzas, comunicaciones, desarrollo, recursos humanos, requisitos legales, beneficios para empleados, cumplimiento estatal y federal, y tecnología.
7. Cultura escolar
- 7.1. Comunicar la visión de proporcionar una educación bilingüe excepcional en dos idiomas para todos los estudiantes con una mejora continua y una alta expectativa académica.
- 7.2. Mantener una presencia visible y accesible a la comunidad escolar.
- 7.3. Mantener una cultura de profesionalismo al garantizar los más altos estándares de conducta ética y profesional a través de comunicaciones orales y escritas cuando trabaje y socialice con los estudiantes, los padres y el personal escolar.
- 7.4. Desarrollar y mantener una cultura del personal que encarne los valores fundamentales de la escuela y da vida a la misión/visión.
- 7.5. Exhibir constantemente respeto, comprensión y sensibilidad hacia el patrimonio cultural, los valores de la comunidad y las aspiraciones individuales de diversos estudiantes, familias y colegas. En adición a demostrar estrategias para superar posibles sesgos.
8. Asociación con los padres y tutores y la comunidad
- 8.1. Mantener comunicaciones frecuentes y regulares con las familias según corresponda (es decir, boletín, sitio web de la escuela, reuniones, etc.).
- 8.2. Representar a LAS en el distrito y otras reuniones administrativas aplicables.
- 8.3. Supervisar el desarrollo de asociaciones con organizaciones educativas y líderes comunitarias, tanto a nivel local como nacional, para apoyar, complementar y mejorar el programa de la escuela autónoma.
- 8.4. Cultivar y mantener relaciones efectivas y un compromiso apropiado con todas las partes interesadas, incluidos los estudiantes, las familias, los profesores, el personal, la Mesa Directiva, la LEA, los líderes locales, los miembros de la comunidad y otros socios públicos y privados.
- 8.5. Alcance y promoción con el propósito de mantener la inscripción.
9. Carta Legislativa y Pólizas.
- 9.1. Administrar las pólizas, procedimientos, regulaciones y requisitos legales para garantizar el cumplimiento educativo y regulatorio en todos los niveles gubernamentales.
- 9.2. Mantener el conocimiento actual de los requisitos de las regulaciones de la legislación estatal/federal y permanecer actualizado con respecto a las tendencias en el campo de la educación.
- 9.3. Participar en los comités de la Mesa Directiva según sea necesario y proporcionar un contexto operativo de toda la escuela y una perspectiva de investigación pertinente al logro académico de los estudiantes, solvencia financiera, eficiencia operativa y estatutos de gobernanza aplicables para las escuelas autónomas independientes, 501c3.
- 9.4. Representar y defender los estatutos a nivel local y estatal.
- 9.5. Servir como la persona principal del chárter y supervisar el diseño y la implementación de los planes de cumplimiento - que incluyen, entre otros - LAS Chárter, LCAP, Plan LEA, Plan Estratégico/Escolar y requisitos legales, como el calendario escolar y los minutos de instrucción.

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

EDUCACIÓN, CERTIFICACIONES Y EXPERIENCIA RELACIONADA CON EL TRABAJO:

1. Credencial administrativa válida de California, requerida.

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

CONOCIMIENTO DE:

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

HABILIDAD PARA:

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



A California Public School

Agenda Item# III.L

Board Meeting Date: June 21, 2019

Subject: Strategies to Increase Average Daily Attendance (ADA)

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

Information: As follow up to last month's item focused on strategies to increase Average Daily Attendance (ADA) in the upcoming year, the following is attendance data for the 2018-19 school year by grade level:

Grade Level	% ADA
TK	95.2
K	95.6
1	96
2	96.8
3	97.2
4	96
5	97
6	97.2
7	96.5
8	95.9
All	96.4

School leadership will use this data to continue developing a plan to increase the overall attendance rate in the upcoming school year.

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 06.17.19

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



A California Public School

Agenda Articulo# III.L

Fecha de la Reunión: 21 de junio del 2019

Tema: Estrategias para Aumentar el Promedio de Asistencia Diaria

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

Información:

En la junta de mayo de la mesa directiva, se pidió que presentáramos datos relacionados con la asistencia en el año escolar 2018-19. Los siguientes son los promedios de asistencia diaria (ADA):

Grade Level	% ADA
TK	95.2
K	95.6
1	96
2	96.8
3	97.2
4	96
5	97
6	97.2
7	96.5
8	95.9
All	96.4

El liderazgo escolar usará esta información para desarrollar el plan para aumentar el porcentaje en el año escolar 2019-2020.

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha: 06.17.19

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



A California Public School

Agenda Item# IIIM

Board Meeting Date: June 21, 2019

Subject: 2019-2020 Revised Academic Calendar

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

Committee: School Leadership

Information: The LAS Governing Board approved the 2019-2020 calendar during the February, 2019 meeting. Following this meeting, state standardized tests were administered. In contrast to prior years and due to the increase of computers within 3rd – 8th classrooms, students were able to take computer based tests in their own classrooms, thus allowing for a more flexible testing window. After reflecting on the changing conditions in the current year, school leadership has determined that it is not necessary to have an earlier spring break, as presented and approved at the February meeting. Instead, the attached version of the calendar proposes that the break take place during the week of April 6-10.

The proposed calendar continues to reflect 175 instructional days, and an earlier end date due to the anticipated and continued core building renovations in summer of 2020. Instructional minutes for all grade levels have been tabulated and continue to exceed the state mandated requirements.

If the board approves the proposed calendar, steps will be taken to notify all families and staff of this change as soon as possible.

Recommendation:

It is recommended that the Board approve the 2019-2020 Academic Calendar (version 6.13.19)

Attachments:

Academic Calendar 2019-2020 (version 6.13.19)

MOTION Revised Academic Calendar 2019-2020	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 6.18.19

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



A California Public School

Academia de Idiomas de Sacramento Language Academy of Sacramento

A Two-Way Spanish Immersion Charter School

Artículo de Agenda # IIIM

Fecha de la Reunión: 21 de junio de 2019

Tema: Calendario Académico Actualizado 2019-2020

- 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: En la junta de febrero de 2019, la mesa directiva aprobó el calendario académico para 2019-2020. Después de la junta, se administraron pruebas estatales estandarizadas a estudiantes de 3º a 8º. Debido al aumento de computadoras a nivel escolar y la habilidad de poder administrar las pruebas en los salones, el liderazgo escolar observó que hubo más flexibilidad de tiempo. A base de estas observaciones, el liderazgo escolar ha determinado que no es necesario tener un descanso de primavera durante el mes de marzo y surgiere que la mesa directiva apruebe el calendario actualizado que propone un descanso de primavera durante la semana de 6-10 de abril.

El calendario aun refleja 175 días de instrucción, y fechas tempranas de comienzo y fin, en comparación con años pasados, debido a las renovaciones del edificio principal durante el verano del 2020. Los minutos de instrucción por día continúan excediendo el límite requerido por el estado.

Si la mesa directiva apruebe el calendario, iniciaremos al notificación a familias y personal lo más pronto posible.

Recomendación:

Se recomienda que la Mesa Directiva apruebe el calendario académico 2019-2020 (versión 6.13.19).

Documentos Adjuntos:

Calendario Académico 2019-2020 (versión 6.13.19)

MOCIÓN Calendario Académico Actualizado 2019-2020	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafrá, Jennifer				
Petree, Kathy				
Gómez, Lourdez				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha 6.18.2019

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

**Language Academy of Sacramento
2019-2020
Academic Calendar_v061319**

2019-2020

July 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

0 work days
0 Instructional Days

w1
w2

August 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 work days
10 Instructional Days

w3
w4
w5
w6
w7

September 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

20 work days
20 Instructional Days

w8
w9
w10
w11

October 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 work days
23 Instructional Days

November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	H	H	H	H	H	30

15 work days
15 Instructional Days

w12
w13
w14

December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	H	H	H	H	21
22	H	H	H	H	H	28
29	H	H				

10 work days
10 Instructional Days

w15
w16

January 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			H	H	H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

19 work days
19 Instructional Days

w17
w18
w19
w20

February 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29

19 work days
19 Instructional Days

w21
w22
w23
w24

March 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 work days
22 Instructional Days

w25
w26
w27
w28

April 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	H	H	H	H	H	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

17 work days
17 Instructional Days

w29
w30
w31
w32

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30
31						

20 work days
20 Instructional Days

w33
w34
w35
w36

June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

10 work days
0 Instructional Days

194
175



A California Public School

Agenda Item# IIIN

Board Meeting Date: June 21, 2019

Subject: EdTec Contract Renewal

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

Committee: School Leadership

Information: EdTec has served as a back office provider for LAS since 2005. The current three year contract is due to expire June 30, 2019. With fiscal and operational needs in mind, school leadership engaged in discussion with EdTec to revise the Statement of Work and determine a more cost effective agreement moving forward.

Fiscal Impact:

Current annual contract: \$95,000
 One year renewal: \$80,500
 Two year renewal: \$78,500 (year 1), \$80,200 (year 2)
 Three year renewal: \$77,000 (year 1), \$78,600 (year 2), \$80,400 (year 3)

Recommendation:

School leadership recommends that the board approve the 3 year renewal with EdTec.

Attachments:

- EdTec Services Renewal Proposal
- EdTec Revised Statement of Work (SOW)

MOTION EdTec Contract Renewal	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafra, Jennifer				
Petree, Kathy				
Gómez, Lourdes				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Estimated Time of Presentation: 10 min
Submitted By: School Leadership
Date: 6.18.19

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



A California Public School

Artículo de Agenda # IIIN

Fecha de la Reunión: 21 de junio de 2019

Tema: Renovación del Contrato de EdTec

- 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: EdTec ha servido como proveedor de servicios administrativos para LAS desde 2005. El contrato actual de tres años se vencerá el 30 de junio de 2019. Teniendo en cuenta las necesidades fiscales y operativas, el liderazgo escolar participó en una discusión con EdTec para revisar la Declaración de Trabajo y determinar un acuerdo más eficaz para avanzar.

Impacto Fiscal:

Contrato anual actual: \$95,000
 Renovación de un año: \$80,500
 Renovación de dos años: \$78,500 (año 1), \$80,200 (año 2)
 Renovación de tres años: \$77,000 (año 1), \$78,600 (año 2), \$80,400 (año 3)

Recomendación:

El liderazgo escolar recomienda que la mesa apruebe la renovación de 3 años con EdTec.

Documentos Adjuntos:

- Propuesta de Renovación de Servicios EdTec.
- Declaración de trabajo revisada de EdTec (SOW, por sus siglas en inglés)

MOCIÓN Renovación de Contrato de EdTec	Aye	Nay	Abstain	Absent
Zamora, Erandi				
Campa, Aracely				
Ruiz, Nadeen				
Bacsafrá, Jennifer				
Petree, Kathy				
Gómez, Lourdes				
Yañez Gutierrez, Adriana				
Campos, Perla				
Jáuregui, Gemma				
Totals:				

Tiempo estimado para la presentación: 10 min.
Entregado por: Liderazgo Escolar
Fecha 6.18.2019

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



EdTec Back-Office Services Renewal Proposal for Language Academy of Sacramento (LAS)

EdTec is honored to be a key service provider and partner to Language Academy of Sacramento since November 2004 and looks forward to the opportunity of continuing its role in supporting the organization’s on-going success and impact in the coming years.

Current Contract Overview & Projected Service Cost for FY19

- Contract Term End: June 30, 2019
- Service Level: Per current Statement of Work #13 (SOW#13)
- Service Pricing: Fixed annual fee of \$95,000

Contract Renewal Proposal FY20 – FY22

Following discussions with LAS regarding adjustments to the current scope of services, the proposed fees in the below table represent reduced support frequency in the following areas:

- Board meeting participation: Reduce from current 11/year to 4/year
- Financial analysis presentation development: Reduce from current 11/year to 4/year
- Budget, cash flow, forecast revisions: Reduce from current 12/year to 6/year

We have prepared 1, 2, and 3-year contract renewal pricing options. The proposed service costs are based on our experience in supporting the school over these last few years, on the amount of support we expect to provide in the coming years, and on increases in EdTec’s costs to deliver the service.

For the 2-year and 3-year renewal options, we are also offering a fixed-fee credit, in recognition of extending the partnership for more than a single year.

Description / Term	Current Yr.	2019-20	2020-21	2021-22
Projected Enrollment / ADA	605 / 582	612 / 588	612 / 588	612 / 588
Projected School LCFF Revenue	\$5,733,572	\$6,000,597	\$6,172,072	\$6,352,016
Current Service Level Cost / Proposed Cost	\$95,000	\$97,850	\$100,800	\$103,800
- Cost Adjustment for Scope Reduction	n/a	\$(17,350)	\$(17,900)	\$(18,400)
Adjusted Service Scope Proposed Cost	n/a	\$80,500	\$82,900	\$85,400
1-Year Renewal: Service Cost	n/a	\$80,500	n/a	n/a
- Renewal Credits for 2-Year Term	n/a	\$ (2,000)	\$ (2,700)	n/a
2-Year Renewal: Adjusted Service Cost	n/a	\$78,500	\$80,200	n/a
- Renewal Credits for 3-Year Term	n/a	\$ (3,500)	\$ (4,300)	\$ (5,000)
3-Year Renewal: Adjusted Service Cost	n/a	\$77,000	\$78,600	\$80,400
- Service Cost as % of Expenses (3-Yr Renewal)	1.47%	1.13%	1.13%	1.12%

June 17, 2019

EdTec Back-Office Services Renewal Proposal for
Language Academy of Sacramento

Next Steps

A draft Statement of Work (SOW#15) showing the scope adjustments via “marked” changes and that provides the 3-year renewal Term and pricing, is attached for your reference.

If LAS elects to move forward with the 3-year contract and pricing, a “clean” version of the attached will be provided via DocuSign for the school’s review and e-signature.

If LAS elects to move forward with either the 1-year or 2-year contract Term and pricing, the attached SOW will be revised to reflect the applicable contract term and pricing, and will then be presented via DocuSign for review and e-signature.

Thank you for your partnership and for your consideration of EdTec’s proposal. We look forward to your feedback and to discussing next steps.

Best Regards,



Mark Campo
Executive Vice President
& Chief Marketing Officer

Attachment: LAS-SOW#15-Back Office Services-marked

STATEMENT OF WORK #15

by and between

EdTec Inc. and Language Academy of Sacramento

Reference:	Master Services Agreement dated November 1, 2004, by and between EdTec Inc. (“EdTec”) and Language Academy of Sacramento (“Client”).
Term:	July 1, <u>2019</u> through June 30, <u>2022</u> (the “Initial Term”). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a “Renewal Term”). The Initial Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school’s budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts (six times/year) – EdTec tracks budget to actuals and updates the budget forecast <u>six (6) times per year on a monthly basis</u> (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec makes the financials and presentation electronically available as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections (six times/year) – EdTec monitors the school’s cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans.

	<ul style="list-style-type: none">▪ Financial statement analysis (quarterly/monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements <u>on a quarterly basis</u> so Board and staff can quickly focus on the salient financial issues facing the school.▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounting:</p> <ul style="list-style-type: none">▪ Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.▪ Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system.▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.▪ Account for capital outlay expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Receivable:</p> <ul style="list-style-type: none">▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.▪ Revenue collection – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate
--	---

	<p>officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.</p> <p>Accounts Payable:</p> <p>Client staff shall be responsible for processing accounts payable, including but not limited to entering invoices and updating vendor records, verifying that there are no double payments or double billings on multiple invoices, exclusively responsible for troubleshooting payment issues with vendors, and ensuring there are funds available to pay bills.</p> <p>Client will also be responsible for preparing and sending 1099 Forms to vendors and government for all vendor paid January 1, 2017, and later.</p> <p>Client staff shall be responsible for timely processing of coding changes and credit card statement and payment processing to facilitate timely monthly accounting closes. Failure to process these items in a complete, correct, or timely manner may result in additional accounting work by EdTec and may result in additional hourly charges.</p> <p>EdTec can advise client on accounts payable matters on an hourly billing basis.</p> <p>Purchasing:</p> <ul style="list-style-type: none">▪ Vendor selection – EdTec provides guidance on vendors based on its experience with vendors around the State and country.▪ Purchasing assistance on big-ticket items – EdTec can assist the school in its purchase or leasing of big ticket items such as portables. <p>Government Financial Reporting:</p> <p>Subject to timely receipt of information and/or materials from Client, EdTec provides the following:</p> <ul style="list-style-type: none">▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.▪ Interim financial reports – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.▪ Audited financial reports – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15. <p>Audit:</p> <ul style="list-style-type: none">▪ Audit support – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall be responsible for producing copies of invoices and debit and credit card transaction support for auditor selections for the period starting July 1, 2017,
--	---

	<p>and going forward. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.</p> <ul style="list-style-type: none">▪ Audit compliance training – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.▪ Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.▪ IRS Form 990 support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).▪ Annual auditor selection form – EdTec sends auditor information to the county in the spring.▪ The school is responsible for attendance and audit of employee work. <p>SB 740 compliance (Non-classroom based):</p> <ul style="list-style-type: none">▪ SB 740 budget compliance – For non-classroom based schools, EdTec monitors budget compliance with SB 740 and alerts school to potential problems in meeting the full-funding determination.▪ Funding determination form – EdTec completes and files the school's funding determination form based on school input. At Client's request and subject to staff availability, travel to and attendance at ACCS and State Board meetings by EdTec is available at the then-current discounted hourly fee schedule.▪ Note that the school is responsible for compliance with policies and procedures associated with non-classroom based instruction. <p>2. PAYROLL</p> <p>Payroll:</p> <p>Client staff shall be responsible for processing Payroll, including but not limited to payroll reporting, payroll records maintenance, W-2 processing, and STRS and other retirement reporting.</p> <p>Client staff shall be responsible for submitting payroll reports and uncorrupted payroll spreadsheets to EdTec no later than 2 (two) calendar days from payroll processing date. Additionally, Client shall be responsible for timely submission of other ad hoc requests and reports to EdTec to facilitate timely monthly accounting closes. Failure to submit these items in a complete or correct manner may result in additional accounting work by EdTec and may result in additional hourly charges.</p> <p>EdTec can advise client on Payroll matters on an hourly billing basis.</p> <p>3. BUSINESS CONSULTING</p> <p>EdTec is a strategic thought partner to its Clients and provides high-value support and guidance in the following areas:</p>
--	---

	<ul style="list-style-type: none">▪ Negotiations – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school’s position.▪ Strategic budget development – EdTec can assist the school director and board with strategic financial planning and budget scenario development.▪ Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds.▪ Legal services optimization – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs.▪ Special projects – EdTec performs business-related special projects within reason, such as modeling growth, compensation and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none">▪ Board materials (electronic) – EdTec collects, organizes, and collates materials for each meeting (up to two board meetings per month) and makes the materials electronically available to Client in advance of the meeting. Client prints board meeting materials to have on hand for attendees.▪ Board meeting attendance (quarterly) – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference <u>on a quarterly basis (at most a total of one meeting per month and at least two meetings per three months)</u>, and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act.▪ Board meeting minutes - Client takes board meeting minutes and provides to EdTec for incorporation into board meeting materials. EdTec reviews and edits minutes, incorporating Client feedback, as needed. <p>5. FACILITIES</p> <ul style="list-style-type: none">▪ Facility needs assessment and planning – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.
--	--

	<ul style="list-style-type: none">▪ Prop 39 – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process.▪ District negotiations – EdTec will help the school negotiate deals with the district regarding facilities.▪ Financial reporting to lender - EdTec provides financial data to lenders for loan covenants.▪ Facilities funding support – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D.▪ Facility acquisition/lease negotiation – <i>On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school’s attorney should review these.</i> <p>6. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none">▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.▪ Mid-year internal review – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data.▪ Employee files – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.)▪ ESSA compliance support – EdTec will track the financial reporting and can help provide related backup necessary for the Every Student Succeeds Act (ESSA) compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis.▪ SPED compliance – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting.▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information becomes available, ESSA compliance may be especially complex with many school obligations.
--	---

	<ul style="list-style-type: none"> ▪ District and State regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or State regulations. <p>7. ATTENDANCE and DATA REPORTING</p> <ul style="list-style-type: none"> ▪ Client shall be responsible for all attendance and student data reporting, including but not limited to, monthly local and state attendance reporting, as well as non-attendance reporting such as CALPADS and CBEDS reporting. Client shall provide EdTec monthly attendance reports, P-1, P-2, Annual Attendance Report, and other data submissions related to CALPADS and CBEDS within 2 (two) calendar days of submission to either a state or local agency. EdTec can advise Client on an hourly billing basis. <p>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Financial reports – EdTec prepares customized financial reports for grant purposes, within reason. ▪ Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants. ▪ Public Charter School Grant Program (PCSGP) – EdTec assists the school in preparing and submitting the PCSGP Quarterly Expenditure Report (QER) to the CDE, and manages the review/finalization process. EdTec can also provide guidance in the school’s development of their PCSGP application budget. ▪ Consolidated Application (ConApp) – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS). ▪ State Revolving Loan – EdTec prepares the application for this loan program (up to \$250,000). ▪ After School Education and Safety Program (ASES) – EdTec submits annual budget and quarterly expenditure reports. ▪ School-Based Medi-Cal Administrative Activities (SMAA) – EdTec completes quarterly reports. ▪ Charter School Facilities Incentive Grant (CSFIG) – EdTec completes semi-annual disbursement requests. ▪ Deferral Exemption Application – EdTec completes the application for the school. ▪ Charter renewal – <i>On a separate fee basis, EdTec can assist in preparing and advocating a charter petition for school renewal.</i>
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>

<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ Back Office Services: EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$77,000 for the 2019-20 school fiscal year ○ \$78,600 for the 2020-21 school fiscal year ○ \$80,400 for the 2021-22 school fiscal year <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2019.</p> <ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ▪ Consulting: Should you desire additional services not in the above scope, we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses. ▪ Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable. ▪ Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the attached Roles and Responsibilities document (Attachment 1).</p>
<p>Termination</p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2019, or (c) upon any revocation of Client's charter. Upon any</p>

<p>early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>	
<p>EDTEC INC.</p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President & CEO</p> <p>Date: _____</p> <p>1410A 62nd Street Emeryville, CA 94608</p> <p>Fax: 510.663.3503</p>	<p>LANGUAGE ACADEMY OF SACRAMENTO</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Address: _____ _____</p> <p>Email: _____</p> <p>Phone: _____</p> <p>Fax: _____</p>



Agenda Item #IVA

Board Meeting Date: June 21, 2019

Subject: Curriculum Design Team

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

Committee: Campos P., de Luna M., Conant C., Dobkin S., Jáuregui G., Suárez, C., Bacsafra J., Mendez I., Bersola T., de León E.

Information:

The Curriculum Design Team (CDT) met on June 5, 2019, and addressed the following agenda items:

- Curriculum
 - NGSS Science Curriculum Adoption Pilot Timeline and Planning
 - ELD curriculum adoption & Federal Program Monitoring Program Resolution Agreement
- DRA/EDL
 - Recommendation to change DRA data collection in middle school
- Grade level expectations (reading/ writing)
 - Expectations within grade levels
- Backwards Planning
 - Year long plans
 - Assessments
 - Report Cards
- The committee will meet for Part 2 of CDT Meeting on Wednesday, June 19 @ 1:00pm

Estimated Time of Presentation: 5 min.
Submitted By: Jáuregui
Date: 06.21.19

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



Agenda Artículo #IVA

Fecha de la Reunión: 21 de junio de 2019

Tema: Comité del Diseño Curricular

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

Comité: Campos P., de Luna M., Conant C., Dobkin S., Jáuregui G., Suárez, C., Bacsafra J., Mendez I., Bersola T., de León E.

Información:

El Equipo de Diseño Curricular (CDT) se reunió el 5 de junio de 2019 y abordó los siguientes puntos de la agenda:

- Plan de estudios
 - Planificación y línea cronológica de adopción del plan de estudios piloto de ciencias de NGSS
 - Adopción de currículo ELD y Acuerdo de resolución del Programa de Monitoreo del Programa Federal
- DRA/EDL
 - Recomendación para cambiar la recopilación de datos DRA en la secundaria
- Expectativas de nivel de grado (lectura/escritura)
 - Expectativas dentro de los niveles de grado
- Planificación hacia atrás
 - Planes de un año
 - Evaluaciones
 - Boletas de calificaciones
- El comité se reunirá para parte 2 de la junta el miércoles 19 de junio a la 1:00 pm.

Tiempo estimado para la presentación: 5 min.
Entregado por: Jáuregui
Fecha: 06.21.2019

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



A California Public School

Agenda Item# IVB

Board Meeting Date: June 21, 2019

Subject: Facility Committee

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

Committee: Facility Committee is composed of Jennifer Bacsafrá, Lourdes Gomez, Tiffany Gellie, Karina Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomelí, Judy Morales, and Adriana Yáñez

Committee Information:

The committee met on June 4th, 2019 with RGA and stakeholders (TK-3rd grade teachers, SPED Staff, ASES Staff) to obtain feedback for Phase II of the Facilities Project.

<p>Estimated Time of Presentation: 5 min. Submitted By: Yáñez-Gutiérrez Date: 06.18.2019</p>

<p>Pertinent Pages in <input type="checkbox"/> Charter, pages _____ <input type="checkbox"/> MOU, pages _____</p>
--



A California Public School

Agenda Artículo# IVB

Fecha de la Reunión: 21 de junio de 2019

Tema: Comité de Instalaciones

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

Comité: El Comité de Instalaciones está compuesto por Jennifer Bacsafra, Lourdes Gómez, Tiffany Gellie, Karina Vargas, Erica Frederiksen, Rosio Pérez, Rosa Lomeli, Judy Morales, and Adriana Yáñez

Información:

El comité se reunió el 4 de junio de 2019 con RGA y partes interesadas (maestros de TK a 3er grado, Personal de Educación Especial, personal de ASES) para obtener comentarios sobre la fase II del proyecto del plantel.

Tiempo estimado para la presentación: 5 min.
Entregado por: Yáñez-Gutiérrez
Fecha: 06.21.2019

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